

# Year 12 ~ Curriculum Map for RS – Philosophy of Religion (Edexcel RS)

What are the intended aims for this year's curriculum? To introduce students to philosophy of religion. For students to examine issues surrounding the existence of God, the problem of evil and the nature of religious experiences

Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of EoY exam
Philosophical Issues and Questions		Philosophical Issues and Questions		The Problem of Evil and Suffering		The Problem of Evil Suffering		The nature and influence of religious experience		The nature and influence of religious experience	
'Big idea(s)' / fundamental concepts	Arguments for the existence of God – Can philosophical reasoning prove God?	Arguments for the existence of God – Can philosophical reasoning prove God?		The problem of evil and suffering – Can religion/philosophy overcome the challenge presented by the existence of evil?		The problem of evil and suffering - Can religion/philosophy overcome the challenge presented by the existence of evil?		The nature of religious experience and whether it can support belief in God		The nature of religious experience and whether it can support belief in God	
Knowledge to be learnt	<p>1.1 Design Argument</p> <p>a) Inductive reasoning, a posteriori types of arguments, interpretation of experience.</p> <p>b) Types of order and regularity, role of analogy, cumulative effect of evidence, anthropic principle, regularities of co-presence and regularities of succession.</p> <p>c) Strengths and weaknesses of Design Arguments: probability rather than proof, alternative interpretations, including evolution and deism. Challenges to the argument.</p> <p>d) Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues in the philosophy of religion. With reference to the ideas of W Paley and D Hume.</p> <p>1.2 Cosmological Argument</p> <p>a) Inductive reasoning, a posteriori types of arguments.</p> <p>b) Principle of sufficient reason, explanation, interpretation of experience, movement, cause and effect, contingency, infinite regress, first cause, necessary existence, Kalam version.</p> <p>c) Strengths and weaknesses of Cosmological Arguments: probability rather than proof, brute fact, debates about infinite regress, necessary existence and God as a necessary being. Challenges to the argument.</p> <p>d) Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues in the philosophy of religion. With reference to the ideas of Aquinas and D Hume, I Kant.</p>	<p>Completion of the Cosmological Argument.</p> <p>1.3 Ontological Argument</p> <p>a) A priori compared to a posteriori types of arguments, deductive reasoning, not evidence based but understanding of concept 'God' as an analytic proposition. b) Definitions of 'God', necessary existence, aseity. c) Strengths and weaknesses of the Ontological Arguments: concept of proof compared to probability, debates about 'existence' and predicates. Challenges to the argument. d) Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues in the philosophy of religion. With reference to the ideas of Anselm and B Russell.</p>	<p>Problems of evil and suffering</p> <p>1.1 Problem of evil and suffering. The nature of the problem across a range of religious traditions, types of evil and suffering, moral and non-moral. The challenge to religious belief posed by the inconsistency of the nature of God and the evident existence of evil and suffering challenging belief in the existence of God. With reference to the ideas of D Hume and J Mackie.</p> <p>1.2 Theodicies and solutions to the problem of suffering.</p> <p>a) Belief that creation was good; evil and suffering is a privation of good due to the fall of the angels and man because of the misuse of free will, soul-deciding, significance of reconciliation.</p> <p>b) Belief that creation is a mix of good and evil linked to the vale of soul making theodicy, including free will defence, best of all possible worlds, epistemic distance, eschatological justification.