

Scheme title	Ethical Enquiry	The Extreme World	Famous Philosophers	The Abrahamics	Buddhism	
Purpose of scheme	Students will explore ethical debates and the different religious responses to them. Students will learn religious and secular responses to medical ethics and relationship ethics	Students will know the difference in extremism and terrorism and the factors that can lead to radicalisation. Students will explore examples of religious extremism and assess whether religion does more harm than good. Students will learn RSE content on violence, such as honour based violence, FGM, forced marriage and child exploitation. Students will know what to do if they are worried about any topics covered.		Students will explore religious concepts that are important in monotheism. Students will know the role of prophecy, angels, life after death and miracles for these faiths and assess whether the Abrahamics have more in common than different. Students will know the historical and theological basis for the beliefs.	Students will learn about the core beliefs of Buddhism, such as the Four Noble Truths, the Four Sights and the concept of attachment. Students will apply these beliefs to themes such as gender equality, peace and conflict, religion and life and modern technology.	
Knowledge in sequence	<p>What are the different types of relationships?</p> <p>The differences in different types of relationships such as friendship and religion.</p> <p>- What is marriage in secular and religious tradition and how can it lead to divorce?</p> <p>- Religious marriage ceremonies teachings for and against divorce</p> <p>Why is it important to learn about sex and contraception?</p> <p>- Different types of contraception</p> <p>- Religious teaching on contraception</p> <p>- What is consent?</p> <p>Are designer babies ethical?</p> <p>- Designer babies and genetic engineering</p> <p>- Arguments for and against this</p> <p>- Religious responses to the dilemma as explored in the film 'My sister's keeper'</p> <p>Is organ donation a moral action?</p> <p>- US laws on organ donation</p> <p>- Reasons for and against organ donation</p> <p>- Court case on whom is deserving of an organ donation</p> <p>Is simulated killing dangerous?</p> <p>- Utilitarian, Kantian and Aristotelian responses to simulated killing</p> <p>Is abortion morally wrong?</p> <p>- UK laws on abortion over the last 50 years</p> <p>- Comparison between Abrahamic and Dharmic religious responses to abortion</p> <p>Can religion save the environment?</p> <p>- What is climate change?</p> <p>- Religious responses to climate change, including a case study on Guru Dev ji. From Sikhism</p> <p>Is euthanasia the most loving thing to do?</p> <p>- What is euthanasia and how is it practiced around the world</p> <p>- Quality of life vs sanctity of life.</p> <p>Assessment students will complete the 12 mark answer 'Religious teachings help to make the right moral and ethical decisions'</p>	<p>What is extremism?</p> <p>- Different types of extremism and how these forms arise</p> <p>- Key concepts: extremism, exclusivism and fundamentalism</p> <p>- Historical and current case studies of extremism and the factors that caused them including religion, land, power and politics</p> <p>What is radicalisation?</p> <p>- The factors that make someone vulnerable to radicalisation</p> <p>- How to prevent, identify and support someone who is radicalised</p> <p>Social Justice</p> <p>- What is equality and equity?</p> <p>- Gender equality: role of women in religion and wider society including religious teachings on the role of women</p> <p>- Poverty: what are religious charities doing to reduce poverty and why is poverty unjust</p> <p>- Religious freedom: why are people denied religious freedom and what religions teach about this form of persecution</p> <p>- Racism: what is racism and religious teachings on racism</p> <p>- Sexuality: legal changes on sexuality and different arguments regarding sexuality and marriage.</p> <p>Extremism:</p> <p>- Genocide: how genocide can happen and a detailed study of Rwanda</p> <p>- Controlling women: FGM, breast ironing and forced marriage are cultural means for control.