



# YEAR 10 Autumn 1

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Religion and Life Issues



<b>Curriculum Intent</b>	<p><b>Why do we teach this to students?</b></p> <p>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><b>Why do we teach this now?</b></p> <p>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>
<b>Skills/Assessment objective links</b>	<p><b>Specification aims:</b></p> <ul style="list-style-type: none"> <li>• develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism</li> <li>• 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</li> <li>• develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject</li> <li>• reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life</li> <li>• 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.</li> </ul> <p><b>Assessment Objectives:</b></p> <p><b>AO1:</b> Demonstrate a knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> <li>- beliefs, practices and sources of authority</li> <li>- influence on individuals, communities and societies</li> <li>- similarities and differences within and/or between religions and beliefs.</li> </ul> <p><b>AO2:</b> Analyse and evaluate aspects of religion and belief, including their significance and influence</p> <p>The assessment objectives are weighted 50:50 in the exam.</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC: Spiritual:</b> 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. <b>Moral:</b> 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. <b>Cultural:</b> 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><b>PSHE:</b> Tackling religious discrimination</p> <p><b>British Values:</b> Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p><b>Skills Builder:</b> Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
<b>Numeracy</b>	<p>Students will look at numbers when looking at length of pregnancy and views on when life begins</p>
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> explain, similar, contrasting, contemporary</p> <p><b>Vocabulary Tier 3:</b> abortion, active euthanasia, sanctity of life, quality of life, euthanasia, passive euthanasia,</p> <p><b>Reading:</b> 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.</p> <p><b>Writing:</b> 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.</p> <p><b>Oracy:</b> 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>
<b>Becoming future ready</b>	<p>RS students develop:</p> <ul style="list-style-type: none"> <li>- the ability to build and interrogate arguments and how to question and evaluate narratives</li> <li>- critical thinking skills and the ability to interpret information, formulate questions and solve problems</li> <li>- organisational and time management skills</li> <li>- teamworking and communication skills</li> <li>- writing skills, including accurate referencing and the ability to construct a reasoned argument</li> <li>- empathy and the ability to understand people and their motivations</li> <li>- the ability to appreciate different perspectives and take on board others' views</li> <li>- the ability to work methodically and accurately</li> <li>- independence of mind and the ability to think for yourself.</li> </ul>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>

<p><b>QFT/SEND Provision</b></p>	<p><b>By product:</b> differential outcomes using must, could, should.</p> <p><b>By resource:</b> PowerPoints have different levels of differentiation to access, ‘key points’ extension, stretch and challenge.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support, revision drop ins, catch up sessions.</p> <p><b>By Progressive Questioning:</b> exploring pupils’ understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender and behaviour</p> <p><b>By Task:</b> 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><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p>			
<p><b>Implementation Curriculum Delivery</b></p>	#	<p><b>Lesson Title, Lesson Objectives, Scripture:</b> <b>Suggested retrieval</b></p>	<p><b>Lesson builds upon:</b></p>	<p><b>This will be developed in:</b></p>
<p><b>Learning Outcomes (Knowledge)</b></p>	<p><b>1</b></p>	<p><b>Intro</b> To</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><b>Abortion</b> To explain when life begins and what the law on abortion is in the UK.</p> <ul style="list-style-type: none"> <li>- <i>To know that Christians believe that life begins at conception</i></li> <li>- <i>To know that Jews believe that life begins when the baby is half way down the birth canal (takes its first breath)</i></li> <li>- To know that you can have an abortion up to 24 weeks if other children are at risk or there is a risk to mothers physical or mental wellbeing.</li> <li>- To know that you can have an abortion up to 40 weeks if the mother’s life is at risk or if the child is severely disabled.</li> </ul>		
	<p><b>3</b></p>	<p><b>Abortion</b> To explain arguments for and against abortion including the views of pro-life and pro-choice.</p> <ul style="list-style-type: none"> <li>- <i>To know that pro choice believe that a mother has the right to chose what happens to her body – that she should have a decision over abortion.</i></li> <li>- <i>To know that pro – life prioritise the unborn child’s right to life and are against abortion.</i></li> <li>- <i>To know that Christianity and Judaism are diverse and that some Christians are pro-life and that some are pro- choice.</i></li> <li>- <i>To know that the main pro-life arguments are that life is sacred and that they believe that as life has begun the child deserves a right to life.</i></li> <li>- <i>To know that the main pro-choice arguments are: quality of life, lesser of 2 evils, most loving thing to do e.g. rape, that a woman has autonomy over her body.</i></li> </ul>	<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><b>Abortion</b> To explain the religious views on abortion.</p> <ul style="list-style-type: none"> <li>- To know that Some Christians are against abortion as: only God has the right to give and take life, Life is sacred, do not kill, Psalm 139vs13.</li> <li>- To know that some Christians support a right to chose an abortion as: Love they neighbour as thyself Mark 12v31, Quality of life, agape – do the most loving thing – (saving life), Pikuach Nefesh.</li> </ul>	<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><b>5</b></p>	<p><b>Euthanasia</b> To explain what the types of euthanasia are and what the law on euthanasia is. <i>Afterlife and judgement</i></p> <ul style="list-style-type: none"> <li>- To know that euthanasia is illegal in the UK.</li> <li>- To know that euthanasia is legal in some countries – Netherlands and Belgium.</li> <li>- To know that euthanasia is the painless killing of someone dying from a painful disease.</li> <li>- To know that Euthanasia can be active – unless you take an action they will not die.</li> </ul>	<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"> <li>- To know that euthanasia can be passive – sometimes lifesaving treatment is withdrawn and this causes a person's death.</li> <li>- To know that euthanasia is not murder as with murder you don't want to die.</li> <li>- To know that it is not assisted suicide as someone else does the killing.</li> </ul>		
	6	<p><b>Euthanasia</b></p> <p>To explain the religious and non-religious arguments for and against euthanasia.</p> <p><i>Heaven and hell</i></p> <ul style="list-style-type: none"> <li>- <i>To know that some people are against euthanasia as: life is sacred, Do not kill, Only God can give and take life, good hospice care, Pikuach Nefesh, doctors are meant to save lives not take lives (hipocratic oath), slippery slope (people feel like they are a burden)</i></li> <li>- <i>To know that some people are for euthanasia as: quality of life, do the most loving thing, free will, people have a right to choose,</i></li> </ul>	Students will begin to understand the reasons for and against legalizing euthanasia.	This will be revisited in revision and retrieval tasks and lessons
<b>Current learning to be developed in the future within:</b>	See the table above which explains the sequencing of lessons, detailing where the learning will be developed.			
<b>Assessment</b>	<p>Students will be formatively assessed with a 1,2,4 and 5 mark GCSE question.</p> <p>This content will be summatively assessed in the Year 10 Summative Assessment in Autumn 1.</p>			
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.			