</p> <p>c) Process theodicy: God is not responsible for evil and suffering, but he is co-sufferer and cannot coerce the free will of human agents.</p> <p>d) Strengths and weaknesses of theodicies and solutions: compatibility or otherwise with modern views about origins of life, nature of God, innocent suffering, hypothesis of life after death. With reference to the ideas of Augustine and Irenaeus.</p>	<p>Problems of evil and suffering – continuation of 1.2 Theodicies and solutions to the problem of suffering.</p> <p>a) Belief that creation was good; evil and suffering is a privation of good due to the fall of the angels and man because of the misuse of free will, soul-deciding, significance of reconciliation.</p> <p>b) Belief that creation is a mix of good and evil linked to the vale of soul making theodicy, including free will defence, best of all possible worlds, epistemic distance, eschatological justification.</p> <p>c) Process theodicy: God is not responsible for evil and suffering, but he is co-sufferer and cannot coerce the free will of human agents.</p> <p>d) Strengths and weaknesses of theodicies and solutions: compatibility or otherwise with modern views about origins of life, nature of God, innocent suffering, hypothesis of life after death. With reference to the ideas of Augustine and Irenaeus.</p>	<p>The nature of religious experience a) Context of religious experience across religious traditions, range of definitions related to belief in God and/or ultimate reality, theistic and monistic views, ineffability, noetic, transience, passivity. b) Types: conversion, prayer, meditation, mysticism, numinous. Relationship between religious experience and propositional and non-propositional revelation. c) Alternative explanations, physiological and naturalistic interpretations, objectivist and subjectivist views. With reference to the ideas of W James and R Otto.</p>	<p>Influence of religious experience as an argument for the existence of God.</p> <p>a) Inductive reasoning based on evidence, the link between appearances, how things seem, how things really are and conclusions drawn from experience about reality and existence. Principles of testimony and credulity, the value and role of testimony to religious experience. With reference to the ideas of R Swinburne and J Hick.</p> <p>b) Strengths and weaknesses of religious experience as an argument for the existence of God: experiences influenced by the religious context of the believer, religious experiences interpreted as any other sensory experiences, complexity of interpretations, issues of probability and proof as relating to the argument, nature of God, including transcendent and immanent, limitations of language, lack of uniformity of experiences, refinements of and challenges to the argument. With reference to the ideas of M Persinger and R Dawkins.</p> <p>At the end of the academic year students spend the final 4 weeks being introduced to the Yr 13 elements of the Philosophy course and begin to look at aspects of T1 of Year 13.</p>					
Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.		Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.		Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.		Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.		Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.		Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and retention and inform future planning.	

