

## Scheme of Work: RE

Title of Scheme of Work: Applied Ethics		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
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	1. What are the different types of relationships?  2. What do religions teach about marriage and divorce?  3. Why is it important to learn about sex and contraception?  4. Are designer babies ethical?  5. Midpoint and Is organ donation a moral action?  6. Feedback and Is simulated killing dangerous?  7. Is abortion is morally wrong?  8. Can religion save the environment?  9. Is euthanasia the most loving thing to do?  10. Assessment		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:  <b>Term 1</b>
					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>	<ul style="list-style-type: none"> <li>• Explain two beliefs about an issue and include examples (4)</li> <li>• Explode a quote (5)</li> <li>• Evaluate a religious belief (6)</li> </ul> <p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>• Explain two beliefs about an issue and include examples (4)</li> <li>• Explain two contrasting beliefs about... (4)</li> <li>• Explode a quote (5)</li> <li>• Evaluate a religious belief (6)</li> </ul> <p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>• Explain two beliefs about an issue by including a quote (5)</li> <li>• Explain two contrasting beliefs (4)</li> <li>• Explode a quote (5)</li> <li>• Evaluate a religious belief (6)</li> </ul> <p>The next lesson, and final lesson of the unit will be reflectionThe next lesson, and final lesson of the unit will be reflection</p>	
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Key misconceptions		Home-learning	Resources
<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>
Subject Magic			
Trips, guest speakers...?	Beautiful work and / or Personal skills...?	Power of stories...?	Cultural Capital...?
<p>Links to PSCE, 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>Their work will follow the RE departments BE Proud procedure.</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>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>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> <p>Learning and comparing the different legal systems</p>

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