



YEAR 10 Autumn 1



'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Religion and Life Issues

Curriculum Intent	<p>Why do we teach this to students? Students study this as part of their GCSE Religious Studies. This topic is the first 'theme' they study in order to complete their Thematic Studies Paper. Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world. Students should consider different beliefs and attitudes to religious and non-religious issues in contemporary British society</p> <p>Why do we teach this now? Students started this unit in Year 9 Summer 2. Students studied the animals and environment issues. These issues include topics which are covered in the Christian and Jewish Beliefs units. They also cover teachings (creations, stewardship, sanctity of life, environmental issues) which apply to the full course and short course units of family and relationships and peace and conflict. During Summer 2 students are set – some of our cohort are now following a short course. The remaining parts of the unit are completed after the summer holiday for just the full course cohort.</p> <p>Students need to study 4 of 6 themes for the second RS GCSE paper. This is the first of the 4 themes, Theme B: Religions and Life.</p> <p>Specification aims:</p> <ul style="list-style-type: none"> • develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism • develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority, including through their reading of key religious texts, other texts and scriptures of the religions they are studying • develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject • reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life • reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community. <p>Assessment Objectives: AO1: Demonstrate a knowledge and understanding of religion and beliefs including: - beliefs, practices and sources of authority - influence on individuals, communities and societies - similarities and differences within and/or between religions and beliefs. AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence The assessment objectives are weighted 50:50 in the exam.</p>
Skills/Assessment objective links	
Spiritual, moral, social, and cultural development	<p>SMSC: Spiritual: The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and fascination in learning about themselves, others and the world around them. Moral: acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Cultural: understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p> <p>PSHE: Tackling religious discrimination</p> <p>British Values: Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p>Skills Builder: Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
Numeracy	Students will look at numbers when looking at length of pregnancy and views on when life begins
Literacy	<p>Vocabulary Tier 2: explain, similar, contrasting, contemporary Vocabulary Tier 3: abortion, active euthanasia, sanctity of life, quality of life, euthanasia, passive euthanasia, Reading: Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand. Writing: RS GCSE is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are also working on developing contrasting arguments to evaluate the ideas raised. This written work takes the form of 4,5 and 12 mark answers. Oracy: Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.</p>
Becoming future ready	<p>RS students develop:</p> <ul style="list-style-type: none"> - the ability to build and interrogate arguments and how to question and evaluate narratives - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument - empathy and the ability to understand people and their motivations - the ability to appreciate different perspectives and take on board others' views - the ability to work methodically and accurately - independence of mind and the ability to think for yourself.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