Key vocabulary	<p><b>General Terms</b></p> <p>A posteriori, A priori, Analogy, Analytic, Big Bang, Contingent, Deductive, Empirical evidence, Evolution, Faith, Fideism, God of Classical Theism, Inductive, Necessary, Ockham's razor, Proof, Synthetic.</p> <p><b>Design Argument</b></p> <p>Anthropic Principle, Benefit, Complexity, Design, Epicurean hypothesis, Goldilocks Enigma, Multiverse theory, Order, Purpose, Qua purpose, Qua regularity, Spatial order, Teleological, Temporal order, Watch analogy.</p> <p><b>Cosmological Argument</b></p> <p>Actual infinite, Aetiological way, Brute fact, Domino analogy, Fallacy of composition, Fire and Wood analogy, Hand and staff analogy, Hilbert's hotel, Inertia, Infinity, Kalam, Kinetological way, Potential infinite, Principle of Entropy, Rejection of infinite regress, Sand analogy, Train analogy, Uncaused Causer, Unmoved Mover.</p> <p><b>Books to cite</b></p> <p>Critique of Pure Reason, Dialogues Concerning Natural Religion, God Delusion, Natural Theology, Summa Theologica.</p> <p><b>Scholars to cite</b></p> <p>A J Ayer, Al Ghazali, Al Kindi, Anselm, Aquinas, Aristotle, Copleston, Darwin, Davies, Dawkins, Descartes, F R Tennant, Gasking, Gaunilo, Hawking, Hume, Kant, Lane Craig, Lebniz, Mackie, Malcom, Moore, Paley. Plantinga, Plato, Polkinghorne, Smith, Swinburne, Russell.</p>	<p><b>Cosmological Argument</b></p> <p>Actual infinite, Aetiological way, Brute fact, Domino analogy, Fallacy of composition, Fire and Wood analogy, Hand and staff analogy, Hilbert's hotel, Inertia, Infinity, Kalam, Kinetological way, Potential infinite, Principle of Entropy, Rejection of infinite regress, Sand analogy, Train analogy, Uncaused Causer, Unmoved Mover.</p> <p><b>Ontological Argument</b></p> <p>Anti realism, Excellence, In intellectu, In re, Maximal, Mountains and valleys analogy, Painter analogy, Perfect Islam analogy, Predicate, Reductio ad absurdum, Supremely perfect, Triangle analogy.</p> <p><b>Books to cite</b></p> <p>Critique of Pure Reason, Dialogues Concerning Natural Religion, God Delusion, Meditations, Monologian, Proslogian, Summa Theologica.</p> <p><b>Scholars to cite</b></p> <p>A J Ayer, Al Ghazali, Al Kindi, Anselm, Aquinas, Aristotle, Copleston, Darwin, Davies, Dawkins, Descartes, F R Tennant, Gasking, Gaunilo, Hawking, Hume, Kant, Lane Craig, Lebniz, Mackie, Malcom, Moore, Paley. Plantinga, Plato, Polkinghorne, Smith, Swinburne, Russell.</p>	<p><b>Terms</b></p> <p>Augustinian theodicy, Epistemic Distance, Eschatological verification, Evidential problem of evil, Evil, Free Will, Inconsistent triad, Intense evil, Irenaean theodicy, Logical problem of evil, Monism, Moral Evil, Natural Evil, Omnibenevolent, Omnipotent, Omniscient, Pointless suffering, Privatio Boni (Privation), Process Thought, Seminally Present, Soul Making, The Fall, Theodicy.</p> <p><b>Examples to cite</b></p> <p>Eddy's boil, Girl and Fawn, Girl in the privy and the serf boy, King and maiden, Leibniz's world, Scorpion analogy, Spinoza's tree, Tapestry analogy.</p> <p><b>Books to cite</b></p> <p>Against Heresies, Brothers Karamazov, City of God, Enchiridion, Evil and Omnipotence, Evil and the God of Love, Genesis 1:31, Job, Luke 18:16, Romans 5:14,21, The Problem of Evil and Some Varieties of Atheism.</p> <p><b>Scholars to cite</b></p> <p>Armstrong, Augustine, Dawkins, Dostoevsky, D Z Phillips, Epicurus, Griffin, Hick, Hume, Irenaeus, Leibniz, Mackie, Plantinga, Schleiermacher, Swinburne, Whitehead.</p>	<p><b>Terms</b></p> <p>Augustinian theodicy, Epistemic Distance, Eschatological verification, Evidential problem of evil, Evil, Free Will, Inconsistent triad, Intense evil, Irenaean theodicy, Logical problem of evil, Monism, Moral Evil, Natural Evil, Omnibenevolent, Omnipotent, Omniscient, Pointless suffering, Privatio Boni (Privation), Process Thought, Seminally Present, Soul Making, The Fall, Theodicy.</p> <p><b>Examples to cite</b></p> <p>Eddy's boil, Girl and Fawn, Girl in the privy and the serf boy, King and maiden, Leibniz's world, Scorpion analogy, Spinoza's tree, Tapestry analogy.</p> <p><b>Books to cite</b></p> <p>Against Heresies, Brothers Karamazov, City of God, Enchiridion, Evil and Omnipotence, Evil and the God of Love, Genesis 1:31, Job, Luke 18:16, Romans 5:14,21, The Problem of Evil and Some Varieties of Atheism.</p> <p><b>Scholars to cite</b></p> <p>Armstrong, Augustine, Dawkins, Dostoevsky, D Z Phillips, Epicurus, Griffin, Hick, Hume, Irenaeus, Leibniz, Mackie, Plantinga, Schleiermacher, Swinburne, Whitehead.