














RELIGIOUS STUDIES CURRICULUM MAP

YEAR 9

<p>Autumn Term Part 1: Lesson Content. Rules and Rebels: Part 1 – Rules.</p> <p>The 10 Commandments Moses: chosen by God to lead the Hebrew people out of slavery in Egypt. They crossed the Red Sea and wandered in the desert to find the promised land. The 10 Commandments were given to Moses by God as guidance for how he wanted people to live. Jews and Christians to follow these commandments because they are compulsory, and they will help them to live as God wishes. Life skill: The ability to value relationships and develop a sense of belonging. Career link: Recruitment consultant.</p> <p>The Two Great Commandments The NT focuses on Jesus, who was asked which the greatest commandment was. Jesus: there are two great commandments explained by parable of the Good Samaritan. Matthew 22:36-40 = Love the Lord your God with all your heart and with all your soul and with all your mind. And the second Love your neighbour as yourself. Life skill: Ability to apply their own thinking to British values including tolerance, respect and the rule of law. Career link: Media Manager.</p> <p>Shariah Law: ‘a path to be followed’ Sources of Shariah Law: Qur’an/ teaching of Prophet Muhammed (pbuh). Muslims living in countries that do not have Shariah law MUST obey the law of the country they are in. Not anybody can apply Shariah Law – it must go through the courts and follow due process. Life skill: Ability to articulate their own and others’ ideas on a range of contemporary social issues, including environmental concerns, issues of equality and community cohesion and the impact of ideas about British values. Career link: Community Outreach Coordinator.</p> <p>The Pope Leader of the Roman Catholic Church. While many Catholics turn to the Bible for guidance, they are also able to turn to the teachings of the pope. The Pope is important as he represents a direct line to Jesus. The Pope lives in the Vatican City. A new Pope is elected by the Council of Cardinals. Life skill: The ability to consider the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices. Career link: Education Director.</p> <p>The Gurus: Punjabi word for disciple or learner Sikhs regard the ten gurus as the embodiment of one guiding light, which passed from each guru to their successors and now lives in the Sri Guru Granth Sahib. The Guru Granth Sahib contains teachings from the Gurus and is regarded as the word of God. Teachings = how to live their own lives. Life skill: The ability to consider how religions and other worldviews perceive the value of human beings, and their relationships with one another, with the natural world, and with God.</p>		<p>Reading: Students will learn subject specific key words to describe the variety of religious forms of authority. Students will read information provided to enhance their subject knowledge. Reading focus: Key information on the 10 commandments Matthew 22:36-40 Key information on Shariah law Key information on Catholic sources of religious authority.</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
		<p>Writing: Students will complete extended pieces of writing in ‘Part 3’ of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p> <p>Oracy: Discussion Debate Choral response of expert vocabulary and quotations Peer collaboration Presentation of work</p> <p>Speak like an expert: Authority Cardinal Catholic Commandment Conclave Contemporary Guru Guru Granth Sahib Moses Parable Prophet Prophet Muhammad (pbuh) Qur’an Shariah Venerated Waheguru</p>
		<p>Subjects: English/Literacy Sociology Geography History Maths/Numeracy</p> <p>Components of Personal Development</p> <div style="display: grid; grid-template-columns: repeat(4, 1fr); gap: 5px;"> <div data-bbox="858 1892 976 1982">  <p>British Values</p> </div> <div data-bbox="986 1892 1104 1982">  <p>Careers Education</p> </div> <div data-bbox="1114 1892 1232 1982">  <p>Citizenship Education</p> </div> <div data-bbox="1241 1892 1359 1982">  <p>PSHE Education</p> </div> <div data-bbox="858 2004 976 2116">  <p>Inclusive Environment</p> </div> <div data-bbox="986 2004 1104 2116">  <p>Enrichment</p> </div> <div data-bbox="1114 2004 1232 2116">  <p>Character Education</p> </div> <div data-bbox="1241 2004 1359 2116">  <p>SMSC</p> </div> </div>



