

## Scheme of Work: RE

Title of Scheme of Work: Ethical Enquiry	Year 9		Half Term 2	
<b>Intent</b> <i>To develop an appreciation for the impact and influence that religion has on the world and its people.</i>	<b>Prior knowledge:</b> <ul style="list-style-type: none"> <li>- Knowledge of the beliefs of each of the big Six religions, taught in KS3, will be adapted to specific ethical contexts</li> <li>- Year 7 'Good and Evil' and Year 8 'Rights' units link to ethical decision making and the concepts of value of life</li> <li>- Year 9 curriculum links to Big Questions and the Extreme World</li> </ul>		<b>SACRE link</b> "Pupils will gain skills of evaluation, critical thinking and a deepening understanding of concepts within the religions"	
Scheme specific (Non-portable)	Non Scheme specific (portable)	Suggested order	Progress Points & Final Assessment	Key terms
What are the different types of relationships? <ul style="list-style-type: none"> <li>- The differences in different types of relationships such as friendship and religion.</li> <li>- What is marriage in secular and religious tradition and how can it lead to divorce?</li> <li>- Religious marriage ceremonies teachings for and against divorce</li> </ul> Why is it important to learn about sex and contraception? <ul style="list-style-type: none"> <li>- Different types of contraception</li> <li>- Religious teaching on contraception</li> <li>- What is consent?</li> </ul> Are designer babies ethical? <ul style="list-style-type: none"> <li>- Designer babies and genetic engineering</li> <li>- Arguments for and against this</li> <li>- Religious responses to the dilemma as explored in the film 'My sister's keeper'</li> </ul> Is organ donation a moral action? <ul style="list-style-type: none"> <li>- US laws on organ donation</li> </ul>	The understanding of different religious practices – how they impact religion and religious people.  The different beliefs of religions such as the Buddhist precept of preserving all life and the Christian view of equality.  Structures to support learning:  PEEL: Develop extended writing skills to include a point, evidence or example, explain it and link it to the overall point. This is helpful across all written subjects and reinforces literacy skills.  FARM: Evaluate a statement by coming up with ideas for and against. Pupils should write a PEEL paragraph For, a PEEL paragraph Against, a PEEL paragraph about a religious view and a conclusion. Pupils are encouraged to include scriptural references and their own opinion.  SOCS: This is designed to allow pupils to evaluate a statement within a religious tradition. Pupils	<ol style="list-style-type: none"> <li>1. What are the different types of relationships?</li> <li>2. What do religions teach about marriage and divorce?</li> <li>3. Why is it important to learn about sex and contraception?</li> <li>4. Are designer babies ethical?</li> <li>5. Midpoint and Is organ donation a moral action?</li> <li>6. Feedback and Is simulated killing dangerous?</li> <li>7. Is abortion is morally wrong?</li> <li>8. Can religion save the environment?</li> <li>9. Is euthanasia the most loving thing to do?</li> <li>10. Assessment</li> </ol>	Every other lesson in the unit will begin with a quiz based on the knowledge organiser. Students will be expected to review the knowledge organiser and home and be able to complete different sections of it each week.  Half way through the unit, there will be a skills-based midpoint progress check. Students will answer a 5 mark question from the current unit. The teacher will complete a whole class feedback sheet to feedback the following lesson.  The end of unit assessment will be out of 30. 10 marks will be available for knowledge recall and 20 marks for skills.  The knowledge questions will test the current and any previous units taught. The knowledge questions will include 4 x 1 mark questions and 3 x 2 mark questions.  The skills section will be made up of a 4 mark question asking	Marriage Covenant Divorce Consent Contraception Designer babies Genetic engineering Organ donation Simulated killing Abortion Pro-life Pro- Choice Stewardship Dominion Euthanasia Voluntary euthanasia Non voluntary

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<ul style="list-style-type: none"> <li>- Reasons for and against organ donation</li> <li>- Court case on whom is deserving of an organ donation</li> </ul> <p>Is simulated killing dangerous?</p> <ul style="list-style-type: none"> <li>- Utilitarian, Kantian and Aristotelian responses to simulated killing</li> </ul> <p>Is abortion is morally wrong?</p> <ul style="list-style-type: none"> <li>- UK laws on abortion over the last 50 years</li> <li>- Comparison between Abrahamic and Dharmic religious responses to abortion</li> </ul> <p>Can religion save the environment?</p> <ul style="list-style-type: none"> <li>- What is climate change?</li> <li>- Religious responses to climate change, including a case study on Guru Dev ji. From Sikhism</li> </ul> <p>Is euthanasia the most loving thing to do?</p> <ul style="list-style-type: none"> <li>- What is euthanasia and how is it practiced around the world</li> <li>- Quality of life vs sanctity of life.</li> </ul> <p>Assessment</p> <p>students will complete the 12 mark answer 'Religious teachings help to make the right moral and ethical decisions'</p>	<p>have to evaluate a statement but from one religious perspective. This means some Christians might say X, whereas other Christians think Y.</p> <p>Core RE skills: Compare and contrast religious and non-religious beliefs</p> <p>Explain the meaning, relevance and different interpretations of sources of authority</p> <p>Evaluate (use knowledge to explain points of view and make informed judgements account them to inform a personal response)</p> <p>Analyse (deconstruct information and make links to other knowledge to show something new)</p>	<p>11. Reflection</p>	<p>for two contrasting beliefs, a synoptic 5 mark question asking for contrasting beliefs and reference to scripture, a current 5 marker asking for contrasting influences with a relevant religious quote and a 6 mark evaluation question</p> <p>The next lesson, and final lesson of the unit will be reflection</p>	
<b>Key misconceptions</b>	<b>Home-learning</b>	<b>Resources</b>		

