



NAME:.....

RE



It is very interesting with lots of compelling topics. You get to look at other religious viewpoints about issues, as well as other people's opinions

<http://www.bbc.co.uk/guides/z3b6hyc>

5 Higher Passes including B in Religious Studies and English Literature or History

Can lead to courses linked to English, Law, Social Sciences and the Humanities

<http://www.independent.co.uk/news/health/charlie-gard-high-court-ruling-doctors-life-support-withdraw-baby-rare-genetic-condition-parents-a7678436.html>

It helps you to consider why we make the choices we do and the impact we have on others



PREPARATION

ORGANISATION

DECISIONS

RESOURCES

FUTURE

THIS BOOKLET MUST BE COMPLETED IN FULL IN ORDER TO BEGIN THIS COURSE. THE BOOKLET AND ALL ADDITIONAL WORK SHOULD BE HANDED IN DURING THE FIRST LESSON IN SEPTEMBER.

SUBJECT OVERVIEW

Which exam board? Edexcel (Pearson)

Which style of qualification? Academic Route

Describe the specification units for Year 1 in this course

Ethics, Philosophy of Religion & Buddhism

Describe the specification units for Year 2 in this course

Ethics, Philosophy of Religion & Buddhism

Describe the Assessment Objectives for the course

AO1 - Knowledge and Understanding AO2 - Analysis and Evaluation

How will students be assessed for each unit in Year 1?

Final Examination

How will students be assessed for each unit in Year 2?

Final Examination

Styles of teaching and learning which operate in this subject

Debate, Group work, Independent Learning, Lecture, Presentations

To be successful in this course you will have and/or develop the following skills:

Writing essays. Giving balanced arguments. Independent reading/research.

EQUIPMENT LIST / RESOURCES

Stationary Highlighters. Folders. Dividers

Software

Additional Items

READING LIST



FICTION

Title	Author	Publisher
Sophie's World	Jostein Gaarder	Weidenfeld & Nicolson
My Sister's Keeper	Jodi Picoult	Hodder
Angels & Demons	Dan Brown	Corgi
Never Let Me Go	Kazuo Ishiguro	Faber & Faber
Seven Years in Tibet	Heinrich Harrer	Paladin Books

NON-FICTION

Title	Author	Publisher
An Introduction to Philosophy and Ethics	Mel Thompson	Hodder Murray
Being Good	Simon Blackburn	OUP
The Philosophy of Religion	Peter Cole	Hodder Murray
Ethical Theory	Mel Thompson	Hodder Murray
Buddhism: A Very Short Introduction	Damien Keown	OUP

OTHER (website/articles/programme/film...)

Title	Author	Publisher
The Life of Pi	Film	
BBC Religion & Ethics web pages	BBC News	
Access to Insight web page		
The Matrix	Film	
The Moral Maze	BBC Radio 4	
The Belko Experiment	Film (NB: there is a lot of violence, blood and gore)	
The Bible		

LESSON 1

SUBJECT: RE

Induction Pack: Lesson 1 (1 hour)

Title: Religious Experience Background

Skills to be learnt:

Analysing stories/accounts. Using sources. Group work

Additional resources:

Cards with the religious experience story on them/information packs/religious sources e.g. Bibles

Students will be given a different religious experience account to look at in small groups. These will include:

- The burning bush
- Buddha's enlightenment
- Jesus' baptism
- The day of Pentecost
- The road to Damascus (Saul)
- The night of power (Muhammad)
- The River Bein (Guru Nanak)
- The grotto at Lourdes (St Bernadette)
- The day of inspiration (Mother Teresa)

In their groups they need to analyse the religious experience and answer the following questions:

- Corporate or private?
- What makes it distinctive?
- What does it tell us about the nature of religious experience?
- How could it be explained in modern day/through science?
- Does it prove that God exists?

Groups will be expected to feedback the story and their answers to the above questions to the rest of the class.

As a class we can then discuss:

- What do these stories have in common/how do they differ?
- What can we learn from them about Religious Experience?
- Do they still have relevance today for developing an understanding of Religious Experience?

By the end of the lesson, all students should be able to identify if they think that religious experience is a strong or weak way of proving God's existence and why.

LESSON 1



SUBJECT: RE

Task 4: Explain which skills you think are the most important for the public service workers you have chosen and why?

Task 5: Compare the skills needed by the two different workers you have chosen. What skills are similar and what skills are different?

Reflection from lesson: For students to fill in towards the end of the lesson. Responses should be articulate and define students' next steps in their learning

What did I learn?

What did I find challenging?

What do I need to go away and do?

LESSON 2

SUBJECT: RE

Induction Pack: Lesson 2 (1 hour)

Title: Religious Experience Introduction

Skills to be learnt:

Analysing text. Answering questions. Forming an argument.

