

KS5 RE Do we need to prove God's existence? Spring 2024

Subject curriculum intent:	<p>The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>Know about and understand a range of religions and worldviews.</p> <p>Express ideas and insights about the nature, significance and impact of religions and worldviews.</p> <p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>		
End of Key stage intent/outcome			
End of KS3	End of KS4	End of KS5	
Students will be identify things that are important in their lives; ask questions about the puzzling aspects of life; understand that there are similarities and differences between people.	<p>Students will understand that personal experiences and feelings can influence their attitudes and actions;</p> <p>Students will offer suggestions about why religious and non-religious leaders and followers have acted the way they have;</p> <p>Students will ask questions that have no agreed answers, and offer suggestions as answers to those questions;</p> <p>Students will understand that there are similarities and differences between people and respect those differences.</p>	<p>Students will recognise and express feelings about their identities and beliefs;</p> <p>Students will explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;</p> <p>Students will explain why their answers may be different from someone else's and respond sensitively.</p>	
Intent for this topic:	Students will consider different beliefs in God. Students will explore a range of arguments and develop their own viewpoints. Students will explore the concept of proof and decide whether or not proof is always needed for something to be real/ believed.		
UNICEF Rights of The Child	<p>RRS - UNCRC Relating Articles (Use within your teaching and planning)</p> <ul style="list-style-type: none"> Article 8 (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully. Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. <p>Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.</p> <p>See the link for a summary of the Rights Of the Child https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018</p>		
Core vocabulary	Belong, community,faith,religion,believe, Christian, Muslin, proof, evidence, source, fact, opinion, argument, diversity, differences		

needed for this subject/topic:				
Vocabulary pupils will have accessed in other topics or subject areas:	Community,belong, believe, fact , opinion, Christian,Muslim			
Big Questions	What is faith? Does god exist? What do different people believe? What do Christians believe? Whatdo Muslim believe? What do atheist believe? What is proof?			
Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
3	RE	Who is a Christian and what do they believe?	Autumn year 1	Symbols ofchristianity,beliefs, traditions, stories
3	RE	Who is a Muslim and what do they believe?	Autumn year 3	Signs of Islam, basic Muslim beliefs/ceremonies
3	PSHCE	The United Convention on the rights of the world - realising my rights	Autumn year 3	Community, helping others, accepting differences
4	RE	What doe people believe about God?	Spring Year 1	Christian and Muslim believes, difference in beliefs
Links to other subjects: History,Geography, English, PSHCE				
Equality, Diversity and Inclusion: Pupils will explore rights in a number of context and communities, pupils will be learning about the importance of equality when it comes to people accessing their rights.				

Key Elements					
	B2 stepP4 - P6	B2 stepP7 - P8	B2 Step1	B2 Step2	B2 Step3

<p>Subject specific knowledge</p>	<p>To know their preference between two items</p> <p>To know there are different religions</p> <p>To know a religious picture story</p> <p>To know some people believe in God</p>	<p>To know religions have Gods</p> <p>To know the Christian creation story</p> <p>To know what is feat by fact</p> <p>To know that people have similarities and differences.</p> <p>To know that other people have thought and opinions and to respect these</p>	<p>To know not all religions have the same God</p> <p>To know there are different creation stories</p> <p>To know what if meant by proof</p> <p>To know some key beliefs of Christianity, Hinduism, Islam and Judaism.</p> <p>To know at least one Christian argument for the existence of God</p> <p>To know religions offer guidelines to live by</p> <p>To know about religious life and practices</p> <p>To know some similarities and differences between different groups of people.</p> <p>To know that they have their own choices.</p>	<p>To know the names of the God in Islam and Christianity</p> <p>To know the scientific story of how the world was created</p> <p>To know people believe in things without having proof</p> <p>To know at least one argument against God existence</p> <p>To know some religions share beliefs</p> <p>To know beliefs and practices of key religions</p> <p>To know how followers receive guidance on how to live.</p> <p>To know why it is important for different people to belong to a religion</p> <p>To know religion is a way of life for believers</p>	<p>To know links between stories, beliefs and practices of faith communities</p> <p>To know a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship</p> <p>To know world views that do not go out to prove Gods existence</p> <p>To know some reasons why we do or do not need to prove the existence of God</p> <p>To know how beliefs, practices and forms of expression influence individuals and communities</p> <p>To know why some people might believe without proof</p> <p>To know similarities and differences within and between different religions and worldviews including key stories, rituals, key artefacts, sacred places</p> <p>To know different ways of life and ways of expressing meaning including rules for living and forms of worship</p> <p>To know we make choices based on our beliefs and values.</p> <p>To know what is worshiped and why.</p> <p>To know why religion is a way of life for believers and find out more about it.</p>
	B2 stepP4 - P6	B2 stepP7 - P8	B2 Step1	B2 Step2	B2 Step3
<p>Subject specific skills</p>	<p>Is able to demonstrates a</p>	<p>Is able to listen to and follow religious stories;</p>	<p>Is able to give ideas about the existence</p>	<p>Is able to identify religious beliefs, teachings and practices</p>	<p>Is able to compare aspects of their own beliefs of God with that of others; make</p>

