



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

AQA Religious Studies (Specification A) Religious, philosophical and ethical studies Scheme of Learning

Year 10– Term 5&6 Theme B: Religion and Life

Intent – Rationale

Religion and Life is one of the themes within the AQA GCSE Religious Education paper. Students over the 3 years will study all 4 of the themes. This scheme will cover all relevant material within the unit including key words, concepts and exam writing practice. This scheme will also address some of the different cultural attitudes to creation, environment and medical ethics within British culture. Students will also address some of the religious differences amongst communities and values within British culture including, science and creation, abortion, euthanasia and animal rights.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> • Yr 7 – Absolute and relative morality, Justice • Yr 8 – Where is God • Yr 9 – Human Rights • Yr 10 – Christian beliefs: genesis stories, stewardship, heaven and hell. • Yr 10- Islamic beliefs: creation stories, Heaven and hell. 	<ul style="list-style-type: none"> • Whole Themes exam.
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> • Geography – environmental issues and impact • Science – Big bang 	<ul style="list-style-type: none"> • Students will have the opportunity to discuss attitudes and beliefs toward life, sanctity of life and the prolonging of life as humane/inhumane (SP1, M1). Students will also be able to reflect upon religious responses and recognise the law of the land with regard to these issues. (SP4, M1, SO3,2). Students will also have opportunity to consider religious responses to creation and challenge these using science. (M3) Students will also have an understanding of the Law and how it impacts people’s decisions; or the consequences of their decisions. (M3, So3). • All 5 British values are reflected throughout this topic – respect of other vies, regard for law, freedom of choices and tolerance of faith decisions. • The variety of tasks – ordering, presentations, debate, discussion allow for careers GB4 a-e are reached.
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Key words, spelling. Whole school SPAG in use. 	<ul style="list-style-type: none"> •



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AQA Religious Studies (Specification A) Religious, philosophical and ethical studies Scheme of Learning

Year 10– Term 3&4 Theme B: Religion and Life

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p>Know</p> <p>The theme considers the religious concepts relating to Science, environment and medical ethics. Students will need to know how religion and science clash, especially on ideas about the origins of the universe and life. Students will also need to be able to identify key environmental issues and recognise both social and religious responses to these, including animal rights. Students will also be asked to consider the importance of human life and recognise religious teaching regarding when life begins, including the medical ethical issues of euthanasia and abortion.</p> <p>Apply</p> <p>Opportunity to write 12 mark responses within the key topics using examples and evidence to explain and justify claims. Debate issues surrounding abortion and euthanasia, the law, the right to life, the impact and consequences of these ethical issues as well as the religious ideal of life being sacred. 4, 5 mark questions facilitated through understanding the impact beliefs have on communities and religious believers.</p> <p>Extend</p> <p>Evaluating the views of themselves and others using religious evidence in order to substantiate and develop claims. Analyse the impact the views held will have on individuals, communities and denominational groups and establish conclusions to reflect this process.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Abortion – deliberate expulsion of a foetus from the womb, with the intention to destroy it • Afterlife – belief about what happens when we die • Animal rights – animals should have rights because of respect for life • Awe – overwhelming feeling often linked to God • Big Bang theory - scientific view of the origins of the universe • Charles Darwin – scientist who put forward the theory of evolution • Conception – when sperm fertilises the egg • Conservation – repair and protect animals and areas of natural beauty • Creation – idea that God created the world from nothing • Dominion – humans have the right to control all of creation • Euthanasia – mercy killing; ending someone’s life for compassionate reasons. • Evolution – change in inherited traits in a species • Hospice – a place that cares for end of life patients • Hypothesis – propose explanation of something • Pro - choice – pressure groups supporting abortion • Pro – life – pressure groups against abortion • Quality of life – how comfortable life is • Sanctity of life – life is special; sacred • Stewardship – duty to look after the world 	<ul style="list-style-type: none"> • A range of 12 mark questions • A range of 4 or 5 mark questions – Teacher assessed • A range of 4 or 5 mark questions – Peer assessed. • Yr 10 internal examination.



