



Subject: Philosophy, Religion and Ethics

Module 4

Overarching Topic: Is God's existence impossible?			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>This module deepens the knowledge and understanding of the previous module, 'Does God exist?'. It allows students to question the characteristics of the God of classical theism and whether new ideas render his existence in possible. It is important for us to teach this as a Department to ensure that students have information from both sides of the debate in order to determine their own beliefs. In addition, it is important students understand a spectrum of opinions in order to foster tolerance.</p> <p>This module is directly linked to the previous module students would have studied 'Does God Exist?' and seeks to evaluate some of the arguments studied and present students with alternative explanations for the existence of God. In addition, this module reflects some of the learning that took place in module one, 'Introduction to Philosophy and Ethics'. This module will also build on the knowledge of the Big Bang Theory students would have gained in Year 7 of Science.</p>		
	Essential	Core	Ambitious
<p>The Big Questions (What questions will students be able to answer upon mastery of the topic?)</p>	<p>What is evil? What characteristics do Christians believe God has? How do Christians explain the creation of the world? What is the Big Bang Theory? What are the five senses?</p>	<p>How does evil undermine God's characteristics? How does original sin overcome the problem of evil for Augustine? Are there alternative explanations for the creation of the world? How are science and religion compatible? How does God's existence provide humans with comfort? What problems are there when speaking about God?</p>	<p>Was giving humans free will the most loving thing God could have done? Could an omnipotent God create a free will where only good choices are made? Is religion the 'opium of the masses'? Is God's existence necessary in the 21st century? What is the difference between the evidential and logical problem of evil?</p>
<p>The Key Skills/ Techniques</p>	<p>The sophistication and application of skills will become more advanced as students' progress through the essential, core and ambitious knowledge.</p>		
	<p>Skill/Technique</p>	<p>How will this skill be developed?</p>	
	<p>Knowledge and understanding</p>	<p>Powerful knowledge will be developed through the imbedding of key facts and ideas</p>	
	<p>Impact and Influence</p>	<p>Applying key ideas to real life and hypothetic examples</p>	
	<p>Source of Authority</p>	<p>Recall, analyse and apply key sources of authority and wisdom</p>	
<p>Specialist Language</p>	<p>Define and use in context specialist, academic vocabulary</p>		

	Judgement/Evaluation	Consider the strengths and weaknesses of key concepts and ideas in order to determine their value
	Opinion/Other Views	Consider and empathise with contrasting beliefs and ideas