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<ul style="list-style-type: none"> <li>- Misunderstanding the religious teachings behind their views on ethical issues</li> <li>- Confusion on the different types of euthanasia and the reasons behind it</li> <li>- Differentiating the legal law and religious law</li> <li>- Not all religions have the same opinions on ethical issues and that people with religions can differ their views from the mainstream teaching due to personal views</li> </ul>	<p>Homework will be set every week and focuses on revision skills. Pupils will be given a knowledge organiser to revise from at home and asked to recall key definitions, examples and case studies in lesson time. We are embedding regular and purposeful revision into every lesson to ensure pupils are equipped to retain lots of information at GCSE and A Level</p> <p>Pupils will be asked to build a knowledge organiser through homework tasks. This involved revising key words, learning key concepts and case studies. Teachers will use formative assessment methods to measure the impact and progress of home learning.</p> <p><b>Home learning will assess key questions on the knowledge and facts around the extreme world topic</b></p>	<p>All resources have been adapted from newspaper articles and made appropriate for year 9 pupils. They are all saved in The Ethical enquiry folder on Staff Share.</p> <p>All teaching PowerPoints have been made by subject specialists and saved in Staff Share.</p> <p>Each pupil will be given a knowledge organiser at the start of the unit and used in lesson time to support learning. They will have a retrieval quiz to stick in their books.</p>	
<b>Subject Magic</b>			
<b>Trips, guest speakers...?</b>	<b>Beautiful work and / or Personal skills...?</b>	<b>Power of stories...?</b>	<b>Cultural Capital...?</b>
<p>Links to PSICHE, RSE and SMSC.</p> <p>Videos of expert speakers In the different fields such as David Attenborough</p>	<p>Students will develop their skills of extended writing and embedding in quotes.</p> <p>They will also develop the skills of reflection and oracy skills through discussion roles.</p>	<p>Key focus on case studies brings a 'real world' factor to the lessons. Exploration of ethical issues that may impact of have impacted their own lives</p>	<p>Exploring real life scenarios and ethical issues. Exploring these issues from the 6 world religions to understand how different cultures deal with situations.</p> <p>Application of their own views.</p>

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	<p>Their work will follow the RE departments BE Proud procedure.</p>	<p>Pupils will learn about narratives of peoples' lives who have been affected by ethical dilemmas and apply their own thinking to these.</p> <p>The story of 'My sisters keeper'</p> <p>Story of Guru Dev Ji</p>	<p>Learning and comparing the different legal systems</p>
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Students will be introduced to the key concepts in the unit and key words. Students will consider their own view of 'perfection' before developing their knowledge on what designer babies and genetic engineering is. Students will then explore positive and negatives about designer babies and use their judgement to decide if the points are convincing or not. They will justify their thoughts on this. Students will then develop their scripture analysis by explore sacred writings and beliefs from the Bible, Torah and Quran. Understanding will be tested through exploring and analysing the quotes and answering key questions. Students will then make their own judgement on if genetic engineering is ethical or not, using reasoning to do this within an oracy discussion. The second part of the lesson will explore the story and film my sister's keeper where students will have to make religious and ethical judgements to decide if the actions of the film are moral or not.

Students will explore how organ donation is a moral decision and can lead to ethical dilemmas. Students will learn the medical reason and explanation behind organ donation and discuss how they are will become automatic donors unless they opt out. Students will then be introduced to a dilemma, about who should receive an organ. They will explore this in a US context due to their interesting laws on donation. Students will be given roles in groups and perspectives to explore. They will learn key information on religious responses to organ donation as well as legal ones. Students will then give their justified opinions to the class before the team of 'judges' makes a justified decision on who should receive the donation. Students will personally reflect by answering questions on morality to summarise the lesson.

Students will explore what the concept of simulated killing is and how this impacts their life. They will explore key terminology around this. Students will reflect on their opinion at the start of the lesson and see if this changes throughout the lesson. They will explore the ethical and moral implications of simulated killing through discussion before exploring 4 philosophical and ethical normative theories on simulated killing. Knowledge from this exercise will then be applied to key questions where students will compare their thoughts to philosophical teaching. Students will get to reflect again to summarise the lesson by comparing their thoughts from their initial response in the starter.

Students will firstly be introduced to the key information of what abortion is and the different stand points that people usually take. Students will learn the UK law on abortion and how this has developed in the last 50 years. There will be an oracy discussion around this. Students will then apply the knowledge of the law on abortion to 4 different ethical scenarios and make judgements on these. Students will then apply sacred writings to the topic of abortion by explore 12 sacred writing quotes from the Abrahamic religions. Students will then develop their comparison skills to the Dharmic religions through comparing scriptural teachings. Students will then apply all this new knowledge to exam question requiring scriptural evidence.

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Students will start the lesson by discussing their initial views on what's happening to the environment. They will watch a video on climate change and create a knowledge relationship diagram to display the new knowledge. They will then watch a religious press release on the 6 world religions working together to help the environment and explore quotes from religious leaders from the video. Students will then learn a story from Sikhism about the first eco guru and have to infer what it teaches about religion and the environment. Students will compile this knowledge to answer extended writing answers about how religions intend on saving the environment. Students will close the lesson by making an eco-pledge on what positive impact they can have.

Students will start by recapping the key words on euthanasia. They will explore the legal points of the law and discuss how this is different from other countries. Students will summarise this on their worksheet pulling out the key points. Students will discuss the different viewpoints of quality and sanctity of life and discuss their thoughts on this. Students will then consider different viewpoints and organise the knowledge into either for or against euthanasia. They will then synthesise religious teachings and beliefs before deciding which religion their own beliefs align with. This information will be rounded up in a practice 12 mark question which will act as a skill practice for their EOY assessment.