</p> <p>- HBV: honour based violence and domestic abuse: why does it happen and what myths are there around these issues?</p> <p>- CSE: the differences in healthy relationships and exploitation and grooming.</p> <p>Students will know what to do if they are worried about this issue and what the signs are of it.</p>		<p>What is prophecy?</p> <p>- The Torah, Bible and Qur'an all contain shared stories. All are monotheistic and have the same prophets.</p> <p>- The covenant is the most important prophecy for Jews but also influences Christianity and Islam</p> <p>Who was Jesus?</p> <p>- Jews accept Jesus as a messiah, Christians believe he is the son of God, and Muslims believe he was a prophet</p> <p>Who was Muhammad?</p> <p>- Muslims believe that Muhammad received the final revelation.</p> <p>Angels</p> <p>- All three religions teach about angels, and differ on their beliefs about Satan.</p> <p>Do miracles happen?</p> <p>- Jesus performed miracles and Christians go on pilgrimage to Lourdes to experience this.</p> <p>- Liberal Christians interpret the stories symbolically whereas fundamentalists see the Bible as fact.</p> <p>- Boltmann, Smutts and Frost all assess the reliability of miracle testimony.</p> <p>Life after death</p> <p>- Heaven: Christian and Muslim teachings about Heaven and its symbols</p> <p>- Hell: this is a place of punishment. Links to Dante's inferno and sin.</p> <p>Jerusalem:</p> <p>- Why is Jerusalem significant for all three religions?</p> <p>- Key holy sites for each religion in the city.</p>	<p>Buddhist Beliefs:</p> <p>- The Buddha was Siddhartha Gautama and he attained enlightenment. He was brought up imprisoned in a palace so as not to see suffering. His enlightenment came by meditating upon suffering.</p> <p>- Four Noble Truths: We suffer because of craving and we will end craving by following Buddha's teachings.</p> <p>- Attachment causes suffering: we want to stay the same and last forever. We suffer when we experience endings and change</p> <p>- Rebirth: we are subject to the cycle of Samsara (life and death) and our karma informs this. Escape from rebirth is called Nirvana</p> <p>Meditation:</p> <p>- This is achieving inner peace and escaping suffering. Buddhists use sand mandala and rupa to help focus their thoughts.</p> <p>- The Wheel is also a mandala and symbolises the cycle of rebirth.</p> <p>Buddhist Monks</p> <p>- Buddhist monks are ordained into a monastery and give up their possessions. They live by the Buddha's teachings of non-attachment</p> <p>- Previously, women have been forbidden from ordination in places like Thailand.</p> <p>Themes:</p> <p>- Conflict: Buddhists are famously peaceful but in Burma and Vietnam, Buddhists have acted violently in defence of their religious and political beliefs</p> <p>- Wealth: Buddhism teaches non-attachment and so can you be rich and Buddhist?</p> <p>- Social Media: Buddhism teaches there is no self, and social media creates and inflated sense of self.</p>	
Skills	<p>The understanding of different religious practices – how they impact religion and religious people.</p> <p>The different beliefs of religions such as the Buddhist precept of preserving all life and the Christian view of equality.</p> <p>Structures to support learning:</p> <ul style="list-style-type: none"> 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. SQCS: This is designed to allow pupils to evaluate a statement within a religious tradition. Pupils have to evaluate a statement but from one religious perspective. This means some Christians might say X, whereas other Christians think Y. <p>Core RE skills:</p> <ul style="list-style-type: none"> Compare and contrast religious and non-religious beliefs Explain the meaning, relevance and different interpretations of sources of authority Evaluate (use knowledge to explain points of view and make informed judgements account them to inform a personal response) Analyse (deconstruct information and make links to other knowledge to show something new) 	<p>The understanding of different religious practices – how they impact religion and religious people.</p> <p>The different beliefs of religions</p> <p>Structures to support learning:</p> <ul style="list-style-type: none"> 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. 