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<p>Career link: Author.</p> <p>Religious Authority According to many religions, the sacred text should be more authoritative than any reader, the problem with texts is that they must be understood by contemporary readers. People interpreting the texts therefore can have equal/greater, authority than the texts. Other religions rely more on human beings who interpret the text's meaning.</p> <p>Life skill: Understanding of the importance of rights and responsibilities and developing a sense of conscience.</p> <p>Career link: Entrepreneur.</p>		
<p>Autumn Term Part 2: Lesson Content. Rules and Rebels: Part 2 – Rebels.</p> <p>Rosa Parks Arrested in 1955 for refusing to give up her seat on a segregated bus. This led to the "Bus Boycott" Rosa Parks was a Christian = a member of the African Methodist Episcopal Church. Her Christian faith nourished her beliefs in human dignity, equality and the "Christian responsibility to act."</p> <p>Life skill: The skills of listening and dialogue which enable mutual understanding and respect.</p> <p>Career link: Human Rights Advocate.</p> <p>Malala Malala is a Muslim and believes that "Seeking knowledge is a duty of every Muslim, man or woman". (Hadith) and "All people are equal ... as the teeth of a comb" (Hadith) which means that when she disobeyed the rule of the Taliban, she was doing so to uphold these quotes from Muhammad (pbuh), which are recorded in the Hadith. Taliban was shot Malala for speaking about girls' right to go to school - contradicts the Hadith.</p> <p>Life skill: The skills needed to navigate a society in which different cultures and religions are present.</p> <p>Career link: Community Centre Director.</p>		<p>Reading: Students will read information from a variety of sources to investigate some believers who broke those laws and evaluate whether their actions are criminal, heroic or both. Reading will focus on: Rosa Parks Malala Martin Luther King Malcolm X Dietrich Bonhoeffer Thich Quang Duc</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
<p>Martin Luther King Jr and Malcolm X Agreed that ALL people could live together in harmony. MLK: pacifist, believed that 'Hate cannot drive out hate: only love can do that.'. Malcolm X believed people could use any means necessary to defend their rights.</p> <p>Life skill: The ability to engage with and respond for themselves to dilemmas of belief and value in their society.</p> <p>Career link: Legal Aid/Diplomat.</p>		<p>Writing: Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
<p>Dietrich Bonhoeffer Lived in Germany when the Nazis were killing people, particularly Jews. Christians are called to 'love thy neighbour'</p> <p>Life skill: The skills of listening and dialogue which enable mutual understanding and respect.</p> <p>Career link: Media Correspondent.</p> <p>Thich Quang Duc: The "Burning Monk": Symbol of rebellion/ fight against injustice.</p>		<p>Oracy: Discussion Debate Choral response of expert vocabulary and quotations Peer collaboration Presentation of work</p> <p>Speak like an expert: Segregation Discrimination Boycott Taliban Seditionist Apostasy Equality Pacifism Denomination Catholic Protestant Resistance Assassination Self-immolation Monk Thich</p>



