
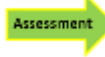


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| <p>This half term: Skills, Knowledge and Understanding to be developed:</p> <p>Skills: Students will be able to apply arguments and information regarding challenges to religious beliefs by New Atheists to various examination questions and will be able to evaluate arguments for and against. Students will also examine the influence of religious experience on religious practice and faith.</p> <p>Knowledge: Students will be able to explain the challenges that the New Atheists have posed to religious believers.</p> <p>Understanding: Students will understand the challenges posed to religious believers by New Atheism.</p> | | <p>Key Words/Terms:</p> <p>Agnosticism Atheism New Atheists Miracles Hume Swinburne Aquinas Holland</p> | |
| <p>LP 5 – Week 1 - Learning Outcomes:</p> <p>Theme 2: Challenges to religious belief (part 2) C</p> <p>1. Students will study Richard Swinburne – defence of miracles, definitions of natural laws and contradictions of Hume’s arguments - contradictory nature of faith claims and credibility of witnesses.</p> |  | <p>Success criteria A study of the philosophers David Hume and Richard Swinburne</p> | <p>Homework LP5 1 Continuous reading and writing revision notes on religious experiences.</p> <div style="text-align: center;"> <input type="checkbox"/> </div> |
| <p>LP 5 – Week 2 - Learning Outcomes:</p> <p>Theme 3: Religious language (part 1) A</p> <p>1. Students will discuss the limitations of language for traditional conceptions of God such as infinite and timeless, the challenge to sacred texts and religious pronouncements as unintelligible; the challenge that religious language is not a common shared base and experience and the differences between cognitive and non-cognitive language.</p> <p>2. Students will discuss the limitations of language for traditional conceptions of God such as infinite and timeless, the challenge to sacred texts and religious pronouncements as unintelligible; the challenge that religious language is not a common shared base and experience and the differences between cognitive and non-cognitive language.</p> | | <p>Success criteria A discussion of this imitations of religious language</p> | <p>Homework LP5 2 Continuous reading and writing revision notes on religious experiences.</p> <div style="text-align: center;"> <input type="checkbox"/> </div> |
| <p>LP 5 – Week 3 - Learning Outcomes:</p> <p>1. Students will be able to evaluate the solutions presented by religious philosophers for the inherent problems of using religious language.</p> <p>Theme 3: Religious language (part 1) B</p> <p>2. Students will study Logical Positivism – religious language as cognitive but meaningless; there can be no way in which we could verify the truth or falsehood of the propositions; falsification - nothing can counter the belief.</p> | | <p>Success criteria A study of solutions to the problems presented by religious language.</p> | <p>Homework LP5 3 Continuous reading and writing revision notes on religious experiences.</p> <div style="text-align: center;"> <input type="checkbox"/> </div> |
| <p>LP 5 – Week 4 - Learning Outcomes:</p> <p>1. Students will study the criticisms of verification: the verification principle cannot itself be verified; neither can historical events; universal scientific statements; the concept of eschatological verification goes against this.</p> <p>2. Students will study the criticisms of falsification: Richard Hare; Basil Mitchell, Richard Swinburne.</p> | | <p>Success criteria A study of the criticisms of verification and falsification.</p> | <p>Homework LP5 4 Revise for Assessment: Evidence must be shown on Google Classroom</p> <div style="text-align: center;"> <input type="checkbox"/> </div> |
| <p>LP 5 – Week 5 - Learning Outcomes:</p> <p>1. Students will consider how far Logical Positivism should be accepted as providing a valid criterion for meaning in the use of language.</p> <p>2. Students will complete the Assessment for this half term.</p> | <div style="border: 2px solid blue; padding: 5px; display: inline-block;">SA</div>  | <p>Success criteria Assessment. AO1 and AO2 style questions.</p> | <p>Homework LP5 5 Continuous reading and writing revision notes on religious experiences.</p> |

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| <p>LP 5 – Week 6 - Learning Outcomes: Theme 3: Religious language (part 1) C</p> <ol style="list-style-type: none"> 1. Students will examine how the study of philosophy has, over time, influenced and has been influenced by developments in religious beliefs and practices: Religious language as non-cognitive and analogical: Proportion and attribution (St Thomas Aquinas) and qualifier and disclosure (Ian Ramsey). 2. Students will investigate the challenges including how far analogies can give meaningful insights into religious language. A consideration of how these two views (Aquinas/Ramsey) can be used to help understand religious teachings. | | <p>Success criteria A study of the influence of philosophy on religious beliefs and practices.</p> | <p>Homework LP5 6 Continuous reading and writing revision notes on religious experiences.</p> <div style="text-align: center;"><input type="checkbox"/></div> |
| <p>LP 5 – Week 7 - Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will evaluate whether non-cognitive interpretations are valid responses to the challenges to the meaning of religious language. 2. Students will evaluate whether non-cognitive interpretations are valid responses to the challenges to the meaning of religious language. | | <p>Success criteria A study of the issues of analysis and evaluation.</p> | <p>Homework LP5 27 Continuous reading and writing revision notes on religious experiences.</p> <div style="text-align: center;"><input type="checkbox"/></div> |
| <p>Please note that this Learning Programme is subject to change.</p> | | | |