Foxford Learning Plan

YEAR 9

Topic: Does God exist?

Autumn

Key Vocabulary	
God	(in Christianity and other monotheistic religions) the creator and ruler of the universe and source of all moral authority; the supreme being. (in certain other religions) a superhuman being or spirit worshipped as having power over nature or human fortunes; a deity
Atheist	a person who disbelieves or lacks belief in the existence of God or gods
Theist	a person who believes in the existence of a god or gods, specifically of a creator who intervenes in the universe
Agnostic	a person who believes that nothing is known or can be known of the existence or nature of God
Existence	The fact or state of living or having objective reality.
Kalam Argument	The argument, in its simplest form, is that (i) Whatever begins to exist has a cause of its existence, (ii) The universe began to exist, and (iii) Therefore, the universe has a cause of its existence
Nirvana	(in Buddhism) a transcendent state in which there is neither suffering, desire, nor sense of self, and the subject is released from the effects of karma and the cycle of death and rebirth. It represents the final goal of Buddhism
Enlightenment	The action of enlightening or the state of being enlightened.
Four Noble Truths	The four central beliefs containing the essence of Buddhist teaching.
Eightfold Path	The path to nirvana, comprising eight aspects in which an aspirant must become practised: right views, intention, speech, action, livelihood, effort, mindfulness, and concentration.
Ambiguity	the quality of being open to more than one interpretation; inexactness
5 ways of God	Five arguments for the existence of God summarized by the 13th-century Catholic philosopher and theologian St. Thomas Aquinas
Religious experience	When someone feels they have had a direct or personal experience of God
Humanism	An approach to life based on reason and or common humanity, recognising that moral values are properly founded on human nature and experience alone.

Key Skills

Over the course of the topic, I will be able to: -

Significance & Influence :

Foundation I can explain the importance of key people and places. I can suggest meanings for a range of forms of religious expression, using appropriate vocabulary

Developing I can explain the impact of religion on people's lives e.g. Martin Luther King and Gandhi. I can suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. I can evaluate why key stories are important to religious people.

Securing: I can explain how religious sources are used to provide answers to ultimate questions and ethical issues. I can suggest reasons for diversity in religion. E.g. different Christian denominations and Sunni Shiai.

Excellence: I can account for the influence of history and culture on aspects of religious life and practice. I can use a wide range of relevant evidence, examples and sources to explore religious ideas and practices

Analyse and Evaluate:

Foundation: I can explain my own values and those of others. I can make links between what they and other people think is important in life, giving reasons for beliefs, attitudes and actions

Developing: I can explain the significance of key religious stories. I can apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives

Securing: I can explain what inspires and influences me, expressing my own views on the challenges of belonging to a religion. I can argue persuasively my views on questions of religion and belief, taking account of others' viewpoints

Excellence: I can evaluate, using evidence and examples how religious and secular world views attempt to answer philosophical and ethical questions. . E.g. Does God exist?

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I will Understand	
1.	Does God exist?
2.	Why do Muslims believe in God?
3.	Why did the Buddha think belief in God was unimportant?
4.	Do Thomas Aquinas' '5 Ways' justify Christians' belief in God?
5.	Can we experience God?
6.	Can Atheists prove there is no God?