

Long Term Plan A Level Religious Studies Year 13

VMU Units: Philosophy of Religion and 2 themes of Christianity

2 lessons per week

'Religiously literate, culturally aware and philosophically curious'

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to 'religiously literate, culturally aware and philosophically curious'.	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1 (started after TAGs) 10 lessons (5 left so 2.5	Philosophy: Religious Experience D-F	The influence of religious experience on faith and practice for individuals and communities in various aspects e.g. faith restoring. Miracle definitions from: Aquinas, Hume, Holland and Swinburne. Exploration of why and how religious believers justify miracles e.g. through	Knowledge recall Understanding shown through thorough explanation Analysis and evaluation Use of key quotes and other sources of wisdom	Religiously literate - new key terms including definitions of miracles from a range of scholars shows how different definitions of a word have different impact. Philosophically curious - arguments on whether miracles	Nuances between the different definitions of miracles for different scholars and the differences between miracles and religious experiences in those definitions. Thinking Hume agrees with miracles that fall under his	Y12 religious experience themes A-C	Possibility to study Hume and/or Swinburne at university in much more depth	Original texts are read through with the teacher in lessons for all students; HPA are questioned more on the meaning of those texts. Opportunity for further reading on Hume and	Social and spiritual - impact of religious experience and miracles on religious believers Cultural - miracles from different cultures	Original texts of Hume and Swinburne allow students to broaden knowledge and understanding of these key British philosopher	Scholar Philosopher Author

weeks left)		sacred texts. Study of a comparative view on the possibility of miracles by Hume and Swinburne.		exist or not - including a Christian and an atheist view allows for philosophical curiosity. Culturally aware - how miracles impact those in different cultures e.g. Ganesha milk miracle for Hindu.	definition.			Swinburne.	Tolerance for other views on miracles.	hers.	
1-2 12 lessons 6 weeks	Philosophy theme 2 Challenges to religious belief - religious belief as a product of the human mind D-F	Freud: religion as an illusion; collective neurosis; primal horde; Oedipus complex; wish fulfilment and reaction against helplessness. Include supportive evidence e.g. evolutionary basis for instinctive desires and challenges e.g. evidence base too narrow. Jung: religion necessary for personal growth; collective unconscious; individualism; archetypes; the God within. Include supportive evidence e.g. religion as a source of comfort and	Knowledge recall Understanding shown through thorough explanation Analysis and evaluation Use of key quotes and other sources of wisdom Discerning between truth claims.	Religiously literate: new key terms e.g. new atheist and the psychological terminology e.g. archetypes and the God within. Philosophically curious: more psychologically curious in this unit as psychology is brought in as a challenge to religious belief. Culturally aware: psychology, especially that of Freud, is culturally known by many so this gives students an	Many misconceptions arise in this unit as psychology is quite different from philosophy. Confusion between the roles of the ego and superego. Misunderstanding the difference between atheism and new atheism and indeed why new atheism was 'necessary'. Thinking Jung believes in an external god.	Y12 theme 2 units A-C on theodicies and the problem of evil	Psychology at university	HPA students can be given original texts of Freud and the 'four horsemen' of new atheism to read in prep. And present their findings back to the class.	Social - the social interactions of the religious believers Moral - is religion a moral necessity? Spiritual - the spiritual element of the god within and its use for humans even without an external god Cultural -	Psychology and the views of prominent new atheists pervade our culture and so learning about them here helps students understand their significance for many people today	Psychologist Sociologist Scientist Researcher

		<p>challenges including lack of empirical evidence.</p> <p>Atheism and New Atheism: differences between atheism and agnosticism (use Dawkins 7 point scale); rise of New Atheism and its criticisms of religion as non-thinking, infantile worldview, impedes scientific progress. Religious responses to the challenge of New Atheism: rejection of incompatibility of religion and science (links to Christianity topic with McGrath and Gould here); increase in religious fundamentalist activity and increase in religious apologists in the media.</p>		<p>opportunity to explore these well-known beliefs.</p>					<p>psychological views and atheist views prominent in our culture e.g. those of Dawkins</p> <p>Tolerance - the views of the new atheists that we should not tolerate religious fanaticism</p>		
2-3 23 less ons incl udin g full asse ssm	Christia nity Theme 3 A-F (big unit)	Attitudes towards wealth: dangers of wealth (various Bible passages cited to refer to); apparent contradiction between stewardship and ascetic ideal; prosperity Gospel of the Word-Faith movement.	Knowledge recall Understanding shown through thorough explanation Analysis and evaluation Use of key quotes and other sources	Religiously literate: understanding the varied positions of inclusivism, exclusivism, universalism and pluralism. Philosophically	Misunderstanding of the original mission movement and therefore the reverse mission movement. Thinking the UK is/is not Christian without exploring	Links to the philosophy unit studied earlier in Y13	Theology degree	HPA to research independently one Reverse Mission Movement church/pastor and report back to the group.	Social - Christian communities and the changes due to migration Moral - the ethics of mission and	Understanding the influence Christianity has had on our country and the lives of others in	Christian missionaries Priests/ bishops Theologian Scientist