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<p>First moral precept - the self-immolation conflicts with not taking any life. Metta – was he trying to sacrifice himself to bring about positive change?</p> <p>Life skill: The ability to speak confidently about their engagement with and appraisal of religious and spiritual aspects of culture.</p> <p>Career link: Museum Curator.</p>		<p>Subjects: English/Literacy Sociology Geography History Maths/Numeracy</p> <p>Components of Personal Development</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> British Values</div> <div style="text-align: center;"> Careers Education</div> <div style="text-align: center;"> Citizenship Education</div> <div style="text-align: center;"> PSHE Education</div> <div style="text-align: center;"> Inclusive Environment</div> <div style="text-align: center;"> Enrichment</div> <div style="text-align: center;"> Character Education</div> <div style="text-align: center;"> SMSC</div> </div>
<p>Spring Term Part 1: Lesson Content. Religion in the 21st Century</p> <p>Technology and Religion During COVID, social limits were placed on people. People couldn't leave their houses to go to places of worship. Religion began to use technology more. Is technology way of the future? Some would argue that Buddhism can use robotic priests as it doesn't have the same concept of God that other religions do. In Christianity as robots become more and more human-like, might the Church decide that they can perform these roles?</p> <p>Life skill: The ability to relate without embarrassment or fear to people who are different, being polite, showing interest and always avoiding negativity such as ridicule.</p> <p>Career link: Software developer.</p>		<p>Reading: Students will learn subject specific key words to describe the evolution of Abram to Abraham. Students will read scripture to enhance their subject knowledge. Key scripture focus includes: Genesis 2:15 Qur'an 55: 7-10 Genesis 1:28 Qur'an 31:20</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
<p>Religion and Climate 'Stewardship'= Christians are taught 'The LORD God then took the man and settled him in the garden of Eden, to cultivate and care for it.' Genesis 2:15. Muslims are taught 'He [Allah] laid out the earth for all living creatures. Qur'an 55: 7-10. Hindus are taught that Devi is a goddess and deserves love and care. 'Dominion' = Christians taught 'God said unto them, be fruitful, and multiply, and replenish the earth, and subdue it: and have dominion over... every living thing.' - Genesis 1:28. Muslims taught 'Do you not see that God has disposed for you whatever there is in the heavens and whatever there is in the earth'. - Qur'an 31:20. The River Ganges, sacred to Hindus, is used for ceremonies: one of the most polluted rivers on Earth.</p>		<p>Writing: Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
<p>Life skill: Recognition of how religious and other beliefs lead to actions and concerns.</p> <p>Career link: Environmental Health Officer.</p> <p>Secularism 2001 Census in the UK 71.6% identified as Christian, and around 16% of population = 'no religion'. 2011 Census, 59.3% of the population identified as Christian and 25.2% of the population = 'no religion'. 2021 Census, 46.2% of the population identified as Christian, and "no religion" 37.2%. Some people worry that secularism is being used to justify laws which discriminate against religious believers. Others say it is leading to religion being pushed out of decision-making.</p>		<p>Oracy: Discussion Debate Choral response of expert vocabulary and quotations Peer collaboration Presentation of work</p> <p>Speak like an expert: A.I Authentic Climate Secular Ethically Amalgamation Syncretism Dogmatism Scientism</p>
<p>Life skill: The skills of listening and dialogue which enable mutual understanding and respect.</p>		<p>Subjects: English/Literacy Sociology Geography History Maths/Numeracy Science Design Technology</p>



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<p>Career link: Business analyst.</p> <p>Medical ethics: making and ending life As medicine advances, we will be able to keep people alive for much longer and find new ways to help people have children. Our advances in health have been part of the reason we have raised the average life expectancy of the UK from 71 in 1970 to 81 in 2023. We can keep people alive for longer, healthier for longer and even return them from states of near-death. Life skill: The ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith. Career link: Doctor.</p> <p>Syncretism Religions are built on core traditions and practices. When a religion meets a new culture, there are sometimes adaptations made to the religion to help the new culture adapt. If there are too many adaptations, some people worry that the religion may change too much or cease to exist. Life skill: The ability to make links between religion and individual, community, national and international life. Career link: Newspaper journalist.</p> <p>Dogmatism Any person who refuses to accept that they could be wrong is behaving dogmatically. Behaving dogmatically can be problematic, as it refuses to allow other ideas to exist and so prevents people from trying new things and being innovative. Dogmatism can lead to a lack of empathy and understanding toward those who hold differing beliefs or come from diverse backgrounds. Life skill: The ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers. Career link: Editorial assistant.</p>	<p>Philosophy</p> <p>Components of Personal Development</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> British Values</div> <div style="text-align: center;"> Careers Education</div> <div style="text-align: center;"> Citizenship Education</div> <div style="text-align: center;"> PSHE Education</div> <div style="text-align: center;"> Inclusive Environment</div> <div style="text-align: center;"> Enrichment</div> <div style="text-align: center;"> Character Education</div> <div style="text-align: center;"> SMSC</div> </div>
<p>Spring Term Part 2: Lesson Content. Ethical Systems</p> <p>Why do we have ethics? Ethics helps us keep society bonded and functioning. Humans need to be able to trust each other to work as a group, ethics helps make this happen. Ethics help us make decisions which consider the importance of other people, and not just ourselves. Ethics is the study of our moral choices. No rule exists without a reason. Aristotle is one of the earliest writers on this topic; his work "Nicomachean Ethics," focuses on achieving eudaimonia, often translated as "happiness" or "flourishing." He believed that living a good life was the key to living your best life. Aristotle believed that there was a 'best' way to behave in all situations, and that we could practice being good people if we knew what to aim for. Life skill: The ability to articulate ideas, beliefs and values. Career link: Project consultant.</p>	<div style="text-align: center;"></div> <p>Reading: Students will examine several thought experiments to put their knowledge of key ethical systems into practice. This includes: The trolley problem The murderer at the door. Students will also read writings from philosophers and their responses to the thought experiments. This includes the thoughts of: Aristotle (Natural Law) Immanuel Kant (Deontology) Jeremy Bentham (Utilitarianism) John Stuart Mill (Utilitarianism)</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>



