




		Year:	10	Subject:	Philosophy & Ethics	Spring 2 / Summer 1 The Existence of God & Revelation (c. 9 lessons)	Summer 1 / Summer 2 Religion, Peace & Conflict (c. 9 lessons)
Intent	Subject Concepts (Substantive knowledge) 	Belonging		<ul style="list-style-type: none"> Religion and Society today 	Prior Knowledge <ul style="list-style-type: none"> International and National belief in the UK today. 	Religious and non-religious views on the following: <ul style="list-style-type: none"> Being part of a peaceful society; and Comradery during conflict. 	Prior Knowledge: <ul style="list-style-type: none"> How societal similarities and differences can lead to situations of peace or conflict.
		Believing		<ul style="list-style-type: none"> Design Argument First Cause Argument Miracles The Problem of Evil and suffering Revelation Religious Experience Scripture 	Prior Knowledge <ul style="list-style-type: none"> History and beliefs of Abrahamic faiths. 	Religious and non-religious views on the following: <ul style="list-style-type: none"> The meaning and significance of peace, justice; forgiveness and reconciliation; The Just War theory; Holy war; Religion and belief as a cause of war and violence in the contemporary world; Nuclear weapons; and The use of weapons of mass destruction. 	Prior Knowledge: <ul style="list-style-type: none"> A brief understanding of the Just War theory (linked to Year 8 Peace and Conflict topic); Knowledge of nuclear weapons and weapons of mass destruction, and the countries that may have some and when they have been used previously in history; and A religious understanding of forgiveness (linked to KS3 topics around beliefs).
		Behaving		Morality, belief and Law	Prior Knowledge <ul style="list-style-type: none"> Ethics of the Abrahamic Faiths: 10 Commandments, Shariah, Covenants. 	Religious and non-religious views on the following: <ul style="list-style-type: none"> Reasons for war; Violence; Terrorism; Pacifism; Religion and peace-making in the contemporary world; and Religious responses to the victims of war. 	Prior Knowledge: <ul style="list-style-type: none"> An understanding of reasons for previous wars (e.g., WW1 and WW2) (linked to KS3 History); A brief understanding of what pacifism is (linked to Year 8 Peace and Conflict topic); and An understanding of different terrorist groups and the acts that they have committed.
Disciplinary Knowledge		<ul style="list-style-type: none"> Evaluating the reliability and validity of sources and accounts. 		<ul style="list-style-type: none"> Students could look at a stimulus of violence or a violent protest and write down their thoughts and feelings using the 5w's, where, why, what, who, when. Ideas for a stimulus could be: rounding children up during the Holocaust, black and white people being mistreated in USA. Questions could then be asked relating to the stimulus. 			
Implementati	Common Misconceptions		<ul style="list-style-type: none"> Aren't all people who have visions mad? 		<ul style="list-style-type: none"> War is never justified. 		
	Enabling or Adapting the Curriculum	SEND Students		<ul style="list-style-type: none"> Make lists – one showing the strengths of the Design Argument, the other the weaknesses. Make two lists – one supporting the idea that the existence of evil and suffering proves that God does not exist and one showing reasons against this 	<ul style="list-style-type: none"> Religious teachings on peace and Justice gap fill Write down their thoughts on terrorism using specific examples. Sorting exercise depicting what happens because of war. Sorting activity looking at the different weapons of mass destruction. 		

