S6: Faith and Reason:

Planned Learning and Teaching

**This unit explores how having a relationship with God transforms our lives.**

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|  | Teaching and Learning Methodology | Notes | Resources | Teacher comments/notes |
|  | Prayers to begin or end lessons.  Recap on prior learning:  The learning intentions and success criteria for the unit are shared with pupils.  **Unit Starter**: “Faith and reason are like two wings on which the human spirit rises to the contemplation of truth.”  Students are asked to think on their own about the quote.  Students move onto a whole class discussion about the quote and about what it is trying to express about the relationship between science and religion.  **What is the relationship between science and religion?**  Students are asked to consider the difference of opinion that exists about the relationship between science and religion.  The teacher should lead students through each model, asking them to keep in mind Saint John Paul II’s quote and what best reflects their own understanding of how science and religion relate to each other.  **What is the purpose of science?**  Students should read the definition on the slide themselves, thinking about its meaning. Ask them to share their thoughts with the person sitting next to them.  **How does science attempt to explain the world?**  Students are asked to look at the three images of scientific attempts to explain creation. Ask what they already know about these images and what they represent.  Students should attempt the co-operative learning activity in the student handbook.  Whole class recap - After completing the co-operative learning activity in the student workbook you should engage in a whole-class recap about the three examples that have been studied. Questions could include: How do each of the examples help us to understand creation? Do they threaten religious views about creation?  The Scientific Method  Draw on students’ prior learning of the scientific method from other areas of their education  Students should create a spider diagram of what the scientific method tells us about sciences approach to understanding things. Ask students to think of key words from the video clip and explore these words with them.  **What does Sacred Tradition tell us about the relationship between science and religion?**  This section begins by reminding students of previous learning about what a Church council is.  After this they should be introduced to the nature and purpose of the document *Gaudium et Spes.*  Students should read the instructions for tackling a section from *Gaudium et Spes* and answer the questions as directed in the student workbook.  Whole Class Re-Cap  Students should think about the questions:   * Can I explain my own understanding of the relationship between science and religion? * What does sacred tradition add to our understanding of creation?   **How does the Bible explain creation?**  The image on the PowerPoint should provide an opportunity to ask whether science challenges Christian faith.  Students should attempt the comparative exercise detailed in the student workbook.  After this they should feed back to the class about their answers.  ***Gaudium et Spes part 2***  Students are asked to select a quote, read it and answer any questions that follow. | This is a short video used in the previous unit: God’s Word in Our Lives. “Who wrote the Bible” which will provide a brief recap. MP4 also available.  The focus for this unit is: **How do science and belief help us to understand the truth and meaning of creation?**  You should explore the nature of a bird with the class. Can a bird fly with only one wing? Saint John Paul II’s quote is trying to illustrate that we need the perspectives of both science and religion to fully understand the truth and meaning of creation. Not one or the other.  Some people argue that science and religion address fundamentally different types of questions. While science is concerned with the “how” of life, i.e. natural processes and their consequences, religion is concerned with the “why”, i.e. meaning and value.  Four examples of models of relationship between science and religion are given on the PP slide. Further explanation of each of these if provided in the lecturer’s notes below plus a summary of all four models.  For your own information.  This think, pair, share activity should feed into a class discussion about the underlined words/phrases above: “Accurate”, “Uncovering truth”, “natural world”, “how”. All of these words tell us what science is and what areas of knowledge it is equipped to answer questions about. In this section you are asking students to interrogate the scientific approach whilst they are studying it.    There are images of Darwin’s Theory of Evolution, The Big Bang Theory and Fossils.  A brief explanation of each of these examples can be found in the student handbook. Alternatively, consult the websites suggested.  The Scientific Method is an organized way that helps scientists (or anyone!) answer a question or begin to solve a problem  The link will take you to a 4 minute video clip that explains the Scientific Method.  We should also remember that modern science and the scientific method of experimentation and observation came from Catholic monks, such as St. Albert the Great and Fr. Gregor Mendel and that religion and science are not enemies.  For your own Information  Notes of explanation of a Church council, the nature and purpose of *Gaudium et Spes* and Sacred Tradition can be found in the lecturer’s notes on PP slide 6. The image of Christ teaching the disciples on slide 6 may be a helpful image to illustrate the meaning of Sacred Tradition.  Students should approach the text as follows: The actual text is to be found in the middle of the page with a simplified version in the text boxes to the left.  The purpose of these questions is to allow students to formulate their own understanding of the relationship between science and religion and consider what the Church’s tradition can add to our understanding of creation.  The image on PP slide 8 contrasts the Biblical and scientific accounts of creation.  The purpose of this exercise is to highlight that the Bible is not a scientific textbook. Nevertheless it offers us valuable insights into the nature of human beings and our place in creation.  Students should approach the text in the same way as before. The actual text is to be found in the middle of the page with a simplified version in the text boxes to the left. | Student workbook pages 1 and 2.  [https://www.youtube.com/watch?v=ARdwlWDnE90](https://www.youtibe.com/watch?v=ARdwlWDnE90)  MP4 file available for all video clips.  PP slide 1  PP slide 2 and lecturer’s notes underneath.  <http://biologos.org/blogs/archive/the-relationship-between-science-and-religion>  PP slide 3  PP slide 4  Student workbook pages 3 and 4  Further information can be found at: Darwin’s Theory of Evolution: <http://www.bbc.co.uk/schools/gcsebitesize/science/21c_pre_2011/evolution/theoryevolutionrev2.shtml>  The Big Bang Theory: <http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway/energy_resources/big_bangrev1.shtml>  Fossils:  <http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway_pre_2011/environment/4_survival_of_fittest1.shtml>  PP Slide 5  <https://www.youtube.com/watch?v=SMGRe824kak>  St Albert the Great:  <http://www.catholic.org/saints/saint.php?saint_id=144>  Fr. Gregor Mendel - <http://www.catholicnewsagency.com/news/google-recalls-catholic-priest-who-was-father-of-modern-genetics/>  PP slide 6  Pages 5, 6 and 7 of student workbook – *Gaudium et Spes* part 1  Full text can be accessed here: <http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19651207_gaudium-et-spes_en.html>  PP slide 7  PP slide 8  Bibles or access to printable resources can be found at: <https://www.biblegateway.com>  Student workbook page 8: How does the Bible explain creation?  Pages 9, 10 and 11 of the student workbook. |  |

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| **Resources:** |
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