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<p>Should I want to be the very best? Aristotle used the term ‘praxis’ to describe the act of practising until we master something. Aristotle suggested that the way to make sure we behave well is not to behave in the ways we see others behaving. Aristotle thought we should try and copy the best qualities, and by doing them repeatedly they will go from practice to habit. Aristotle used examples of Greek heroes and Gods to explain what we should aim for and what we should avoid. Life skill: The ability to evaluate clearly and rationally, using a range of reasoned, balanced arguments. Career link: School project manager.</p>		<p>Writing: Students will complete extended pieces of writing in ‘Part 3’ of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
<p>What duties do we have? Deontology At the core of deontology is the idea that ALL people should be treated equally, and so deserve respect. Kant said that a good behaviour is one that is ‘universalisable’, which means you’d be happy for it to happen if you were the person behaving, or the person effected by the behaviour. Life skill: Ability to consider viewpoints and arguments carefully. Career link: Barrister.</p>		<p>Oracy: Discussion Debate Choral response of expert vocabulary and quotations Peer collaboration Presentation of work</p> <p>Speak like an expert: Ethics Principle Virtue Character Duty Rational Consequence Means to an End</p>
<p>Does the end justify the means? Some Philosophers believe that we should focus on the consequences of our actions, instead of the duties that we have. Jeremy Bentham first proposed that people ought to behave in a way which makes the most people happy. John Stuart Mill studied under Bentham, and changed the idea slightly, and focussed more on whether a decision causes more pleasure than pain. The more pleasure, the better the decision. The more pain, the worse the decision. Mill also felt some types of pleasure were better than others, and so more important to focus. Life skill: Ability to develop logical arguments and cite evidence. Career link: Programme manager.</p> <p>What is moral agency? When we are discussing ethics, an important thing to consider is the ‘moral agency’ of everything involved. Philosophers argue about who counts as a ‘moral agent’, but it really matters as it can have massive consequences, especially in legal scenarios. Life skill: Decision making. Career link: CEO.</p> <p>Are there universal rules? The Bible lays out many rule which have heavily influenced people's moral decision making throughout Christian history. Fletcher rejected words like ‘absolute’, ‘never’ and ‘always’. He argued that we should think about each situation as it arises. Fletcher came up with an ethical theory called Situation Ethics. He said that the only thing that is intrinsically good is agape love. The only rule we should follow when making moral decisions is: “Do whatever is the most loving thing” Life skill: Expressing opinions in a respectful way. Career link: Publicist.</p>		<p>Subjects: English/Literacy Sociology Geography History Maths/Numeracy Drama Philosophy Classics PSHE/British Values</p> <p>Components of Personal Development</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> British Values</div> <div style="text-align: center;"> Careers Education</div> <div style="text-align: center;"> Citizenship Education</div> <div style="text-align: center;"> PSHE Education</div> <div style="text-align: center;"> Inclusive Environment</div> <div style="text-align: center;"> Enrichment</div> <div style="text-align: center;"> Character Education</div> <div style="text-align: center;"> SMSC</div> </div>



