



**RERC**

**This Is Our Faith Planning Exemplars**

<b>S4</b>	<b>Suggested Theme:</b> <b>Reflections</b>		<b>Suggested Timescale:</b>	
	<b>Dates:</b>			
<b>Teacher:</b>		<b>Class:</b>		

**TIOF Core Learning**

**MYSTERY OF GOD:**

I have reflected upon, and can express an understanding of, the connection between the words which begin Holy Scripture “In the beginning God created the heavens and the earth” and the credal statement “I believe in One God, the Father Almighty, maker of heaven and earth”.

I have explored and can understand that, through its teaching on Creation, the Christian faith reveals the mystery of God in answering the ultimate questions

- *Who am I/are we?*
- *Where do we come from?*
- *Where are we going?*
- *What is our origin?*
- *What is our end?*
- *Where does everything that exists come from and where is it going? (CCC 282)*

I have knowledge of the ways in which man comes to know the mystery of God (through the world and the human person CCC32& 33) and I know that these ways are also called “proofs for the existence of God” in the sense of ‘converging and convincing arguments’ (CCC 31).

**REVEALED TRUTH OF GOD:**

I have had the opportunity to re-examine the Biblical stories of Creation and to consider different viewpoints as to the meaning of these - i.e. literal interpretation, as narratives which reveal truths about the nature of God.

I understand that, through the Creation narratives of Genesis, Scripture teaches truths revealed by God for our salvation:

- *Nothing exists that does not owe its existence to God the creator.*
- *Each creature possesses its own particular goodness and perfection (“And God saw that it was good.”).*
- *God wills the interdependence of creatures.*
- *The beauty of the universe.*
- *The hierarchy of creatures.*
- *Man is the summit of the Creator’s work.*
- *There is solidarity among all creatures as they all have the same Creator.*
- *The end of the work of the six days was the Sabbath. Creation was fashioned with a view to the Sabbath and therefore for the worship and adoration of God.*

I have explored, and I can describe, different arguments used to prove the existence of God:

- *Teleological argument ( argument from design)*
- *Cosmological argument*
- *Ontological argument*
- *Anthropic argument*

I can describe how Religion and Science can inform each other and have explored theories proposed from a scientific background on the origins of the Universe and humanity:

- The Theory of Evolution.
- The Big Bang Theory.

I have explored the characteristics of faith (CCC 153) and I can express my understanding of the statement “ Faith is not opposed to reason” CCC35, 159

### Experiences and Outcomes:

#### S4 Senior Phase

#### Mystery of God

**I have explored the mystery of the Most Holy Trinity as the central mystery of Christian faith and life and I have reflected upon how this learning affects my own, and others’ knowledge, understanding and belief in One God.**

#### Revealed Truth of God

**I have studied Scripture and Church Teaching which reveal the nature of God and I have considered how these influence my own and others’ spiritual life and relationship with God.**

### Learning Intentions:

I am learning:

1. To deepen my knowledge of God the Father by exploring the connection between the words of Scripture and the Creed
2. To reflect upon how this mystery affects others’ knowledge, understanding and belief in God by exploring ‘Ultimate questions’ and ‘proofs for the existence of God’.
3. How to study Scripture and Church teaching which teach truths revealed by God for our Salvation
4. To understand how these reveal the nature of God by exploring arguments to prove the existence of God

### Success Criteria:

1. I can make connections between the words at the beginning of Genesis and the start of the Creed
2. I have explored what are known as the ‘ultimate questions’
  - 2a) I can outline some arguments to prove the existence of God (LI2 &4)
  - 2 b) I have some understanding of how these help reveal the nature and Mystery of God (LI2&4)
3. I can recall Scripture and Church teaching that teach us truths revealed by God
4. I have reflected upon and can describe how the Mystery of God the Father helps people to know, understand and believe in God (LI2)

### Planning Outline (including what pupils could write /say/make/do as a result of learning):

**Context and Prior learning:**

#### Example Methodology

Overview of Programme of work:

**The methodology has been broken down into lessons, however these may take more than one period of core R.E. to cover depending on the level of engagement and the discussions that emerge from pupil learning**

The following four lesson plans are given as a start point for using the S4 Reflections resource in class. The resource can be used both in class and by students independently, to explore the topics of “the proofs for the existence God” and the “ultimate questions” in even greater detail than is suggested by this short programme of work.

The proofs for the existence of God covered within reflections resource:

- *Teleological argument ( argument from design)*
- *Cosmological argument*
- *Ontological argument*
- *Anthropic argument*

The ultimate questions covered within the reflections resource:

- *Who am I/are we?*
- *Where do we come from?*
- *Where are we going?*
- *What is our origin?*
- *What is our end?*
- *Where does everything that exists come from and where is it going?*

### **Lesson title: Big Questions & Who’s Got the Answers**

#### Lesson Objective

This lesson is intended to introduce the concept of “ultimate questions” and to explore the ideas surrounding the Trinitarian God. Students should see how, for people of faith, the idea of God and the answers to the “ultimate questions” are entwined.

#### **Resources required: Reflections PowerPoint**

#### 1. Starter “Big Questions”

##### Task 1

Ask students to write down three “big” questions they may have in their lives. The ultimate significance of this task should not yet be revealed.