</p>	<p><b>Terms</b></p> <p>Religious experience, Non-empirical, Direct religious experience, Indirect religious experience, Public experience, Private experience, Awareness, Quasi-sensory, Numinous, Regenerative, Interpretive, Mystical, Revelatory, Purgation, Illumination, Contemplation, Induced, O-Kee-Pa, Eschatological verification, Mystical Experience, Theistic experience, Monistic experience, Introvertive, Extrovertive, Ineffability, Noetic, Transient, Passive, Sufism, Fiqh, Tasawuuf, Corporate experience, Glossolalia, A Posteriori, Inductive, Cumulative argument, Principle of Credulity and Testimony, Verification principle, Blik, Temporal lobe</p> <p><b>Examples to cite</b></p> <p>St Paul, Toronto blessing, Benny Hinn ministries, Near death experience, Heather Sloan, Gordon Allen, Vicki Noratuk, Pam Reynolds, John of the Cross, Julian of Norwich, Teresa of Avila, Persinger's Helmet</p> <p><b>Books to cite</b></p> <p>Life After Life, Varieties of Religious Experience, Prayer of the Quiet,</p> <p><b>Scholars to cite</b></p> <p>Ninian Smart, Schleiermacher, Buber, Tillich, Fergusson, Wright, James, Dawkins, Swinburne, Greeley, Moody, Grey, Dr. Pim van Lommel, Dr. Peter Fenwick, Dr. Sam Parnia, Dr. Susan Blackmore, Prof. Bruce Greyson, Dr. Stuart Hameroff, Hick, Ayer, Freud, Flew, Vardy, Wittgenstein, Hare, Persinger, Russell, Coplestone.</p>	<p><b>Terms</b></p> <p>Religious experience, Non-empirical, Direct religious experience, Indirect religious experience, Public experience, Private experience, Awareness, Quasi-sensory, Numinous, Regenerative, Interpretive, Mystical, Revelatory, Purgation, Illumination, Contemplation, Induced, O-Kee-Pa, Eschatological verification, Mystical Experience, Theistic experience, Monistic experience, Introvertive, Extrovertive, Ineffability, Noetic, Transient, Passive, Sufism, Fiqh, Tasawuuf, Corporate experience, Glossolalia, A Posteriori, Inductive, Cumulative argument, Principle of Credulity and Testimony, Verification principle, Blik, Temporal lobe</p> <p><b>Examples to cite</b></p> <p>St Paul, Toronto blessing, Benny Hinn ministries, Near death experience, Heather Sloan, Gordon Allen, Vicki Noratuk, Pam Reynolds, John of the Cross, Julian of Norwich, Teresa of Avila, Persinger's Helmet</p> <p><b>Books to cite</b></p> <p>Life After Life, Varieties of Religious Experience, Prayer of the Quiet,</p> <p><b>Scholars to cite</b></p> <p>Ninian Smart, Schleiermacher, Buber, Tillich, Fergusson, Wright, James, Dawkins, Swinburne, Greeley, Moody, Grey, Dr. Pim van Lommel, Dr. Peter Fenwick, Dr. Sam Parnia, Dr. Susan Blackmore, Prof. Bruce Greyson, Dr. Stuart Hameroff, Hick, Ayer, Freud, Flew, Vardy, Wittgenstein, Hare, Persinger, Russell, Coplestone.</p>	
The role of reading and comprehension	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	

The role of independent extended writing	Exam style questions 8, 12, 30 marks. Research on key themes.		Exam style questions 8, 12, 30 marks. Research on key themes.		Exam style questions 8, 12, 30 marks. Research on key themes.		Exam style questions 8, 12, 30 marks. Research on key themes.		Exam style questions 8, 12, 30 marks. Research on key themes.
The role of maths/ numeracy	Concepts within mathematics connected to actual and potential infinities. Probability.		Concepts within mathematics connected to actual and potential infinities. Probability.						
Links to careers/ aspirations	Philosopher, theologian, scientist, mathematician, teacher, writer.		Philosopher, theologian, scientist, mathematician, teacher, writer.		Philosopher, theologian, scientist, charity worker, teacher, writer.		Philosopher, theologian, spiritualist, scientist, teacher, writer.		Philosopher, theologian, spiritualist, scientist, teacher, writer.
Core skills	To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.		To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.		To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.		To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.		To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.
