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| **ST MARY REDCLIFFE & TEMPLE SCHOOL** | | |
| **TEACHING GROUP: 10** | SUBJECT: RE | |
| **MODULE: Christianity :Beliefs and Teachings** | **LESSON TITLE: 02 Evil, suffering and belief in God** | |
| **PRIOR ASSESSMENT/PRIOR LEARNING: The Nature of God as omnipotent** | | |
| **RESOURCES:** PP Problem of evil and suffering, writing frame.  **SKILLS:** Analysis, evaluation, literacy.  **ALIVE THEMES:** Faith, questioning | | |
| **LESSON OBJECTIVES: by the end of this lesson:**  **All students must be able to:** respond to the question what is evil and what is suffering?  **Most students should:** be able to explain the link between evil and suffering and the nature of God  **Some students could:** give a comprehensive evaluation of their own and others’ opinions with justified reasons. | | **SUCCESS CRITERIA:** |
| **Behaviour Strategies:** | | |
| **Key words:** Natural evil, moral evil, free will, omnipotent, benevolent, omniscient, suffering. | | |
| **Starter:** Scroll through Slides 1 – 8. Using Slide 9, students to discuss key question. | | |
| **Main Activity:**  1. Link lesson starter to the key words freewill, moral evil and natural evil, using Slide 9.  2. Share lesson objectives with students on Slide 10.  3. Students to look at Slide 11 and answer key questions. Which ones are moral evil? Which ones are natural evil?  4. Use Slides 12 and 13. Students to discuss the key question ‘How does the existence of evil lead to people doubting God’s existence?’ Epicurus quotation is set text. Students to make their own notes from the slides.  5. Set question and use planning sheets below to consider how to write a top-quality, 15 -mark answer, with reference to exam board guidelines.  **Note:** There is more discussion with related theodicies in the year 11 unit on Good and Evil.  G+T students to produce additional examples and philosophical arguments. | | |
| **Plenary/summary:** In groups of four, students to write down the most evil thing they can think of on a post-it. Collect these in and display them randomly on the white board. Class to place them in a rank ordered list, from the most evil thing at the top and the least evil thing at the bottom. | | |
| **ASSESSMENT/EVALUATION/HOMEWORK:**  Part D exam question. “The existence of evil and suffering in the world are proof that there cannot be a loving God” Discuss the statement with reference to different points of view. You must refer to religious belief in your answer. (15 marks) | | |

Plan your answer. “Evil and suffering prove there is no loving God”. Discuss (15 marks)

List key words and evidence you will use under the following headings to help you structure your essay-style response

**Some people may think that the existence of evil and suffering may mean that there is NO God because:**

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**They might also think that:**

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**There is also the argument that:**

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**Remember – in order to achieve a higher level you have to explain your points. You cannot for example just say that God is supposed to be Omni benevolent without explaining how this relates to the question.**

**However, many Christians would argue that there are good reasons for evil to exist……**

**Free will means that\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Some believe that life is a “ test” and this means\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Some Christians say that when the universe is viewed as a whole, or from God’s point of view, then**

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Key Bible passages / teachings, I will use in my answer are**

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**Also, check your spelling, sentence construction etc. You will lose a mark if your spelling, grammar or punctuations is poor.**

**To gain top band marks, check your work against the exam board’s guidelines for marking:**

“An excellent, highly detailed analysis and evaluation based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities or societies.

Uses and interprets religious language, terms and sources of wisdom and authority extensively, accurately and appropriately.”