



# ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

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

### Year 9 – Term 1 &2 Religion, human rights and Social Justice

#### Intent – Rationale

Social justice 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 cultural differences within the UK and globally as well as look at economic disparities. Students will also address some of the differences amongst communities and values with British culture.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Yr 7 – Planet X: morality, rules and judgment.            Yr 7 - Justice: Unfairness, Racism. Maria Gomez/MLK- eg of leaders against injustice.            Yr 8 – Charity: understanding charity groups, purpose. Domestic and global charities, religious attitude to charity.            Yr 8 – Where is God? Key words, reflecting on reasons to believe in the face of adversity.</p>	<p>Yr 9 – Christian Beliefs: Judgment, Heaven/Hell, evil and suffering.            Yr 10 – Christian Practices: Role of church in the community, persecuted Christians, response to poverty.            Yr 10 – religion and life – stewardship and the idea that we should care for all God’s creations.</p>
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"> <li>History – America, Racism</li> <li>Geography – factors of poverty (LEDC)</li> </ul>	<ul style="list-style-type: none"> <li>Students have opportunity to reflect on their own beliefs, opinions and others. To evaluate arguments. (SP1, M3) To look at the diverse socio economic and cultural differences within the UK (SO1, C3) and recognise how others help break down boundaries, challenge and protect views through laws, charities and support. (C1, SO3).</li> <li>Through this unit students will look at Human Rights and laws that support and protect these, recognise cultural difference and tolerance of other faiths through discussion and evaluative writing. (BV3,4,5)</li> <li>Students have opportunity to develop confidence through discussion and analysis of information. (GB4b)</li> </ul>
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"> <li>Key words, spelling. Whole school SPAG in use.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



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## Ethics and Philosophy Scheme of Learning

### Year 9 – Term 1

#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: center;"><b>Know</b></p> <p>What Human rights are, why we should have them and how religious people may view them. This will also include freedom of religious expression and how this is and should be tolerated. (specific examples included.)            From this comes the issue of prejudice and discrimination – what it is, why it happens; religious attitudes to prejudice and discrimination both generally and specific examples, including women and homosexuality as well as UK law.            Attitudes to poverty both in the UK and across the world. Why there is poverty, exploitation of the poor – with specific examples and religious attitudes to poverty and how they may help.</p> <p style="text-align: center;"><b>Apply</b></p> <p>Opportunity to write 12 mark responses within the key topics using examples and evidence to explain and justify claims.            Produce presentations on charity work, what is done, how and the impact of this.</p> <p style="text-align: center;"><b>Extend</b></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"> <li>• Tolerance – acceptance of differences</li> <li>• Rights – entitlements, e.g the right to an education</li> <li>• Responsibilities – duty, e.g responsibility to work and earn money.</li> <li>• Justice – getting fairness</li> <li>• Compassion – loving kindness; helping because help is needed.</li> <li>• Stewardship – duty to look after; in this case others and those less fortunate.</li> <li>• Harmony – living together without argument or conflict.</li> <li>• Equality – the idea that everyone is equal, of equal value and worth.</li> <li>• Sexuality – a person’s sexual orientation.</li> <li>• Gender – being male or female.</li> <li>• Prejudice – to pre judge</li> <li>• Discrimination – actions based on prejudice often negative.</li> </ul>	<ul style="list-style-type: none"> <li>• 12 mark question</li> <li>• A range of 4 or 5 mark questions – Teacher assessed</li> <li>• A range of 4 or 5 mark questions – Peer assessed.</li> <li>• Yr 9 internal examination.</li> </ul>