	<p>preference.</p> <p>Is able to show curiosity in outside world.</p> <p>Is able to observe religious patterns.</p> <p>Is able to expresses likes and dislikes.</p> <p>Is able to engage in moments of reflection in group times.</p> <p>Is able to take part in activities based on simple questions with support.</p> <p>Is able to recognises pictures of familiar religious stories</p> <p>Is able to talk about ways in which God is special</p> <p>Is able to use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p>Is able to recognise religious chant/prayer/text.</p> <p>Is able to respond appropriately to simple questions about familiar religious</p>	<p>they communicate simple facts about religions and important people in religions.</p> <p>Is able to talk about what they can see when looking at something.</p> <p>Is able to listen to a range of creation stories.</p> <p>Is able to say what they believe in.</p> <p>Is able to asks and answers questions about the creation of the world</p> <p>Is able to identify facts</p> <p>Is able to express views and feelings.</p> <p>Is able to increasingly able to communicate ideas, feelings or responses to experiences or to religious stories</p> <p>Is able to say who is special to them</p> <p>Is able to communicate simple facts about religion and important people in religions.</p>	<p>of God.</p> <p>Is able to identify things they find interesting or puzzling.</p> <p>Is able to describe beliefs of Christians in simple terms</p> <p>Is able to retell elements of the Christian creation story</p> <p>Is able to retell elements of the scientific creation story</p> <p>Is able to recognise how people can live a religious life</p> <p>Is able to know that we all make decisions about how we live</p> <p>Is able to make simple comparisons of creation stories</p> <p>Is able to ask questions about religions</p>	<p>and know that some are characteristic of more than one religion.</p> <p>Is able to explain why it is important for different people to belong to believe in God</p> <p>Is able to show respect to people beliefs</p> <p>Is able to identify some similarities and differences between people views on how the world was created.</p> <p>Is able to ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p>Is able to recognise their own values and those of others.</p> <p>Is able to explain why some do not believe in God</p>	<p>links between their own values and their attitudes and behaviours.</p> <p>Is able to identify what inspires them, making links between aspects of their own and others' experiences.</p> <p>Is able to consider if Gods existence can be proven.</p> <p>Is able to Give an account of God's existence using a rational argument</p> <p>Is able to Give an account of God's existence using a rational argument</p>
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	people					
Key outcomes	<p>Identify the values found in stories and texts</p> <p>Suggest ideas about why humans can be both good and bad, making links with Christian ideas</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples</p> <p>Describe some Christian and Humanist values simply</p> <p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Give examples of similarities and differences between Christian and Humanist values</p> <p>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning</p>					
Suggested Content for learning: Teachers can select content from these examples, and add more of their own.	<p>Reflect on reasons why people do believe or don't believe in God. Consider how a person's 'pathway of belief' through life might change. • Find out about Aquinas' five proofs for God's existence and present each as a simple outline. Aquinas had great personal faith, and yet stated God's existence using rational arguments. Why do students think he wanted to do this? Do you need logical arguments if you have faith? • Explore the Kalam argument for God's existence which originates in the work of eleventh century Islamic philosopher al-Ghazali. Learn about al-Ghazali's original argument for why God must exist. Explore how this argument has been developed by modern scholar William Lane Craig. • Compare philosophical arguments with personal accounts of faith. Six thousand first-hand accounts of religious experiences can be found on the Alister Hardy Religious Experience Research Centre website. Which, in your students' opinion, gives us the most valuable information about God's existence? • In discussing the difference between personal accounts of faith in God and arguments for the existence of God, students may refer to the difference between scientific and religious understandings of the nature of the universe. This topic could extend into an exploration of the difference between scientific and religious views of life. • Consider a Buddhist response, where belief in a creator God is rejected by the Buddha. For most Buddhists, the question of suffering, and how to overcome it (encapsulated in the Four Noble Truths) take precedence over any other questions, including questions about God's existence. What are students' reactions to this different approach? Is it more important to address suffering in life than to question whether there is a God or not? The Buddha's Parable of the Arrow emphasises the need to remove the arrow (craving) instead of asking where it came from. Compare this with the concern that many Buddhists, Christians and Muslims have for alleviating suffering, even though they disagree on the existence of God. • Consider different atheist Humanist views of God: on the one hand, if God helps people live good lives, some Humanists have no problem with religious belief. However, some Humanists would rather get rid of religion altogether. What are Humanist views on why people need the guidance offered by religion?</p>					
Suggested learning activities:	<p>Sensory stories</p> <p>Listen to music</p> <p>Reenact celebrations</p> <p>Listen to cermans</p> <p>Explore artefacts</p>	<p>Explore picture stories</p> <p>Role play</p> <p>Dress up</p> <p>Match artefacts to pictures</p>	<p>Sequence pictures to tell a story</p> <p>Talk about artefacts</p>	<p>Caption images</p> <p>Match artefacts with names</p> <p>Role play</p> <p>Muliple coice questions</p> <p>Comprehension</p> <p>Re tell a story</p>	<p>Storyboard</p> <p>Discuss significance of artefacts</p> <p>Closed questions</p>	<p>Discussion explore meanings of stories</p> <p>Open questions</p>
Resources in school (Fiennes Stock Cupboard)		<p>Hiduism:</p> <p>Items:</p> <p>Candle holders (x11)</p> <p>Necklaces (X6)</p> <p>Silver plate</p> <p>Spoon</p> <p>Wind chime</p> <p>Rocks (x4)</p> <p>Henna Glove</p>		<p>Islam:</p> <p>Items:</p> <p>Kufi cap (x2)</p> <p>Flag of Pakistan (x2)</p> <p>Henna Powder</p> <p>Beads (White)</p> <p>Beads (Wooden)</p> <p>Bag</p> <p>Scroll in a pouch</p> <p>Gold temple</p>		
<p>Christianity:</p> <p>Pottery statue of Mary (FRAGILE!)</p> <ul style="list-style-type: none"> • Pottery Chalice + Saucer (FRAGILE!) • Crucifix necklace • Doll <p>Battery Powered Candles</p> <ul style="list-style-type: none"> • Photos 						

