

	Unit of work & brief outline of what will be covered.	Key Objectives – what will students learn	Assessment
1	<p><b>Ultimate Questions</b>  <b>An evaluation of the concept of truth and how useful different types of truth actually are.</b>  <b>An exploration of moral philosophy and what makes an action right or wrong. Introducing key concepts of consequentialism and absolutism and the philosophers associated with these ideas.</b>  <b>An introduction to empiricism with the question ‘How do we know things exist?’</b></p>	<p>That different types of truth can be evaluated and their value can change (with time or place)  That there are different views about human nature and how people are influenced by upbringing  Views about human nature and the extent to which human behaviour is determined at birth  How people make moral decisions with reference to absolutism and consequentialism and relative morality  A classic philosophical enquiry in the form of Schrodinger’s cat  The views of some philosophers and religious beliefs about human nature</p>	<p><b>A series of assessed questions within the lessons including</b></p> <ul style="list-style-type: none"> <li>• 12 mark essay evaluating different types of truth</li> </ul>
2	<p><b>Christianity</b>  The birth, life, teachings and death of Jesus. An evaluation of the credibility of Jesus’ existence referring to Roman sources. An evaluation of the claims of Christians that Jesus was the messiah. An evaluation of the miracles of Jesus with reference to philosophical views about miracles. Christian teachings about the role of Jesus in salvation and atonement.</p>	<p>Arguments for evidence of Jesus’ existence and the main Roman sources that refer to Jesus. Christian teachings about the nature of who Jesus was and his role as messiah in Christianity. The identity of Jesus in other religions. Arguments for and against miracles including philosopher’s views. The meaning of atonement and its importance in Christianity. Why Easter is an important event in the Christian calendar</p>	<p><b>A series of assessed questions within the lessons including</b></p> <ul style="list-style-type: none"> <li>• 4-mark questions on: Did Jesus exist? The trial of Jesus and the crucifixion</li> <li>• 12-mark essay on miracles</li> </ul>
3	<p><b>Problem of Evil</b>  <b>An exploration and analysis of The Problem of Evil and Suffering. Evaluating the idea of the existence of God in light of the problem of evil. Evaluating key philosophical responses such as The Inconsistent Triad. Evaluating religious responses to evil such as The Freewill Defence And biblical stories such as the Story of Job</b></p>	<p>What the problem of evil is. Key historical and modern-day responses to the problem of evil for example the book of Job, St Irenaeus and the recent response of Stephen Fry. Key vocabulary as a foundation for KS4; omnipotent, omniscient, moral/natural evil, freewill etc. How religious believers respond to the problem of evil and suffering in the world today.</p>	<p><b>A series of assessed questions within the lessons including</b></p> <ul style="list-style-type: none"> <li>• 5-mark question on Inconsistent Triad</li> <li>• 12-mark question on the problem of evil</li> </ul>

4	<p><b>Buddhism</b> Starting with the early life of the Buddha and the beginnings of Buddhism in the context of Indian/Hindu religious life in 500 bce. Looking at the teachings of the Buddha through Buddhists story such as the story of Kisogotami. Evaluating the teachings of the Buddha about suffering through the 4 noble truths. Learning about the 5 moral precepts of Buddhism and teachings about the nature of existence according to the Buddha. Studying the Buddhist community and how Buddhists worship together and individually. Studying 3 types of Buddhist meditation.</p>	<p>How Buddhism began. Why Buddhism began and the early life of Siddharta Gotama. The Buddhist world view and the main teachings of the Buddha about the nature of existence. Buddhist teachings about suffering as told through the story of Kisogotami. How to evaluate the teachings of the Buddha in light of their own world views. How Buddhists worship together and the sangha. How and why Buddhists practice meditation and 3 types of meditation and the temple. The moral precepts of Buddhism.</p>	<p><b>A series of assessed questions within the lessons including</b></p> <ul style="list-style-type: none"> <li>• 5 mark question on Buddhist teachings</li> <li>• 12 mark essay on the importance of the life of the Buddha today</li> </ul>
5	<p><b>Science vs Religion</b> A unit of work on the relationship between science and religion in the context of historical trends (the cosmological revolution) and modern-day discourse (Richard Dawkins/Alistair McGrath) Students will evaluate biblical narratives about the origins of life and compare and contrast these with scientific accounts of creation and the theory of evolution.</p>	<p>Creation accounts in the bible and Quran and the big bang theory. Evaluation of the compatibility of the different accounts. The main events and principle scientists of the cosmological revolution and how this impacted on religious life in medieval England. About more modern day conflicts between science and religion in Darwin's theory of evolution and the Scopes Monkey Trials in America. To apply key vocabulary as a basis for ks4 such as objective truth, subjective truth, proof, empirical evidence</p>	<p><b>A series of assessed questions within the lessons including</b></p> <ul style="list-style-type: none"> <li>• 5 mark question on evolution</li> <li>• 12 mark essay: Are science and religion compatible?</li> </ul>