Dept. enrichment activities					Christian speaker				Christian speaker

<p>Home learning opportunities</p>	<p><b>Film/TV/YouTube –</b> There are a range of YouTube videos on each of the arguments for the existence of God. For a summary of each argument and their criticisms a good starting point is Mr McMillan’s Revision videos.</p> <p>Curiosity - Discovery Channel (2011-2012). Available on YouTube.</p> <p>The Story of God with Morgan Freeman – Available on Netflix. A number of the episodes cover issues connected to Philosophy.</p> <p>The Good Place – Available on Netflix. Covers lots of Philosophical issues.</p> <p><b>Websites -</b> <a href="http://plato.stanford.edu/">http://plato.stanford.edu/</a>  <a href="http://www.iep.utm.edu/home/about/">www.iep.utm.edu/home/about/</a>  <a href="https://philosophydungeon.weebly.com/">https://philosophydungeon.weebly.com/</a></p> <p><b>Local visits –</b> Natural History Museum</p> <p><b>Books –</b> Forshaw and Tweed, Religious Studies, Philosophy of Religion, Student Guide for Pearson Edexcel AS/A Level, (Hodder 2019)</p> <p>Tyler and Reid, AS Religious Studies, (Edexcel, 2006)</p> <p>Tyler and Reid, A2 Religious Studies, (Edexcel, 2007)</p> <p>Cole and Gray, Edexcel Religious Studies for AS, (Hodder Education 2009)</p> <p>Ahluwalia, Understanding Philosophy of Religion: A complete guide for Edexcel AS and A2, (OUP 2008)</p> <p>Davies, An Introduction to the Philosophy of Religion, (OUP, 2004)</p> <p>Dixon, Science and Religion: A Very Short Introduction, (OUP, 2008)</p> <p>Vardy, The Puzzle of God, (William Collins, 1999)</p> <p>Warburton, Philosophy: The Basics, (Routledge, 1992, 5th ed. 2012)</p>	<p><b>Film/TV/YouTube –</b> There are a range of YouTube videos on each of the arguments for the existence of God. 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Covers lots of Philosophical issues.</p> <p><b>Websites -</b> <a href="http://plato.stanford.edu/">http://plato.stanford.edu/</a>  <a href="http://www.iep.utm.edu/home/about/">www.iep.utm.edu/home/about/</a>  <a href="https://philosophydungeon.weebly.com/">https://philosophydungeon.weebly.com/</a></p> <p><b>Local visits –</b> Imperial War Museum</p> <p><b>Books –</b> Forshaw and Tweed, Religious Studies, Philosophy of Religion, Student Guide for Pearson Edexcel AS/A Level, (Hodder 2019)</p> <p>Tyler and Reid, AS Religious Studies, (Edexcel, 2006)</p> <p>Tyler and Reid, A2 Religious Studies, (Edexcel, 2007)</p> <p>Cole and Gray, Edexcel Religious Studies for AS, (Hodder Education 2009)</p> <p>Ahluwalia, Understanding Philosophy of Religion: A complete guide for Edexcel AS and A2, (OUP 2008)</p> <p>Davies, An Introduction to the Philosophy of Religion, (OUP, 2004)</p> <p>Vardy, The Puzzle of God, (William Collins, 1999)</p> <p>Warburton, Philosophy: The Basics, (Routledge, 1992, 5th ed. 2012)</p> <p>Davies, Philosophy of Religion: A Guide and Anthology, (OUP, 2000)</p> <p>Mackie, The Miracle of Theism: Arguments for and against the Existence of God, (OUP, 1983)</p> <p>Palmer, The Question of God: An introductory commentary and sourcebook, (Routledge, 2001)</p>	<p><b>Film/TV/YouTube –</b> Andrew Newberg: Is the human brain hardwired for God? <a href="https://www.youtube.com/watch?v=uxREBIWvxfk">https://www.youtube.com/watch?v=uxREBIWvxfk</a></p> <p>V.S. Ramachandran, The Temporal Lobes and God <a href="https://www.youtube.com/watch?v=qliisDikDtg">https://www.youtube.com/watch?v=qliisDikDtg</a></p> <p>The Story of God with Morgan Freeman – Available on Netflix. A number of the episodes cover issues connected to Philosophy.</p> <p>The Good Place – Available on Netflix. 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