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**All Saints' Catholic High School**  
**Luceat lux Vestra**

**Subject: RE** **Year: 11**

<b>11</b>	<b>Unit 1: Philosophy - Arguments for the Existence of God.</b>	<b>Unit 2: Ethics - Religious Teachings on Relationships and Families in the 21<sup>st</sup> Century</b>	<b>Unit 3: Revision</b>	<b>Unit 4: Revision</b>	<b>Unit 5: Revision</b>	<b>Unit 6: NA</b>
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<b>Aim of Unit</b>	<b><u>Pupils will:</u></b>	<b><u>Pupils will:</u></b>	<b><u>Pupils will:</u></b>	<b><u>Pupils will:</u></b>	<b><u>Pupils will:</u></b>	
	<p>Explain philosophical arguments for the existence of God – Cosmological and Teleological Arguments; Explore the concept of Revelation and how God reveals himself to us using examples of visions, miracles and religious experiences; Explain the problem of evil and analyse solutions to the problem of evil and suffering.</p>	<p>Explain the role and purpose of marriage; Explain sexual relationships; Describe and explain the role and purpose of the family, reflecting on different types of families in today’s society; Describe and explain family planning methods; Explain divorce, annulment and marriage; Describe and explain the role of men and women in the family, exploring the concept of equality within the family; Explore gender</p>	<p>Understand the Questioning Skills; Interpret information; Application of information; Evaluation and Evidencing Skills; Formulating and applying judgement with informed and balanced opinions; Development of Spag; Analysis &amp; Interpretation of key concepts; Synthesis and Application of Key Wisdom &amp; Authority. <b>Revision:</b></p> <ul style="list-style-type: none"> <li>• Practice Questions</li> <li>• WTM (Walking Talking Mock)</li> <li>• Key Concepts</li> <li>• Timed Questions</li> </ul>	<p>Understand the Questioning Skills; Interpret information; Application of information; Evaluation and Evidencing Skills; Formulating and applying judgement with informed and balanced opinions; Development of Spag; Analysis &amp; Interpretation of key concepts; Synthesis and Application of Key Wisdom &amp; Authority <b>Revision:</b></p> <ul style="list-style-type: none"> <li>• Practice Questions</li> <li>• WTM (Walking Talking Mock)</li> <li>• Key Concepts</li> <li>• Timed Questions</li> </ul>	<p>Understand the Questioning Skills; Interpret information; Application of information; Evaluation and Evidencing Skills; Formulating and applying judgement with informed and balanced opinions; Development of Spag; Analysis &amp; Interpretation of key concepts; Synthesis and Application of Key Wisdom &amp; Authority <b>Revision:</b></p> <ul style="list-style-type: none"> <li>• Practice Questions</li> <li>• WTM (Walking Talking Mock)</li> <li>• Key Concepts</li> <li>• Timed Questions</li> </ul>	

		<p>prejudice and discrimination.  <b>Ethical issues will have a <u>focus</u> on Catholic teaching and Doctrine, whilst exploring alternative views as part of evaluative techniques.</b></p>				
<p><b>Composite Knowledge</b>  <i>(a task that requires several building blocks or components)</i></p>	<p>Be able to articulate the Cosmological Argument and Teleological arguments for the existence of God – with particular reference to Aquinas, whilst being able to criticise these philosophical arguments from</p>	<p>Be able to articulate a range of perspectives to a range of issues within social ethics. Pupils will be able to explain the Catholic perspective regarding issues such as sex, relationships, contraception, marriage,</p>				

	<p>a humanist and secular perspective; explain the concept of revelation with reference to specific examples of how revelation has been experienced – references include Biblical and Non-Biblical, e.g. Moses and the Burning Bush (Biblical) to St Bernadette (Non-Biblical); Describe and explain the inconsistent triad when exploring the concept of the Problem of Evil, as proposed by J.L. Mackie.</p>	<p>divorce, prejudice and discrimination. Pupils will also be able to explain the alternative humanist and secular position on these issues.</p>				
<b>Component Knowledge</b>	<p>Explain a range of philosophical</p>	<p>Describe and explain a range</p>				

<p><i>(the building blocks that together, when known, allow successful performance of a complex task)</i></p>	<p>arguments for the existence of God and how these can be challenged from secular/ humanist perspectives.</p> <p>Describe and explain a range of examples of revelation – ie miracles/ visions/ voices – and explain how these can be used to explain the existence of God. Pupils are expected to challenge these religious arguments with secular or humanist perspectives to offer alternative reasons for these events.</p>	<p>of perspectives – religious, secular, humanist- to a range of social issues that are pertinent in todays society. Be able to explain how these attitudes have changed over time; explain the influence that religion has had in these perspectives; explain the impact of modern influences e.g. media; explain a range of case studies regarding prejudice/ discrimination; explain a range of influential leaders e.g. Martin Luther King, and the</p>				
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		impact he had regarding the issue of prejudice and discrimination.				
<b>Rationale (why?): Links to prior &amp; future learning</b>	Pupils are expected to be able to use their knowledge gained from Y9 Philosophy and build on those skills by applying them at a deeper level to these philosophical problems and questions. Pupils will be able to explain theological and philosophical proofs about the existence of God via Aquinas' 5 Ways as found in the <i>Summa Theologica</i> whilst challenging these from a	Pupils are expected to be able to describe and explain a range of social issues, whilst referring to a range of perspectives, namely Catholic teachings but also being able to contrast with secular and humanist perspectives. Naturally, Catholic teachings on these social issues are focussed on and encouraged. Pupils will have developed skills during their RE curriculum and				

	secular and humanistic perspective, alongside other religious experiences that could prove the existence of God.	should be able to articulate arguments and evaluate statements to provide balanced opinions about ethical issues.				
<b>Assessment Task</b>	<p><b>Writing Assessment:</b> Timed Questions.</p> <p>b) Explain two reasons why a miracle may lead someone to believe in God. (4marks)</p> <p>d)'The universe needs a first cause. This is God'. Evaluate this statement considering arguments for and against. In your response you should refer</p>	<p><b>Writing Assessment</b> Timed Questions. PPE 1 (3 x papers)</p> <p>c)Explain two reasons why sexual relationships are important for Catholic married couples. In your answer, refer to a source of wisdom and authority.</p> <p>c)Explain two reasons why the Catholic Church teaches that contraception is</p>	<b>Writing Assessment</b> Timed Questions	<b>Writing Assessment</b> Timed Questions PPE 2 (3 x Papers)	<b>Modelled &amp; Timed Q's.</b> <b>30 min Assessment</b> 90 min exam WTM 1 Hour	

	<p>to Catholic teachings, refer to non-religious points of view, reach a justified conclusion.</p> <p><b>End of Unit Test</b></p>	<p>wrong. In your answer, refer to a source of wisdom and authority.</p> <p><b>End of Unit Test</b></p>				
<b>Enrichment</b>	<p>Youtube clips – Crash course in Philosophy: Cosmological Argument; Copleston and Russell Radio Debate.</p>	<p>Create timeline showing how introduction of legislation has ensured more freedoms within the UK and how this has limited prejudice and discrimination, e.g. Equal Pay Act.</p>	<p>Online revision videos/ learning platforms. Revision classes linked to gaps in knowledge.</p>	<p>Online revision videos/ learning platforms. Revision classes linked to gaps in knowledge.</p>	<p>Online revision videos/ learning platforms. Revision classes linked to gaps in knowledge.</p>	