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<p>Summer Term Part 1: Lesson Content. Gender and Thought</p> <p>Who does philosophy? We often think of males when we answer: who does philosophy? Why? Unconscious bias. Women haven't been shut out of Philosophy because they are bad at it, but because we don't always think carefully enough about our philosophers to look for good ones. Why does it really matter? Role Modelling and Mentorship/importance of Addressing Under-representation. Quote: Mary Wollstonecraft: "I do not wish women to have power over men, but over themselves." Life skill: Ability to consider their rights and responsibilities and the key beliefs and teachings within religion on human nature, relationships and the value /purpose of human beings. Career link: Executive producer of TV documentaries.</p>		<p>Reading: Student will read material from key thinkers who have engaged in work surrounding gender and theology: These include: Xenophanes Sheryl Sandberg Petra Collins Elisabeth Schussler Fiorenza Mary Wollstonecraft</p> <p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truetube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
<p>Who's to blame? Amongst many contributing factors to the development of sexism, it is true that many countries and cultures base their attitudes on the religious teachings they choose to follow. We see this in Christian countries which ban abortion in line with interpretations of religious ideals. Why does it really matter? Empowerment and Agency/ Social Justice and Equity. Religion has traditionally seen women as occupying supporting roles to the men that lead those faiths. This has directly led to an assumption that women are there to do that, which has led to societies acting as if that is true. If men mostly still have the power to make change in society, and women still mostly do not, how will things ever be different? Quote: "If women want equality, they must fight for it themselves." Life skill: Ability to demonstrate perseverance in their learning in RE especially when faced with challenging concepts and ideas. Career link: PR Project consultant.</p>		<p>Writing: Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
<p>Is God male or female? Do God's have genders? It really depends on the religion we are looking at, but it also depends when we are looking at some religions. Typically, for a range of reasons, people depicted their gods in one of three ways – Literally depicted with a specific gender. Allegorically depicted with a specific gender. Depicted with a divine gender. Quote: "In the future, there will be no female leaders. There will just be leaders." Life skill: The ability use specialist vocabulary accurately and consistently. Career link: Policy advisor.</p>		<p>Oracy: Discussion Debate Choral response of expert vocabulary and quotations Peer collaboration Presentation of work</p> <p>Speak like an expert: Heuristics Patriarchy Feminism Egalitarian Allegorical Literalism Metaphysical Deity Womanism Intersectionality Existentialism Phenomenology</p>
<p>Why are some God's gendered? In Dharmic Philosophy, there are 2 main schools of thought when considering what God may or may not be like = the theistic (astika) schools and the nontheistic (nastika) schools. In ancient Indian imagery, Ardhanarisvara is depicted as half-male and half-female, split evenly down the middle. In Christianity, Jesus is understood to be the physical embodiment of</p>		<p>Subjects: English/Literacy Sociology Geography History Maths/Numeracy PSHE/British Values Art Psychology</p> <p>Components of Personal Development</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> British Values</div> <div style="text-align: center;"> Careers Education</div> <div style="text-align: center;"> Citizenship Education</div> <div style="text-align: center;"> PSHE Education</div> <div style="text-align: center;"> Inclusive Environment</div> <div style="text-align: center;"> Enrichment</div> <div style="text-align: center;"> Character Education</div> <div style="text-align: center;"> SMSC</div> </div>



