

## What does it mean to be Human? Is the being happy the greatest purpose in life?

### Substantive Knowledge to test:

- St. Augustine's ideas on sin as a defect rather than an effect - referring to Socrates and Plato's work stating that ignorance is the cause of sin.
- Theological understandings of right and wrong.
- Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at Christian attitudes to suffering.
- Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife.
- What is Utilitarianism? And how does this relate to making moral decisions.

### Disciplinary Knowledge to test:

- ✓ Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence: looking at St. Augustine as an example of a Christian Philosopher.
- ✓ Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life.
- ✓ Use well-chosen pieces of evidence to support and counter a particular argument.

### Substantive Retrieval Questions:

- Who was St Augustine and what did he think about sin?
- What do Plato and Socrates say about sin?
- What do Christians think about suffering?
- How do Humanists make moral and ethical decisions?
- What is utilitarianism?

### Disciplinary Retrieval Questions:

- Is sin part of human nature? What does St Augustine argue compared to Plato?
- Can you make moral and ethical decisions without the belief in God and what might happen if you do something bad?
- How do Humanists use empathy in their decision making? How is this different to Christian teachings about sin?

### 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** Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
- B. How and whether things make sense** Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. Use well-chosen pieces of evidence to support and counter a particular argument
- C. Issues of right and wrong, good and bad** Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.