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## Intent – Concepts

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
What are Human Rights?	Identify rights that we have and are taken. Watch video on rights. Link rights to responsibilities through grid task. Look at case studies and ask students to identify variety of rights taken away. Plenary – Bingo, short speech	Homework task.	Differentiation through discussion and teacher questions. Responsibility grid can be varied through amount completed. Speech time limit, words, key words can vary. Homework & identification of rights through discussion and scenario variety. Speech activity	Should all people have human rights? Teacher to help students identify the variety of scenarios that may make them consider the response. A framework provided.	EP Yr9 modules – lessons theme F
Prejudice and discrimination	Starter – stereotype and judgement picture. Word definition and examples through pair and share. Watch video about apartheid, teacher exposition. Responsibility pie chart – South Africa. Plenary – Q&A on racism in general. Lollipop sticks for questions &/or answers,	Pie chart Q&A	Q & A, limit groups in pie chart. Responsibility Pie chart, questions Adding different groups to pie chart.		EP- EP Yr9 modules – lessons theme F
Religious approaches to prejudice and discrimination	Starter – picture stimulus. Investigation of religious views through information sheet. Social e.g of P & D using religious teaching to support it. Plenary – opinion line.	Links to religious beliefs using their own examples. Plenary.	Scaffolded questions for religious views. Social examples and links to religious views. Questions for a believer.	‘Religious people should try and stop prejudice.’ Peer marked. Framework provided.	EP- EP Yr9 modules – lessons theme F
Homosexuality	Starter – class discussion asking for questions/queries and laying out ground rules. Video – Stephen fry. Religious attitudes – Islam Q&A Christianity – bullet point and summarise tasks. Plenary – short video to show extreme prejudice – Westboro Baptist church.	Islam and Christian questions. Homework.	Bullet point task, Q&A, summary. Q & A in Islam	‘Homosexuality is always wrong’ 12 mark question.	EP Yr9 modules – lessons theme F
Christianity and women	Starter – Headlines – discussion. Short videos Venn diagram to compare male and female roles. Watch debate about women priests and answer the questions.	Venn diagram Highlight task Homework	Highlight task allows a variety of responses. Students summarise what their analysis from the venn diagram. Add their own opinion to debate about priests. Add their own opinion about women and priests.	‘Religion discriminates against women.’	EP Yr9 modules – lessons theme F



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	Highlight arguments for and against women in the church. Discuss the range of denominational difference. Plenary – listen to the debate about women and verbally respond.				
Women in Islam	Starter – picture stimulus Watch video about Saudi Arabia. Complete case studies of examples around the world, analyse and evaluate. Link religious teaching. Complete the 5 mark question. Plenary	Case study feedback. 5 mark question.	Case study volume and feedback may be varied. <i>Link teaching, verbal reasoning.</i> <i>5 mark question completed in lesson.</i>	Explain two religious beliefs about the role of women. 5 mark question.	EP- EP Yr9 modules – lessons theme F
Is it fair?	Starter - Picture stimulus & definition. Causes of poverty – mindmap. Christian attitude – identify key concepts on information sheet. Identify Islamic approaches through discussion. Complete 5 mark question. Plenary – audio file re Christian attitudes or scenario and questions.	5 mark question	Mindmap variation (simple to causes, reasons, implications). <i>Identification of Islamic views</i> <i>Mindmap causes – implications can be added.</i>		EP Yr9 modules – lessons theme F
Exploitation of the poor	Starter - What does a slave look like? Discussion. Short videos to watch about each type of slavery. Slavery definition and name match up task. Case study of people trafficking, rights, motivation.	Match up task Case study feedback	Case study task can be varied, pre populated examples, fill in missing words. <i>Analysis and evaluation of people's rights and motives for trafficking.</i> <i>What can be done to stop/change trafficking.</i>		EP Yr9 modules – lessons theme F
Religious expression	Are we truly free? Whole class Post it note activity. Watch video – France and hijab ban. Discussion. Using a range of resources respond to a range of questions on religion. Plenary – Should we be open about faith?	Questions	Post it note activity, Peer support for questions, variation of questions. <i>Discussion, giving opinion.</i> <i>Questions extended.</i>	Exam questions as an end of unit test.	EP Yr9 modules – lessons theme F