



Learning Aims and Curriculum Intent:

Content – In Year 11, students will study for Paper 2 – Thematic Studies. This covers a number of ethical themes prominent within society today. Drawing on their learning in Year 10, students will be challenged with questions about belief, values, meaning, purpose, and truth. They will identify how and why religious believers respond differently to the issues studied and how this compares with non-religious responses. This will then enable them to develop their own attitudes towards ethical issues. Students will gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

Skills – Analysis of religious teachings; critical thinking skills; the ability to formulate balanced yet persuasive arguments; increased empathy through an understanding of how religious beliefs influences a person’s life.

Term	Content, Key Questions and Knowledge	Assessment
Michaelmas	<p>Religion and Life</p> <ul style="list-style-type: none"> • What are the origins of the universe? What is the relationship between religious teachings on creation and scientific theories, such as the Big Bang? Is there a conflict between science and religion or can both be accepted? • What is the value of the world? Do humans have a responsibility to look after the planet? Does religion encourage believers to care for the environment? • What responsibility do humans have towards animals? Should animals be experimented on for human benefit? Should animals be used for food? • What are the origins of human life? Can evolutionary theory be accepted by Christians? What does Buddhism teach about the origins of human life? • Is life sacred? Is quality of life more relevant than the sanctity of life when making decisions about life and death? • Is abortion ever right? What are the non-religious arguments for and against abortion? What do different Christians and Buddhists believe about abortion? • Is euthanasia ever right? What are the non-religious arguments for and against euthanasia? What do different Christians and Buddhists believe about euthanasia? • Is there life after death? How do beliefs about life after death in Christianity and Buddhism impact on beliefs about the value of life? <p>Religion, Crime and Punishment</p> <ul style="list-style-type: none"> • Why do people commit crimes? How can poverty/ upbringing/ mental illness/ addiction/ greed/ hated/ opposition to unjust laws lead people to commit crimes? • What are good and evil intentions and actions? Can it ever be ‘good’ to cause suffering? • What are the aims of punishment? Should we punish with the aim of retribution, deterrence, or reformation? • How should we treat criminals? What are the arguments for and against prison, corporal punishment, and community service? • Should criminals be forgiven? Are some crimes unforgivable? • What do Christians and Buddhists teach about the treatment of criminals? • Is the death penalty ever justified? What are the ethical arguments for and against the death penalty? What are religious teachings on the death penalty? 	<p>Retrieval quizzes Practice questions Class debates End of Topic Tests</p>

Lent	<p>Religion, Relationships and Families</p> <ul style="list-style-type: none"> • What are the different types of human relationship in our society? • What is the purpose of marriage? Should couples cohabit before marriage? Is sex before marriage acceptable? Is sex outside of marriage acceptable? • What are different methods of contraception? What are the benefits of using contraception? Why are some people opposed to some methods of contraception? • Why do some marriages end in divorce? What are the arguments for and against divorce? Should religions be accepting of divorce? • How have the rights of homosexual people improved in our society? Has equality been achieved? What does the Bible teach about homosexuality and how do Christians interpret the teachings differently? What does Buddhism teach about homosexuality? • What are the different types of family unit? What is the purpose of family? What roles should parents and children take within families? • What is gender prejudice? What is gender discrimination? What examples of gender prejudice and discrimination can be seen in our society? How could gender equality be achieved? <p>Religion, Human Rights and Social Justice</p> <ul style="list-style-type: none"> • What forms of prejudice and discrimination exist within religion? Does religion give equal status to men and women? Does religion give equal status to heterosexual and homosexual people? Does religion treat all people equally? • What are human rights? What responsibilities come with rights? Should rights ever be limited? • What is freedom of religion? What is freedom of religious expression? • What is social justice? Is social justice achievable? • What forms of racial prejudice and discrimination exist in our society? How can we work towards the ideals of equality and justice? Should we use positive discrimination? • What is the right attitude to wealth? How should those with wealth use their wealth? • How should we tackle poverty and the causes of poverty? Do the wealthy have a responsibility to help the poor? Do those living in poverty have the responsibility to help themselves? • In what ways are the poor exploited? What is human trafficking/ modern slavery? How should this issue be tackled? • How should the poor be protected from excessive interest on loans? How can we work towards fair pay for all workers? 	<p>Retrieval quizzes Practice questions Class debates End of Topic Tests</p>
Trinity	<p>Revision and External Exams</p>	<p>Retrieval quizzes Practice questions Class debates End of Topic Tests</p>

What does consolidation look like in this subject?	<p>Regular testing of key terms and quotes. Going through each of the key beliefs and thinking about two ways in which they would influence a person's life. Reading through notes in the textbook. Comparing beliefs and ranking how important they are. Comparing practices and ranking how important they are. Completing practice questions and then using mark schemes to check the points and arguments given.</p>	
Examples of homework	<p>Practice questions – contrasting beliefs, influence, evaluation. Planning arguments for class debates. Research into charities, missions, places of worship. Spaced practice of key terms and quotes.</p>	
Key terminology	<p>Stewardship; dominion; awe; natural resources; pollution; evolution; Big Bang; sanctity of life; quality of life; abortion; euthanasia; retribution; deterrence; reformation; corporal punishment; capital punishment; community service; forgiveness; principle of utility; homosexual; heterosexual; contraception; cohabitation; divorce; gender equality; procreation; polygamy; prejudice; discrimination; positive discrimination; rights; responsibilities; poverty; charity; fair pay; human trafficking</p>	
Super-curricular enrichment and scholarly extension	<p>Read: Gale In Context: Global Issues (multidisciplinary resource focused on wide variety of current world issues – accessible online through the library) Issues Online (series of cross-curricular resource books exploring contemporary social issues – accessible online through the library) The Day (daily news source written and edited specifically for students – accessible online through the library)</p> <p>Watch: 'Before the Flood' – documentary on the environment/ climate change 'What are the rights and wrongs of the death penalty?' - BBC RS – Matters of Life and Death 'Why Women are Paid Less' - Netflix documentary on the gender pay gap 'Blood, Sweat and T-Shirts' – documentary on the impacts of 'fast fashion' and the exploitation of workers</p>	
Useful websites	<p>https://request.org.uk/resource/?view=resources&cat=5 https://www.buddhanet.net/e-learning/buddhism/index.htm https://www.bbc.co.uk/teach/class-clips-video/religious-studies-gcse-matters-of-life-and-death/zy24bqt https://www.bbc.co.uk/bitesize/guides/znfdpg8/revision/1 https://www.bbc.co.uk/bitesize/guides/zhydpg8/revision/1</p>	
Who can I contact?	Head of Department	<p>Ms Mackie RM@forest.org.uk</p>
Who can I contact?	Teachers	<p>Mr Adoki, Mrs Bellieu, Miss Bettridge, Miss Green, Ms Mackie, Dr Thomas</p>