

RPE - Medium Term Plan - Year 9, Unit 1 - Does God exist?

Year group: 9	Does God exist?
Prior learning - linked to National curriculum	Previously , across Year 7 and Year 8, students have received religious education focussed on enhancing their understanding and awareness of the major six world religions. These curricula have been designed to offer a solid framework upon which more detailed, complex, nuanced information can now be added. Put another way, across Year 7 & Year 8 students have been told “what” different religions believe and “how” they put those beliefs into practice. For this unit the focus becomes more evaluative and philosophical - giving students greater opportunity to share their own thoughts about the validity of those religious truth claims through the discussion of religious arguments and counter-arguments
Rationale	This unit has been chosen to ensure that students are given the opportunity to re-engage with previous religious learning, using a set of transferable skills that will equip them for Key Stage 4 and, more broadly, for intelligent engagement with the wider world. Lessons across Year 7 and Year 8 are designed to give students the “nuts and bolts” of religious knowledge. As such they are largely informative in that they describe and explain religious beliefs and practices as well as addressing misconceptions and making clear the links between global religious communities. In Year 9, with that groundwork in place, we are well-placed to take a more evaluative approach, allowing students greater opportunity to share their own views on religions, armed with the knowledge and soft skills they have accrued over the previous two years. Furthermore, this unit has been specifically chosen as the content of it links closely to the GCSE course currently offered by AQA. Partway through Year 9 students will be given the opportunity to choose their own GCSE options and so, by exploring this unit now, students are exposed to GCSE-style content so supporting them in making an informed choice.
Vocabulary:	Keywords: First Cause, Design argument, Miracle, Revelation, Scripture, Eternal, Infinite regress, Problem of Evil, Free Will, Omnipotent
SEND	 Introducing SENDsational 6
Cultural Capital:	This unit exposes students to a higher level of thinking. It brings with it opportunities for evaluation and judgement as well as debate and critical analysis. Giving students space to experiment with and use these new skills is crucial as they both prepare for the transition to Key Stage 4 and as more is expected of them within their own social groups and society at large. With the freedom to critique religious arguments also comes the responsibility to do so with care and empathy. This unit therefore also supports students in navigating the nuances of free speech whilst in an environment where others can and often will disagree with them. This is fundamentally different to the echo-chamber many experience whilst talking with close friends and so students who are better able to think deeply and who are more accurately informed are more likely to experience success when presenting arguments in this forum.

Key assessments- name the assessments	1) End of unit assessment (Autumn Term) 2) End of year assessment (Summer Term)
What do children know/ can do now (EDSM)	Emerging 1–2 : Students are able to name theistic and atheistic arguments for and against the existence of God, describing most theories with some accuracy Developing 3 - 4: Students are able to accurately describe a number of theistic and atheistic arguments for and against the existence of God, as well as offering an opinion as to how strong or weak each one is Secured 5 - 6: Students are able to explain a number of theistic and atheistic arguments for and against the existence of God, offering at least one counter argument for each, with reference to scripture Mastered 7-8: Students are able to share in-depth knowledge of the strengths and weaknesses of different theistic and atheistic arguments for and against the existence of God, as well as offering their own considered opinions of each
What adaptation will you make based on assessment data?	- Increased opportunities for recall (inc. quizzes) - Seating plan changes - Targeted questioning - Targeted book looks

Lesson	Lesson objective	Overview	Notes	Resources
1	Book setup and Unit introduction			
2	To explore the First Cause argument for the existence of God			
3	To investigate the design argument for the existence of God			
4	To explore the argument from miracles			
5	To evaluate the religious arguments we have encountered so far			
6	To investigate religious stories of visions			
7	To explore the Problem of Evil as a			

	challenge to God's existence			
8	Consolidation and assessment			
9	To understand arguments from science			
10	Assessment feedback			
11	To investigate Humanist arguments against the existence of God			
12	To understand one Amazonian story of creation			
13	To evaluate the atheistic arguments we have examined			
14	Unit review			
END OF UNIT				