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Key Words	<p>Marriage</p> <p>Covenant</p> <p>Divorce</p> <p>Consent</p> <p>Contraception</p> <p>Designer babies</p> <p>Genetic engineering</p> <p>Organ donation</p> <p>Simulated killing</p> <p>Abortion</p> <p>Pro-life</p> <p>Pro-Choice</p> <p>Stewardship</p> <p>Dominion</p> <p>Euthanasia</p> <p>Voluntary euthanasia</p> <p>Non voluntary</p>	<p>Equality</p> <p>Prejudice</p> <p>Discrimination</p> <p>Equity</p> <p>Gender equality</p> <p>Gender inequality</p> <p>Human sexuality</p> <p>Heterosexual</p> <p>Homosexual</p> <p>Racism</p> <p>Freedom of religious expression-</p> <p>Freedom from persecution-</p> <p>Ahmisa</p> <p>Exclusivism</p> <p>Extremism</p> <p>Fundamentalism</p> <p>Oppression</p> <p>Peace</p> <p>Persecution</p> <p>Radicalisation</p> <p>Terrorism</p> <p>Violence</p> <p>Genocide</p> <p>Arranged marriage</p> <p>Forced marriage</p> <p>FGM</p> <p>Breast ironing</p> <p>Domestic Abuse</p> <p>Honour based Violence</p> <p>Child sexual exploitation</p>			<p>Abrahamics</p> <p>Monotheism</p> <p>Prophet</p> <p>Covenant</p> <p>Messiah</p> <p>Revelation</p> <p>Manuscript</p> <p>Laylat al-Qadr</p> <p>Jinn</p> <p>miracle</p> <p>myth</p> <p>supernatural</p> <p>Passive</p> <p>Ineffable</p> <p>noetic</p> <p>Transient</p> <p>demythologise</p> <p>Heaven</p> <p>Judgement</p> <p>Salvation</p> <p>Hell</p>	<p>Ahmisa</p> <p>Anatta</p> <p>Buddha</p> <p>Enlightenment</p> <p>Enlightenment</p> <p>Extremism</p> <p>Karma</p> <p>Mandala</p> <p>Meditation</p> <p>Monastery</p> <p>Mudra</p> <p>Nirvana</p> <p>Ordained</p> <p>Rupa</p> <p>Samsara</p> <p>Sangha</p> <p>Siddhartha Gautama</p>
End Point	Students will complete a 30 mark assessment with marks for knowledge and skills. Students will be tested on content and key words from the knowledge organiser. Students will demonstrate skills including explaining two beliefs using examples, exploding a religious quote and writing an evaluative piece about the topic covered. E.g is abortion acceptable?	Students will complete a 30 mark assessment with marks for knowledge and skills. Students will be tested on content and key words from the knowledge organiser. Students will demonstrate skills including explaining two beliefs using examples, exploding a religious quote and writing an evaluative piece about the topic covered. E.g is religion dangerous? Students will be expected to draw on their knowledge from the ethical unit to develop their answers	Students will complete a 30 mark assessment with marks for knowledge and skills. Students will be tested on content and key words from the knowledge organiser. Students will demonstrate skills including explaining two beliefs using examples, explain two contrasting beliefs, exploding a religious quote and writing an evaluative piece about the topic covered. E.g is there a soul? Students will be expected to apply their knowledge of monotheistic beliefs to this unit.	Students will complete a 30 mark assessment with marks for knowledge and skills. Students will be tested on content and key words from the knowledge organiser. Students will demonstrate skills including explaining two beliefs using examples, explain two contrasting beliefs, exploding a religious quote and writing an evaluative piece about the topic covered. E.g are miracles real? Students will be expected to apply their knowledge of monotheistic beliefs to this unit.	Students will complete a 30 mark assessment with marks for knowledge and skills. Students will be tested on content and key words from the knowledge organiser. Students will demonstrate skills including explaining two beliefs using examples, exploding a religious quote and writing an evaluative piece about the topic covered. E.g is all life suffering?	

<p>Assessment method</p>	<p>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. Approximately 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. Skills questions will include examples such as: Term 1 • Explain two beliefs about an issue and include examples (4) • Explode a quote (5) • Evaluate a religious belief (6) Term 2 • Explain two beliefs about an issue and include examples (4) • Explain two contrasting beliefs about... 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