ent) 12.5 weeks		<p>Challenges of migration to the UK: assimilation, provision of worship, style of worship and culture. Reverse mission movement.</p> <p>Feminist theology: Mary Daly and Rosemary Radford Ruether; ordination of women priests and bishops; the impact of this on the lives of believers and communities in Christianity today.</p> <p>Challenges from secularisation: Conflicting religious and non-religious views on Christianity in the UK; beliefs conflicting with the laws of the country; perceived challenges to Christianity.</p> <p>Challenges from science: Dawkins and the McGraths' contrasting views on the relationship between religion and science; the nature of 'proof'; limits of science; 'God of the</p>	<p>of wisdom</p> <p>Accepting and understanding Christianity as a living faith with differences between denominations</p>	<p>curious: exploring the claims that we are and are not a Christian country</p> <p>Culturally aware: exploring the claims that we are/are not a Christian country allows students time to explore our culture and which aspects of these come from Christianity</p>	<p>the other side.</p> <p>Confusion over the apparent contradictions in the Bible - often students don't understand how there can be apparent contradictions</p>				<p>reverse mission, morality of not allowing female priests/bishops</p> <p>Spiritual - to what extent we are a Christian country, life of an ascetic, religious pluralism as an option</p> <p>Cultural - mission, reverse mission, life of an ascetic, prosperity Gospel</p> <p>Rule of law - how Christianity has influenced the British legal system</p>	<p>other countries through mission from the UK and now how this is attempting to change the UK through the RMM</p>	
-----------------------	--	--	---	--	--	--	--	--	--	--	--

		gaps'. Challenges from pluralism and diversity within a tradition: difference between pluralism and tolerance of religious diversity; exclusivist and inclusivist views in the Bible; Hick and Rahner on inclusivism and their differences; differences between Christian universalism and pluralistic universalism.									
4-5 18 less ons, 9 wee ks	Philosophy Theme 4: Religious Language A-F (big unit)	Inherent problems of religious language: limitations of language for concepts of God e.g. limitless; challenges to sacred texts as unintelligible; challenge that religious language is not shared; differences between cognitive and non-cognitive language. Religious language as cognitive but meaningless: Logical Positivism - Verification; religious ethical language as meaningless; can't be	Knowledge recall Understanding shown through thorough explanation Analysis and evaluation Use of key quotes and other sources of wisdom	Religiously literate: the whole unit is on religious language and analysing the meaning and use of religious language for believers Philosophically curious: new philosophers are introduced in this unit that students haven't studied previously eg, Wittgenstein Culturally aware: different views on the meaning and	Confusion between cognitive and non-cognitive language (although they will have encountered this in Ethics by this point) and potential confusion on religious language as cognitive but meaningless Religious language as symbolic - confusion with whether this relates to symbols or words or both	No links	Philosophy degree religious language and/or philosophy of science units (Verification and falsification)	HPA will be provided with some original text passages to analyse in prep., e.g. Wittgenstein's language games. They will also independently research one of Hare, Mitchell or Swinburne to present their challenges to falsificationism to the	Social - how language is used and provides meaning within religious communities Moral - can we really say religious language provides no meaning for those within religious communities?	Cultural capital is provided by studying different religious symbols, myths and analogies for different cultures to explore how these have different meanings for	Philosopher Analytic philosopher Linguist Anthropologist Sociologist

	<p>verified (Ayer); falsification (Flew). Criticisms of verificationism including that it itself cannot be verified. Criticisms of falsificationism: Hare, Mitchell and Swinburne.</p> <p>Religious language as non-cognitive and analogical: proportion and attribution (Aquinas); qualifier and disclosure (Ramsey). Challenges: how far can analogies give us insight.</p> <p>Religious language as non-cognitive and symbolic: functions of symbols (Randall); God as that which concerns us ultimately (Tillich). Challenges including whether a symbol is adequate.</p> <p>Religious language as non-cognitive and mythical: it is a complex form of mythical language that communicates insight; different forms of myths to convey meaning:</p>		<p>use of religious language</p>	<p>Confusion between verification and falsification</p> <p>Thinking that for something to be falsifiable it has to be proven wrong (as opposed to having the potential to be proven wrong)</p>			<p>class.</p>	<p>Spiritual - the spiritual meaning of religious language for believers</p> <p>Cultural - meaning may be different for different cultures (language games), symbols and analogies differ between cultures, different myths in different cultures</p> <p>Tolerance and religious liberty - differences between meaning in different religious communities</p>	<p>different religious communities</p>	
--	---	--	----------------------------------	--	--	--	---------------	---	--	--