<p>QFT/SEND Provision</p>	<p>By product: differential outcomes using must, could, should.</p> <p>By resource: PowerPoints have different levels of differentiation to access, ‘key points’ extension, stretch and challenge.</p> <p>By Intervention: by providing different levels of supervision and support, revision drop ins, catch up sessions.</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender and behaviour</p> <p>By Task: Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p>			
<p>Implementation Curriculum Delivery</p>	<p>#</p>	<p>Lesson Title, Lesson Objectives, Scripture: Suggested retrieval</p>	<p>Lesson builds upon:</p>	<p>This will be developed in:</p>
<p>Learning Outcomes (Knowledge)</p>	<p>1</p>	<p>Intro To know what we will study in this unit. To know how this unit links to the media and the wider world.</p>	<p>This is a series of lessons across all GCSE units where students explore the place in today’s society for this study and links to ‘future ready’ This builds upon the Christian Beliefs intro lesson.</p>	<p>The starter lessons in all GCSE units.</p>
	<p>2</p>	<p>Abortion To explain when life begins and what the law on abortion is in the UK. <i>Suggested retrieval: sanctity of life</i></p> <ul style="list-style-type: none"> To know that most Christians think life begins at Conception To know that most Jews believe that life begins when the baby is half way down the birth canal (head out / first breath) To know that Abortion has been legal in England sine 1967 To know that you can have an abortion if the mothers life is at risk, other children are at risk, there baby is severely disabled or there is a risk to the mothers emotional and mental wellbeing. To know that the time limit for abortion was reduced from 28 to 24 weeks with the 1990 amendments 	<ul style="list-style-type: none"> This develops on the origins of human life – exploring religious views on life from God and when it begins 	<p>Why abortion is legal / not legal by exploring the arguments for and against it.</p>
	<p>3</p>	<p>Abortion To explain arguments for and against abortion including the views of pro-life and pro-choice. <i>Suggested retrieval: diversity of views on creation.</i></p> <ul style="list-style-type: none"> To know that pro-life argues against an abortion and support the right to life of the unborn foetus. To know that pro-choice argues for the mothers right to choose what happens to her body. 	<p>This builds upon L2 by helping students to see why it is legal / illegal.</p>	<p>This is further developed by exploring religious arguments for and against abortion</p>
	<p>4</p>	<p>Abortion To explain the religious views on abortion. <i>Suggested retrieval: creation and commandments</i> <i>Specification more than 1 religious view</i></p> <ul style="list-style-type: none"> To know that Christians support the right to life based on the sanctity of life, Gods plan and the commandment not to kill. To know that Christians support the right to choose based on agape and doing the most loving thing. To know that the quality of life is an argument to support abortion 	<p>This builds upon the abortion debate that has already developed.</p>	<p>Similar views and teachings are further explored in the euthanasia lessons. Students will apply these teachings to both.</p>
	<p>5</p>	<p>Euthanasia To explain what the types of euthanasia are and what the law on euthanasia is. <i>Suggested retrieval: Afterlife and judgement</i></p> <ul style="list-style-type: none"> To know that euthanasia is the killing of someone dying from a painful disease. To know that it is not murder as the person wants to die To know that it is not suicide as someone else needs to do the killing. To know that active euthanasia involves action e.g. an injection To know that passive euthanasia involves withdrawing life support To know that voluntary euthanasia means the person is able to ask for it 	<p>This is another ‘life issue’ students are exploring further this issue of being able to give and take life.</p>	<p>Students will look at arguments for and against euthanasia being allowed.</p>

		<ul style="list-style-type: none"> To know that non-voluntary means that the person is unable to ask e.g. in a coma To know that it is illegal in the UK To know that Switzerland legalised assisted suicide To know that Belgium and the Netherlands have legalised euthanasia 		
	6	<p>Euthanasia</p> <p>To explain the arguments for and against euthanasia. <i>Suggested retrieval: Heaven and hell</i></p> <ul style="list-style-type: none"> To know that pro-life argues against euthanasia and believe it should be illegal. To know that pro-choice believe that assisted dying should be a choice for people. To know that people worry about abuse of the system, and the ‘flood gates opening’ as reason against euthanasia. To know that peoples free will, right to choose and want to end suffering are reasons for euthanasia. To know that hospices support those who are dying and that good palliative care are arguments against euthanasia. 	Students will begin to understand the reasons for and against legalizing euthanasia.	These arguments are further explored by including the religious views into the debate.
		7	<p>Euthanasia</p> <p>To explain the religious views on euthanasia. <i>Suggested retrieval: Nature of God</i> <i>Specification requires more than 1 religious views</i></p> <ul style="list-style-type: none"> To know that many Christians are against euthanasia as it is a challenge to Gods authority. To know that euthanasia goes against Gods plan, the sanctity of life and the commandment not to murder. To know that some Christians are supportive of euthanasia as God gave us free will and it can be seen as the most compassionate thing to end peoples suffering. To know that the quality of life is an argument to support euthanasia. 	This develops students understanding of why people are for / against euthanasia.
Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed.			
Assessment	Students will be formatively assessed with a 1,2,4 and 5 mark GCSE question. This content will be summatively assessed in the Year 10 Summative Assessment in Autumn 1 and in the Year 10 exam.			
Impact	Attainment and Progress – Refer to assessment results / data review documentation.			