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<p>God. Traditionally, Jesus has been understood as being kind to those in need, caring and nurturing. Many of the Bible passages support those ideas.</p> <p>Life skill: The ability to recognise bias, caricature, prejudice and stereotyping.</p> <p>Career link: School counsellor.</p> <p>Is faith gendered?</p> <p>Patriarchy: This is like a big, invisible rulebook that says men should have more power and control than women. In feminist theology, people question and challenge these rules to make things fairer for everyone.</p> <p>Liberation: This is all about freedom! In feminist theology, it means breaking free from unfair rules and traditions that hold people back, especially women and other marginalized groups. It's about making sure everyone has the chance to live a happy and fulfilling life.</p> <p>Intersectionality: Imagine everyone wears different hats that represent who they are. Intersectionality is about realising that these hats all stack up on top of each other, and they affect how people are treated. It's about understanding that someone's experience is shaped by all the different parts of who they are.</p> <p>Embodiment: In feminist theology, embodiment is about recognizing the power and importance of our bodies. It's about respecting and valuing our physical selves and understanding how our bodies shape our experiences and beliefs.</p> <p>Has it changed anything? Women's Ordination, Inclusion in Religious Leadership, Scholarly Conferences and Organizations, Interfaith Dialogue.</p> <p>Quote: "Not only is history written by the winners, it is also made by them." Elisabeth Schussler Fiorenza.</p> <p>Life skill: The ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.</p> <p>Career link: Community organiser.</p> <p>Is philosophy gendered?</p> <p>Simone De Beauvoir: A 2018 report from the World Economic Forum pointed out that women are still not given completely equal access to men, but there has been progress in some areas. We are seeing that many areas of future employment, jobs are already showing signs of gender gaps. Simone De Beauvoir suggested that there were a huge amount of expectations that society places on women, which it does not place on men.</p> <p>Life skill: The ability to reflect on how ideas, values and emotions are explored and portrayed.</p> <p>Career: Youth director.</p>		
<p>Summer Term Part 2: Lesson Content. Arguing over God</p> <p>Rational Vs Empirical</p> <p>Aristotle developed and used syllogisms as a way of constructing arguments. Syllogisms are a great way of creating a priori arguments.</p> <p>If the statement works as a syllogism (PPC), then it is almost certainly an 'a priori' argument. It doesn't need experience or sense information to be true.</p>		<p>Reading:</p> <p>Student will read material from key thinkers who have engaged in work surrounding arguments for the existence of God. These include:</p> <ul style="list-style-type: none"> Writings of William Paley Writings of Charles Darwin Writings of Thomas Aquinas Writings of Hastings Rashdall Writings of Cardinal Newman Accounts of miracles and religious experiences



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<p>Aristotle also wrote about epistēmê, which is normally translated from Greek as meaning Science. This was a different type of knowledge, that was intended to allow us to make claims about things which were new or had not been fully studied. You can only know these are true once you've checked. A posteriori - A conclusion that must have experience or sense data to prove or disprove it. Aristotle gave us these ways of looking at knowledge in his books on Logic, but they have been used for many centuries to argue about God. Some people believe 'God exists' is an a priori conclusion, and that you can prove God exists without any evidence being needed. Others believe 'God exists' to be a posteriori conclusion, and that you can prove God exists with evidence. William Lane Craig is a professional theologian and is trying to explain how he sees the philosophical arguments supporting the existence of God.</p>		<p>Further reading: https://app.senecalearning.com/courses?Price=Free https://www.reonline.org.uk/ https://www.bbc.co.uk/bitesize/subjects/zh3rkqt https://www.bbc.co.uk/religion/0/ https://www.truecube.co.uk/ https://www.thenational.academy/teachers/programmes/religious-education-secondary-ks3-l/units</p>
<p>Life skill: Ability to use a variety of writing styles e.g. diaries, poetry and structured essays to convey their learning.</p> <p>Career link: Community organiser.</p>		<p>Writing: Students will complete extended pieces of writing in 'Part 3' of every lesson. Students will also complete regular temperature checks and assessments throughout the unit of work.</p>
<p>Design argument In 1802, William Paley wanted to prove an "a posteriori" argument for the existence of God, as his beliefs were under attack. Paley lived at a time when people were rejecting religion, based on the idea that there was no evidence, or proof, for God existing. An A Posteriori argument is hard to attack, as it has evidence you can check with your own senses. Paley said that if something shows evidence of being designed, it is fair to assume that there must be a designer. In Paley's time, the eyeball was being complicated like a machine, which suggested a designer. It was too complex to exist by chance. Complicated biological objects were proof of a designer or creator.</p> <p>In 1859, Charles Darwin published his work 'On the Origin of Species by Natural Selection' in which he argued that creatures were perfectly adapted for their environments because they wouldn't survive if they weren't.</p> <p>Life skill: Ability to use a variety of sources in order to gather information.</p> <p>Career link: Charity coordinator.</p>		<p>Oracy: Discussion Debate Choral response of expert vocabulary and quotations Peer collaboration Presentation of work</p> <p>Speak like an expert: Rational Empirical Design Complexity Cause Regress Conscience Religious experience Miracle</p>
<p>Argument from First Cause In 1274, Thomas Aquinas finished his book Summa Theologica, which contained his Quinque viæ (Latin for "Five Ways"), in which he stated 5 ways he thought God could be proven to exist.</p> <p>The First Cause Argument is used to suggest that God exists, it uses 'a posteriori' reasoning, so claims there is evidence that supports the claim. The evidence is that everything we know exists has a cause, the universe exists and so must have a cause. God is the only thing that doesn't need a cause, so must exist or the Universe would not have been created. This is called a Cosmological Argument, as the cosmos (universe) is used as the logos (reason) for God's existence. Hume argues that we can't claim that God must be real or claim that God doesn't need a cause. We don't have any evidence to support either claim, and to say a Universe</p>		<p>Subjects: English/Literacy Sociology Geography History Maths/Numeracy Psychology</p> <p>Components of Personal Development</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> British Values</div> <div style="text-align: center;"> Careers Education</div> <div style="text-align: center;"> Citizenship Education</div> <div style="text-align: center;"> PSHE Education</div> <div style="text-align: center;"> Inclusive Environment</div> <div style="text-align: center;"> Enrichment</div> <div style="text-align: center;"> Character Education</div> <div style="text-align: center;"> SMSC</div> </div>