##### Task 2

On slide three navigate by clicking link to the starter activity, located at the bottom of the slide.

Allow pupils time to complete task

Feedback questions from task 1 and task 2

During feedback draw pupils’ attention to the prevalence of God in questions/issues/answers.

PRESS HOME BUTTON

#### 2. Main task Define God Questions.

##### Task 3

##### **Navigation**

**[Ultimate questions>Where do I come from/ What is our origin?>What do we know of our God?]**

Follow slides and complete task on Trinity

## **Lesson title: First cause and The Big Bang**

### Lesson Objective

This lesson is intended to allow students to reflect upon the cosmological argument and the Big Bang theory.

### **1. Starter Hebrews 3:4**

Navigate to the Hebrews task by selecting from the main slide show by following these navigational choices.

#### **Navigation**

**[Proofs for God>cosmological argument>is there evidence from scripture].**

Allow pupils time to read the Bible passage by providing them with a bible, or alternatively, by clicking the Hyperlink on the slide to access the relevant passage.

### TASK 4

Pupils should complete tasks on slide either individually or in pairs.

Feedback

### **2. Cosmological Argument**

**During the following section the teacher should lead class through information, making sure pupils are taking note of key information**

Teacher led activity

Navigate slide show by following these navigational choices

#### **Navigation**

**[Proofs for god>cosmological argument>what is the cosmological argument].**

### TASK 5

Teacher led discussion concerning the premise on the slide.

Ask Students to complete task

NEXT SLIDE

This slide contains the cosmological argument.

Teacher should explain the argument to class.

NEXT SLIDE

Students should complete task on next slide and feedback answers to class.

PRESS HOME BUTTON

### **3. Link question preparation**

On cosmological argument home screen

PRESS "link question" Button top located in the top left of the screen.

Explain the task to the students

PRESS The Picture of the Big Bang Slide on the left hand side, you will now be navigated to an explanation of the big bang.

### **4. The Big Bang –**

**During the following section the teacher should lead class through information, making sure pupils are taking note of key information**

The first slide history

NEXT SLIDE

2<sup>nd</sup> slide: Movement observation

NEXT SLIDE

3rd slide: Cosmic Egg

NEXT SLIDE

4<sup>th</sup> slide: Space time and matter

PRESS “link question” Button top located in the top left of the screen.

## 5. Plenary - Linking ideas

### TASK 6

Allow students time to complete task detailed on linking page

### Lesson title: Evolution and the Argument from Design

#### Lesson Objective

This lesson is intended to allow students to reflect upon the Teleological argument and Darwin’s evolutionary theory by natural selection.

#### 1. Starter Romans 1:20

Navigate to the Hebrews task by selecting from the main slide show by following these navigational choices

#### Navigation

**[Proofs for God>design argument>is there evidence of this from scripture?].**

Allow pupils time to read the Bible passage by providing them with a bible, or alternatively, by clicking the Hyperlink on the slide to access the passage concerned.

### TASK 7

Pupils should complete tasks on slide either individually or in pairs.

Feedback

#### 2. Teleological (design) argument:

**During the following section the teacher should lead class through information, making sure pupils are taking note of key information**

Students should complete task: Copy into jotter.

NEXT SLIDE

“You’re an Alien”

The next section of the presentation presents a situation to the class, asking them to imagine they were an alien and discovered a wrist watch. This situation illustrates the argument for design. After reading each slide to the class continue through slides until you reach the slide titled “What might this lead you to believe about the creation of the watch?”

Class Vote

Conduct a simple class vote between the option of A or B within the slide.

NEXT SLIDE

### TASK 8

Allow pupil to complete task in jotters

Feedback

PRESS HOME BUTTON

#### 3. Link question preparation

On Design argument home screen

PRESS “link question” Button top located in the top left of the screen.

Explain the task to the students

PRESS The Picture of the Evolution slides on the left hand side; you will now be navigated to an explanation of Evolution.

#### **4. The Big Bang –**

**During the following section the teacher should lead class through information, making sure pupils are taking note of key information**

Continue through slides until Summary slide

PRESS “link question” Button top located in the top left of the screen.

#### **5. Plenary - Linking ideas**

##### TASK 9

Allow students time to complete task detailed on linking page

##### **Lesson title: Reflection**

##### Lesson Objective

This lesson is intended to allow students to reflect upon some of the “ultimate questions” or “proofs for the existence God”.

Reflections Task: 45+ minutes

Allow pupils to self-select any "leaf" (“ultimate question” or “proof for the existence of God" see slide 4&5 ) previously covered in class.

Students should be provided with, or asked to make, a leaf shaped piece of paper.

Ensure that students are aware that they will be evaluating previous learning today.

Students should be instructed to write what they have learned/to reflect upon each topic on a leaf paper. Possible stimulus questions could encourage reflection on previous learning. Encourage honesty.

As students begin task allow for group discussion on each topic. Encourage questions to ensure clarity on each topic.

Each leaf can be added to a display mimicking slides 4 and 5, creating a visual evaluation of the learning.

Students should be encouraged to reflect upon all eight areas covered in the “ultimate question” and “proof for the existence of God". To further challenge students, encourage links to be made between “leaves”.

#### **Resources:**

**S4 Reflections PPT**