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Intent – Concepts

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
Religion and science (2 lessons)	<p>Starter – as students where they think the universe has come from and why they think that.</p> <p>Show short video clip regarding science v religion – on this issue.</p> <p>Students to complete a fill in the word sheet introducing key concepts. Ask students to identify ways science and religion can agree on the origins of the universe.</p> <p>Creation story – ask students to make a creation wheel – illustrating what happens on each day of the creation story.</p> <p>Students watch video of the big bang and then sequence the events. Identify similarities and differences between the two stories.</p> <p>Ask students to name 5 things they know about Darwin.</p> <p>Plenary – bullet point 3 arguments for and against a 12 mark question Both science and religion are valuable n our world today.</p>	<p>Fill in the word sheet</p> <p>Creation story wheels</p> <p>Plenary – 3 bullet points</p>	<p>Fill in the word sheet – this is pre populated for students to work out the answers. Answers could be given in order for students to order correctly.</p> <p>Creation story – by outcome.</p> <p>The big bang task is difficult for students to follow as the information is quick. The similarities and differences are also an area to push students.</p> <p>Extension work could be to complete the 12 mark question.</p>	<p>Creation story wheels – if lesson time is restricted.</p>	<p>www.testoffaith.com</p> <p>http://www.youtube.com/watch?v=zDQzKTedGNE (big bang video)</p> <p>Ppt on CGS drive</p> <p>Fill the word sheet – CGS drive</p>
Stewardship	<p>Starter – inference grid and listen to the poem by ‘Scroobius pip’. Student feedback and comments.</p> <p>Key word sheet – students have to identify and match key words and definitions before providing an example for each.</p> <p>Layered mind map – 1st layer – issues facing the world, identified by students.</p> <p>Next students are to match key Christian beliefs to environmental concepts.</p> <p>Students are then to return to the mind map and add what a Christian would do to address the issues identified earlier (2nd layer) and then add Christian beliefs/quotes as the 3rd layer.</p> <p>Plenary – human discovery worksheet.</p> <p>What have humans made and what has been the impact of some of these inventions.</p>	<p>Mind map</p> <p>Key word sheet</p>	<p>Key word sheet can be differentiated. You can give out all keywords and then they match the definition. You could also give examples.</p> <p>Student challenge is in the keyword sheet and linking religious quotes/concepts to issues discussed.</p> <p>Human discovery sheet is asking students to link impact of human behaviour to the world and its future.</p>	<p>n/A</p>	<p>http://www.youtube.com/watch?v=7KnGNOiFI4 (Scroobius pip)</p> <p>Keyword sheet and quotes, inference grids – CGS drive</p> <p>PPT – CGS drive.</p>



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Planet earth (2 lessons)	Students are being asked to produce a leaflet on the 4 key areas of environment dictated by the exam board. Starter – teacher to show video of environmental issues facing the world today. Students produce leaflet over the next two lessons. Peer marking to take place.	Environmental leaflet	By outcome – leaflets will be graded using the GCSE boundaries and guidance on how to achieve these. <i>Individual student challenge with detail and content.</i> <i>Extended work will come from the student again with their own goals.</i>	Complete section of the leaflet.	PPT – CGS drive.
Animal rights	Starter – show BBC story about Marius the giraffe. How do students feel about this? Or street art – summarise the point in no more than 20 words. Make a list of all the way humans have and still use animals. Share with class. Next underline/highlight anything you think is unacceptable today. Discuss with your partner. Question challenge – working in teams students are to go to the front collect a question, using the book to find the answer and return to the teacher to check before taking a new question. Students are then to write the answers into their books once the game is over.	Questions.	Through peers in game and outcome with questions. Students have had opportunity to see the text first so this should aid learning. <i>Discussion element – giving views and justifying them.</i>	Noah’ ark read and summarise the key points – nor more than 10 bullet points.	PPT – CGS drive. http://www.bbc.co.uk/news/world-europe-26098935 (Marius the giraffe)
Animals as food (2 lessons)	Starter – show video about testing. Collate ideas for and against in a table. Teacher exposition regarding halal and haram food. Students Q & A. Look at food laws in Leviticus. Discuss Christian attitude to animals as food. Plenary – A3 paper – write down key information from the lesson.	Progress check about Islam – True or false quiz Answers to the questions	Outcome – regarding the answers to the questions. Questions have also been differentiated for different groups. <i>Link between OT and NT regarding food laws and linking stories previously seen – Noah’s Ark. If students have recognised this it will be in their 12 mark response.</i> <i>Students could analyse the religious views and compare similarities and differences.</i>	Humans are misusing their power over animals. (12)	PPT – CGS drive. Worksheet on Islamic food laws Christian/Leviticus food laws
Early life	Starter – is all life sacred? Give students different groups of people. Move around the room to show if they believe the person’s life is sacred. Write down key words. Key question task – ask students to draw the diagram with 4 key questions on. Then ask students to stick/write a question form the list next to one of the four.	Key question tasks – recorded in books.	Outcome. <i>Students could come up with questions of their own.</i> <i>Extension – why have a child, list all reasons people have children.</i>		PPT – CGS drive. Key question resource – CGS work drive,