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needs a designer because our houses need designers is not a fair claim to make, they are too different.

Life skill: Ability to see the world through the eyes of others, and to see issues from their point of view.

Career link: Mediator.

Argument from Morals

The Moral Argument is used to suggest that God exists, it uses 'a posteriori' reasoning, so claims that we all have a sense of what is right and wrong. Many religious people argue that this sense of right and wrong can only come from God, or our conscience is God reminding us of what he wants. Psychologists have argued that we learn right and wrong from our environment, and it changes as we grow and mature.

In 1907, Hastings Rashdall wrote a piece of work called 'The Theory of Good and Evil'. Rashdall argued that we have a knowledge of what is right and wrong. Some people may choose to do what is wrong, but we all seem to understand what is right. Rashdall believed this was because there was a being that we could use as the standard to measure ourselves against. God created the rules of right and wrong, God is perfectly good, which allows us to know that there is such a thing as a 'Right' answer, as that is what God made us to do.

Adam and Eve learned how to do wrong when they ate the apple from the tree, until then, they just followed the perfect instructions of God. Rashdall said this knowledge was proof that God exists.

Cardinal John Newman (1801-1890) argued that we find proof that God exists through our consciences.

When we experience a guilty conscience, Cardinal Newman argued that we were hearing the voice of God inside our heads. Your conscience is God reminding you that you know what you SHOULD have done, and we should be ashamed for not doing it.

Life skill: The power of imagination to identify feelings such as love, wonder, forgiveness and sorrow.

Career link: Director.

Argument from experience

A religious experience is when someone feels they have had a direct or personal experience of God. It is argued that if someone feels they have experienced God, this will be the most convincing proof of God's existence because they have personally experienced or felt God for themselves. It is not simply an argument based on logic or reason.

A religious experience could be a dream or vision where God speaks to a person, or it could be a miraculous healing. This first-hand experience is utterly convincing to that person. However, there are arguments suggesting they can be explained by other causes.

Life skill: The ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers.

Career link: Lecturer.

Argument from miracles

The argument from miracles is an argument for the existence of God that relies on the belief that events witnessed and described as miracles – i.e. as events not explicable by natural or scientific laws – indicate the intervention of the supernatural. Hume = no



RELIGIOUS STUDIES CURRICULUM MAP

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evidence is enough to justify belief that a miracle has occurred.

Life skill: The ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others.

Career link: Childcare provider.

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