



Why this?

Learning Intentions

Summative Assessment

This unit covers both an academic and personal response to the age-old question of 'If God exists why do (good) people suffer? Our students grapple with problems, ideas and possible solutions (theodicies) from Theologians and Philosophers both within religion and from a secular perspective.

- 2.1 What is suffering?
- 2.2 How do Christians explain suffering?
- 2.3 How do Christians respond to suffering?
- 2.3a What is the problem of evil?
- 2.3b Slavery and The Crusades
- 2.3c The Persecution of Christians
- 2.4 How do Jews explain suffering?
- 2.5 How do Jews respond to suffering?
- 2.5a Why are the Jews often called a Persecuted People?
- 2.5b What was the Jewish response to the Holocaust?
- 2.6 How do Muslims explain suffering?
- 2.6a What is Jihad?
- 2.7 How do Muslims respond to suffering?
- 2.8 How do Buddhist explain and respond to suffering?
- 2.8a Why are the Four Sights of the Buddha significant?
- 2.8b What is the Buddhist path to Enlightenment?
- 2.8c What are the Four Noble Truths?
- 2.8d What is the Eightfold Path?
- 2.9 What is Hedonism and how does it relate to suffering?

- Impact Task 1. How are Christians influenced by Jesus' life to respond to suffering? Use Jesus' example to show Christian response.

- Impact Task 2. Why are religious people persecuted and what should they do in times of Persecution? Focus on Jewish and Christian persecution.

- Impact Task 3. Is evil suffering something that is caused from within the human heart and mind? Draw on Fitrah (Islam), the 4 noble truths (Buddhism) and the concept of Hedonism.

Why now?

Literacy

Cross Curricular / Personal Development links

Following on from the Nature of God unit, students are introduced to the idea of 'a good god allowing suffering' which will in turn prepare them for looking at this topic in more depth at GCSE.

Reading:
Blue textbook (various lessons)
'Hedonism is over rated' article

Writing:
Impact Task 1 – extended writing
Impact Task 2 – extended writing
Impact Task 3 – extended writing

Oracy:

Key Voca
- Theodicy - Inherent - tendency - Endurance

- History
- Art (religious images in a number of lessons)
- School Value of **respect/compassion/resilience**
- **Spiritual** – Made in God's image/inherent value of all human life/God lives within his created beings/diversity
- **Moral** – Making good decision (rights and responsibilities)/**inclusivity/dignity**
- **Social** – Roles within community/expectations of appropriate behaviour/Responsible and active citizens
- **Cultural** – Diversity of belief and practice
- **PD Health & Wellbeing**

- Resilient/ce - Persecution - Omnibenevolent - Purgatory - Omnipotent - Irenaeus - Augustine - Yahweh – Gehenna - Sheol - Gan Eden - Anti-semitic - Holocaust - Shoah - Hester Panim - Job - Messiah - Buddha - Dukkah - Nirvana - Samsara - Karma - Upadana - Dharma - Enlightenment - Kisagotami - Reincarnation - Jannah - Jahannam - Sunnah - Shaytan - Iblis - Zakat - Sadaqah - Fitrah - Predestination

- **PD Relationships**
 - **PD Living in the wider world**
 - **PD Citizenship**
 - **RS Career** PPT/video

Key Threshold Concepts

God	Creation	Fall	People of God
- Trinity - Imago Dei - Yahweh - Allah		- Original Sin - Free Will - heaven or hell - Gan Eden/Sheol or Gehenna - Jannah or Jahannam	- 10 Commandments - 613 Mitzvot - The Golden Rule
Incarnation	Gospel	Salvation	Kingdom of God
- Passion (suffering) of Jesus		- Jesus - Messiah	- Persecution

Homework

5/10 Facts per week to learn – key words and definitions, SoA quotes... low stakes retrieval as Silent Start.