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	Plenary – where does life begin for you? Stand along the time line of when they think life begins.				
Abortion and the law	<p>Starter – watch video of baby development.</p> <p>Show abortion facts – regarding the law. Make notes on law form the text book. No more than 5 bullet points.</p> <p>Students are then to list all the reasons a woman is pregnant and then all the reasons a woman might want an abortion. Students are then to guesstimate the rights of a baby, man and woman with regards to abortion. Show students the actual rights.</p> <p>Plenary – finish with a few funny adverts promoting contraception in order to try and reduce the need for abortion.</p>	Bullet points	<p>Bullet point task can be varied. Students may be able to give 5 as a class to copy down form the board.</p> <p>Guesstimate task is challenging students to apply information they already have/know.</p> <p>Extended task – what would the world be if we didn't have abortion? Discuss this idea.</p>	N/A	PPT – CGS drive.
Abortion; rights and wrongs	<p>Starter – quiz on what has been learnt so far.</p> <p>Worksheet to identify general arguments for and against abortion.</p> <p>SPUC videos to watch so that students have a clear idea of the group and its message.</p> <p>Silent debate on 4 separate statement. Students to add their view, religious views, challenge views that are present.</p> <p>Practice question guidance.</p> <p>Plenary – is it right that anyone can have a child but not everyone is allowed an abortion?</p>	<p>4 mark question</p> <p>Silent debate sheets</p>	<p>Silent debate is outcome. Worksheet can be differentiated to include less views.</p> <p>Silent debate offers students opportunity to analyse and evaluate views.</p> <p>Plenary task can be extended to a written response.</p>	4 mark question	<p>PPT – CGS drive.</p> <p>Worksheet – CGS drive</p>
Christian view on abortion	<p>Starter – read the story of the 'Prom Mom'. What is their response to this? Using the information bullet point the arguments from Catholicism and Church of England.</p> <p>Identify quotes for and against abortion on sheet.</p> <p>In groups students are to respond to a particular statement but they must take a particular role – C of E, Catholic, own argument or pro-life.</p>	5 mark question	<p>Bullet points can be brief. Peer support in the group task.</p> <p>Challenge – connect quotes that are seemingly general to the issue of abortion.</p> <p>Extension – students could attempt to discuss from an alternative religious perspective in the group task.</p>	5 mark question	PPT – CGS drive.
Islamic view on abortion	<p>Starter – quiz</p> <p>Students will compare the teaching of Islam and Christianity. Form the</p>	Table	<p>Outcome – Islamic information can be simplified. Teacher could</p>	N/A	PPT – CGS drive.



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	<p>information students are to identify key Islamic views and then, in a table highlight similarities and differences between the two religions.</p> <p>Teacher to discuss adoption briefly.</p> <p>Plenary – should abortion be a private matter? (BBC the Big Questions)</p>		<p>lead student through content to highlight as a group.</p> <p>Comparison of the religious views</p> <p>Extension – discussion of the video content.</p>		
Euthanasia and the law	<p>Starter – students given a range of images to consider what we mean by euthanasia. List all the things they understand by the term – a good death. Discuss.</p> <p>Teacher to go through 4 main types of euthanasia with students taking notes.</p> <p>Plenary - Watch the clip of million dollar baby – discuss.</p>	4 types of euthanasia recorded.	<p>Outcome – teacher can differentiate the types of euthanasia to be simpler.</p> <p>Give their own opinion on the 4 types of euthanasia.</p> <p>Empathising with the position of both actors in the film. What would you do?</p>	5 mark question	PPT – CGS drive.
Euthanasia – case studies	<p>Starter – look at Charlie Gard and issues with his case.</p> <p>Go through case studies so students understand the emotions within this topic.</p> <p>Discuss the law and arguments for and against euthanasia. Students to create a table showing arguments.</p>	Table of arguments	<p>Table – outcome.</p> <p>Understanding of case studies and application of the law.</p> <p>Find quotes that can be used for both euthanasia and abortion.</p>		PPT – CGS drive.
Euthanasia and Christianity	<p>Read through the material about Christianity. Recap arguments on abortion – how do they apply here?</p> <p>Discuss groups like Exit and there advert on the TV. Is this going too far?</p>	Recorded key details about Christianity.	<p>Christian content – outcome.</p> <p>Discussion regarding Exit and other groups.</p>	4 mark question	<p>PPT – CGS drive.</p> <p>http://www.bbc.co.uk/learningzone/clips/christian-views-on-euthanasia/433.html</p>
Hospices	<p>Starter – short discussion on Harold Shipman and the abuse of his position.</p> <p>ICT task to research and collate information on Dame Cicely Saunders and the hospice movement. Details are to include – finances, history, aim/goals, stories and practices.</p>	Research task to be presented to teacher.	<p>Research task can be broken down further, open ended questions can be changed/scaffolded.</p> <p>Analysis and evaluative questions</p> <p>Students could add another hospice group.</p>		Research task – CGS drive.