Additional resources:

Reading pack taken from *Introduction to Philosophy of Religion*

Students and teacher will read through the pack, highlighting and annotating where necessary, considering the question 'which type of religious experience argument is the most believable?' Students will look at a range of arguments including:

- The religious experience argument
- The scientific method argument
- Generalising from the particular
- The transcendent world argument
- The outcome argument
- The all-in-the-mind argument
- The unconscious mind argument
- The religious animal argument

Students will then complete 4 activities set out by the text book; using key words, making general claim and using quantifiers. This allows students to think about how arguments can be structured in favour of what you are trying to prove.

The lesson will end with a debate. 4 topics to choose from today's work. We will choose one as a class and then the teacher will lead a structured debate.

Homework: Research either Teresa of Avila or Julian of Norwich. Who were they? What happened to them?

LESSON 2



SUBJECT: RE

Reflection from lesson: For students to fill in towards the end of the lesson.
Responses should be articulate and define students' next steps in their learning

What did I learn?

What did I find challenging?

What do I need to go away and do?

LESSON 3

SUBJECT: RE

Induction Pack: Lesson 3 (1 hour)

Title: For & Against Religious Experience ñ Mysticism vs. illusion

Skills to be learnt:

Thinking for themselves. How do scholars show favour towards religious experience? Learning new key word definitions

Additional resources: Small workbook

Students will feedback what they found out about Theresa of Avila or Julian of Norwich for homework. Teacher will fill in any gaps missed in knowledge of these people.

Can they link mysticism back to anyone learned about in lesson 1?

Students will do the following in a small work book:

Read the following arguments in favour of religious experiences ñ can you explain why they are advantages in more detail?

- Mysticsí own lives display a humility about what they have experienced ñ for example Julian of Norwich worked for the poor and Teresa of Avila continued to work within the Church with utter devotion.
- The lack of language to describe the experience adequately is mirrored in the inability of language to describe anything adequately.
- All experience is personal and, therefore, subject to doubt.
- Taking the challenge of empiricism to its logical conclusion would result in total scepticism. Absolute scepticism would leave one without a mind to be sceptical with ñ as many things in life require faith!

Swinburneís Principle of Credulity and Principle of Testimony:

- Define the two key words
- iApparent perceptions ought to be taken at their face value in the absence of positive reasons for challengeí. Explain Swinburneís rationale for the principle of credulity and testimony in more detail.
- iHow things seem to be is good grounds for a belief about how things areí. In what ways does the principle of credulity and testimony support mystical experiences?

Students will then be taught the 4 key characteristics as outlined by William James and then about Freud and Marx being against religious experience; considerations of 'seeking a father-figure' and religion being 'a drug-induced state for the oppressed'. (They will be expected to take notes from the board.)

Discussions can be had about the outcomes of religious experiences and if this is the ultimate reason for them.

Students can formulate opinions on how strong an argument they think the one from religious experience is.

Teacher will go through the expectations of the extended writing task.

LESSON 3



SUBJECT: RE

Reflection from lesson: For students to fill in towards the end of the lesson.
Responses should be articulate and define students' next steps in their learning

What did I learn?

What did I find challenging?

What do I need to go away and do?

EXTENDED WRITING TASK

Religious experiences are just tricks of the mind.

Examine and comment on this claim, with reference to what you have investigated.

- Define religious experiences
- Give 2 examples of a famous religious experience (try to explain, don't describe) (lesson 1)
- How does William James define them?
- What is the importance of our understanding of a religious experience? (lesson 2 – the different types; pick your favourite? Compare and contrast?)
- What has happened to mystics? (lesson 3 – relate back to the question – could they have been tricks of the mind?)
- Richard Swinburne
- Freud (when talking about scholars, relate what they say back to the question e.g.
- Marx why should Swinburne say to believe? Why might Marx say it is a mind trick?)
- Conclusion – are they tricks of the mind? Use someone learned about in lesson 1 or for homework/lesson 3 to back up your claim. Research a quote from one of the scholars studied to end your essay and your answer to the question.

N.B. This is not exhaustive of what you could include, but this is the minimum that should be included. Remember that you must always have to question in mind; are you trying to argue for the statement being true, or false. Your wording will need to reflect this.

YSC TASK(S)



1. Find 2 more religious experiences that take place in the Bible (can be from Old or New Testament)
2. Research the Latin phrase that Rudolf Otto uses to explain a religious experience. What does it mean?
3. Research the 'Toronto Blessings'. What happened? What makes this a unique and rare experience?
4. In no more than 300 words, formulate an answer to the question 'What is the difference between a miracle and a religious experience?' You may need to research exactly what a miracle is. You may choose to compare a miracle and a religious experience that have happened.
5. Find a news article of a 'religious experience'. Stick it on plain paper and around the edge annotate with strengths of the story, flaws in the story, how else it could be described, your opinion of the experience
6. Research Temporal Lobe Epilepsy. How can this aim to disprove religious experiences? What is the counter argument to that?

SUPPORTING GLOSSARY (not exhaustive)

CONTINGENCY

EMPIRICISM

ANALOGY

EVIL

MORALITY

MYSTICISM

PASSIVITY

INEFFABLE

TRANSIENCY

NUMINOUS

AWE

PARADOXICALITY

NOETIC QUALITY

REVELATION

BLIK