



HALF TERM 3 JAN - FEB	Area of Study – The Problem of Evil	Area of Study – Religious Experience	Area of Study – Religious Language
<p>TOPIC (S)</p> <p>OCR Philosophy</p>	<p>Context – evil within the understanding of the theist interpretation of God.</p> <p>Knowledge – natural v moral evils, logical problem and rationalism v evidential problem and empiricism. Key challenges focusing upon theodicies – Augustinian and Irenaean. Developments through Hick and instrumental evils.</p> <p>Lesson =7/8</p>	<p>Context – the nature of religious experiences, their study and the question of their validity</p> <p>Knowledge – James, Otto and Schleiermacher in particular and their studies, the numinous, mysticism, conversion and corporate, principles of testimony and credulity, psychological and physiological understandings of experience, miracles and criticisms - Hume</p> <p>Lesson = 8/9</p>	<p>Context – nature of language and its meaning</p> <p>Knowledge – Verification and analogical understandings of language, falsification and language games. Wittgenstein, Ayer, Aquinas, Popper, Via Negativa v Positiva, the Symposium between Hare, Flew and Mitchell.</p> <p>Lesson = 8/9</p>

Knowledge & Skills development	<ul style="list-style-type: none"> •Students will gain in-depth knowledge of core philosophical concepts, including the nature of God, the problem of evil, arguments for and against God's existence, religious language, and the relationship between faith and reason. •Religious Perspectives- explore various religious perspectives on philosophical issues, including Christianity fostering an understanding of different belief systems. •Critical Thinking- learn to analyse arguments, identify assumptions, and evaluate evidence, enabling them to assess the validity of claims and perspectives. •A key skill is the ability to evaluate different philosophical positions, weighing the strengths and weaknesses of arguments and forming reasoned judgments. •Communication- express complex ideas clearly and concisely, both verbally and in writing, through essay writing and class discussions. •Research and Analysis- information from various sources, including philosophical texts, religious scriptures, and academic articles. •Empathy and Understanding: By studying diverse perspectives •Consistent use of formative assessment within lesson •Written tasks and oral contributions •Summative essays
Assessment / Feedback Opportunities	<ul style="list-style-type: none"> • Consistent use of formative assessment within lesson • Written tasks and oral contributions • Summative essays
Key Vocabulary	<p>Numinous Omnipotent Benevolent Omniscient Agnosticism Atheism Theodicy Religious Experiences Conversion Miracle Religious Experience Revelation Ethics and Morality Moral Evil Natural Evil Pacifism Utilitarianism A posteriori A priori Verification Pluralism Proselytization Reconciliation Secularism</p>
Literacy/ Reading opportunities	<ul style="list-style-type: none"> • Any Philosophy of Religion text • OCR endorsed materials • Knowledge focused publications • Newspaper articles • The Bible • Religious scriptures • Causing Death and Saving Lives (Penguin) by John Glover • Sacred Congregation for the Doctrine of the Faith by The Catholic Church • Physics (Oxford World's Classics) by Aristotle
Cross Curricular Themes	

Personal Development (Including British Values, RSE, Citizenship)	<ul style="list-style-type: none">• Influence of Ancient Greeks• Wider approach to permanence/impermanence• Knowledge and its acquisition• What is truth• Development of own beliefs/thoughts• Tolerance and respect for all• Religious freedom• Democracy• Liberty and individual thought
Careers	Anything people related, for example the Police, the NHS, law, customer service. Highly regarded at Russell Group universities and leads to many academic undergraduate degree level courses.