		<ul style="list-style-type: none"> Gap fill on Dawkins Sentence starters for written tasks. 	
	Disadvantaged Students	<ul style="list-style-type: none"> Introduce Hitchens, Dawkins, Ted talks 	<ul style="list-style-type: none"> Pictures of different peace symbols used around the world. Working individually students could design their own peace symbol. Aquinas, Augustine
	More Able Students	<ul style="list-style-type: none"> Higher ability students could complete an exam question on the relative strengths and weaknesses of the Design Argument. Students could research a miracle from a different faith or from the current day (eg, Lourdes, Toronto Blessing). Students could complete some research into the Big Bang as the cause of the universe. Students could consider whether this theory can be compatible with the existence of God as the cause of the universe. 	<ul style="list-style-type: none"> More able students could be given the religious teachings on peace and Justice and be required to summarise the meaning themselves. Students might be asked to write down a time they forgave someone and how they reconciled their differences. Higher ability students could be given more specific teachings or situation scenarios to comment on. Higher ability students could research Hiroshima and Nagasaki and the devastating consequences and why some people believed it was the right thing to do
Literacy/Numeracy Skills 	Vocabulary:	<ul style="list-style-type: none"> Cosmological argument, big bang, Design Argument, Miracle, Divine, omnipotent and omniscient, personal and impersonal, immanent and transcendent. Revelation 	<ul style="list-style-type: none"> Just War theory, WMDs, Peace, War, Justice, Terrorism, Conventional and Non-conventional warfare, Pacifism, Reconciliation
	Reading:	<ul style="list-style-type: none"> Dawkins, written accounts of miracles. St. Paul on the road to Damascus. New testament accounts of miracles. 	<ul style="list-style-type: none"> Religious quotes on peace and justice. 5W sheet Exert from diary of Anne Frank – annefrank.org.uk Students could look at examples of religious wars in history eg, Crusades and modern situations where there is religious intolerance and persecution.
	Writing:	<ul style="list-style-type: none"> Examination evaluation question on the effectiveness of the Design Argument as an argument for God’s existence. Evaluation question on the effectiveness of the Causal Argument as an argument for the existence of God. A question on the validity of enlightenment as a source of knowledge about the divine. 	<ul style="list-style-type: none"> Students could produce a poster on the ‘Just war theory’ and who initiated it. Written responses to exam questions. What are the criteria which some religions believe are necessary for a war to be ‘holy’? Compare and contrast the holy war criteria with that of the just war.
	Oracy:	<ul style="list-style-type: none"> In small groups, students could discuss the strengths and weaknesses of the argument and present their views to the whole class. These could be supported with a guided worksheet detailing the key strengths and weaknesses of the argument. In small groups, students could consider the cause and effects that result in them sitting in the room today. How far can they go backwards in time? In small groups, students could discuss how the principle of cause and effect relates to the existence of God. Students could then present their views to the rest of the class. The class could be divided into two groups; one group which argues that God could be the cause of the universe and the other group which argues that God is not needed to cause the universe. Students could ask questions of each group. Students could answer an evaluation question on whether the Causal Argument is an effective argument for God’s existence. Students could then consider how miracles might prove the existence of God. Students could present their ideas to the rest of the class. 	<ul style="list-style-type: none"> Ice breaker. Ask students what they think peace and justice means. Students could be given information on religious teachings on peace and justice and work in pairs to decipher what these teachings mean. Discussion about whether any war could be called ‘holy’. Students could discuss why religion can become a cause for war when most religious teachings suggest that believers should promote peace. Students could discuss what happens to the victims of war and produce a list. Students could use the internet to research organisations that help victims of war and then produce their own PowerPoint on the specific organisation.
	NUMERACY	<ul style="list-style-type: none"> ONS: Numbers of Atheists in the UK. Fall in the numbers of believers. 	<ul style="list-style-type: none">
Digital Strategy 		<ul style="list-style-type: none"> Creating revision materials Researching topics and collating research Presentations Receiving and acting on feedback digitally Working with peers and staff through Microsoft Teams Structuring written answers to questions Receiving and acting on feedback digitally Developing confidence through critical consideration of opinions and perspectives Preparation for the world of work through aspects including: 	<ul style="list-style-type: none"> Creating revision materials Researching topics and collating research Presentations Receiving and acting on feedback digitally Working with peers and staff through Microsoft Teams Structuring written answers to questions Receiving and acting on feedback digitally Developing confidence through critical consideration of opinions and perspectives Preparation for the world of work through aspects including:

		<ul style="list-style-type: none"> ○ Digital organisation of files and folders ● Professional communication ● Use of digital tools on iPads, such as: <ul style="list-style-type: none"> ○ “Speak” – key words from religious texts can be read aloud to students ○ “Translate” – for EAL students ○ “Whiteboard” – for teachers to offer additional, personalised explanation ● “YouTube” – clips to show elements of different faiths (e.g., tours of religious buildings, daily life within different cultures, etc.) 	<ul style="list-style-type: none"> ○ Digital organisation of files and folders ● Professional communication ● Use of digital tools on iPads, such as: <ul style="list-style-type: none"> ○ “Speak” – key words from religious texts can be read aloud to students ○ “Translate” – for EAL students ○ “Whiteboard” – for teachers to offer additional, personalised explanation ● “YouTube” – clips to show elements of different faiths (e.g., tours of religious buildings, daily life within different cultures, etc.) 		
	Home Learning	•	•		
Impact	Composite Assessment	Date:	Content:	Date:	Content: