

Is believing in God reasonable?

Substantive Knowledge to test:

- Definitions of belief: Atheist, Agnostic, Theist.
- Pascal's Wager, as an example of a philosophical explanation.
- Humanism, as an example of a philosophical stance.
- How to explain, using a range of reasons, whether a position or argument is coherent and logical. Use philosophical vocabulary e.g. knowing, truth, proof, reality, fact, opinion.
- How to form a coherent argument to support or oppose the existence of God.

Disciplinary Knowledge to test:

- ✓ Explain different philosophical and theological answers to questions about a belief in God.
- ✓ Explain some of the different ways in which philosophers understand abstract concepts such as arguments for the existence of God e.g. Pascal's Wager and Humanism as a philosophical stance.
- ✓ Explain, using a range of reasons, whether a position or argument is coherent and logical.
- ✓ Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.

Substantive Retrieval Questions:

- What is an Atheist/ Agnostic / Humanist?
- Explain what truth / belief / fact / opinion is?
- What is Humanism?
- What is Pascal's Wager?

Disciplinary Retrieval Questions:

- Why do Humanists differ in their opinion to Agnostics about believing in God?
- Explain the difference between Pascal's Wager and the Humanist stance on God?
- What sources of authority might you sue to argue for / against believing in God?

Retrieval Practice Assessment Approaches:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

The RE Age Related Expectations we will cover and be assessed against:

Philosophy

- A. The Nature of knowledge, meaning and existence** Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.
Explain some of the different ways in which philosophers understand abstract concepts.
- B. How and whether things make sense** Explain, using a range of reasons, whether a position or argument is coherent and logical.
Link a range of different pieces of evidence together to form a coherent argument.