<ul style="list-style-type: none"> • Bell • Ornaments (x8) • Large, Wooden Crucifix • Mary Statue • Candle x3 (Satchel) • Crucifix x3 Satchel <p>Books:</p> <p>New Testament and Psalms</p> <p>Good News Bible</p> <p>Holy Scriptures</p> <p>A man with a vision</p> <p>Christmas</p> <p>Children's Illustrated Bible</p> <p>The Birth of Jesus</p> <p>Creation</p> <p>Messiah</p> <p>Jesus in Galilee</p>	<p>God/dess statues (X4)</p> <p>Goddess picture</p> <p>Photo pack</p> <p>Celebration Cards (x8)</p> <p>Artefacts (including bell)</p> <p>Hindu Collection</p> <p>Hindu god Statue</p> <p>A/V:</p> <p>DVD:</p> <p>'Festivals'</p> <p>'Festivals 2'</p> <p>'Animated World Faiths'</p> <p>Audio:</p> <p>Cassettes</p> <p>Books/ Documents:</p> <p>Teachers notes</p> <p>Our Culture: Hindu</p> <p>Photopack: Hinduism</p> <p>Hindu Manir</p> <p>Hindu Dharma</p> <p>My Hindu Life</p> <p>Hinduism</p> <p>India</p> <p>Specials! Hinduism</p> <p>Discovering religions: Hinduism</p>	<p>A gift for life</p> <p>Blue bag.</p> <p>DVD's:</p> <p>The message of Islam</p> <p>The miracles of our life</p> <p>The miracles of the Qur'an</p> <p>The final prophet</p> <p>The secret</p> <p>Books/ Documents:</p> <p>The Holy Qur'an</p> <p>The Noble Qur'an</p> <p>Ramadan</p> <p>Photopack: Islam</p> <p>The Life of the Prophet Muhammad</p> <p>Muhammad: The messenger of Allah</p> <p>Answers to the Non-Muslims' Common Questions about Islam</p> <p>Who is Allah & his Prophet</p> <p>A Brief Illustrated Guide to Understanding Islam</p> <p>Imran Learns about Allah</p> <p>You must know this man</p> <p>Islam at a Glance</p> <p>The Qur'an (Heinemann)</p> <p>Our Culture: Muslim</p> <p>Imran Learns about Ramadan</p> <p>Imran Learns about the Qur'an</p> <p>School Worship File: Islam</p> <p>Muslim Artefacts Teaching Pack</p> <p>The Qur'an & Modern Science</p> <p>The Prophet and the Blind Man</p> <p>Islam: the FAQ's</p> <p>3 men: 1 mission</p> <p>Disbury Mosque details</p> <p>Eid cards (x4)</p> <p>Photo pack</p>
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Evidencing Work

There must be a balance between practical and worksheet based work. Each new skill must be taught using practical style lessons with the use of physical resources.

