




	Year:	10	Subject:	Philosophy & Ethics	Autumn 1 / Autumn 2 Relationships & Families (c. 9 lessons)	Autumn 2 / Spring 1 Religion & Life (c. 9 lessons)	
Intent	Subject Concepts (Substantive knowledge)		Belonging	<p>Religious and non-religious views on the following:</p> <ul style="list-style-type: none"> Ethical arguments related to divorce. 	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Understand some of the opinions related to divorce. <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Explain the religious and non-religious views in regards to divorce. 	<p>Religious and non-religious views on the following:</p> <ul style="list-style-type: none"> Ethical arguments related to abortion and euthanasia. 	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Understand what abortion is and why some people would choose to have an abortion. <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Explain the ethical arguments for and against abortion and euthanasia, from a religious and non-religious point of view.
			Believing	<p>Religious and non-religious views on the following:</p> <ul style="list-style-type: none"> Human sexuality; The nature and purpose of marriage; Same-sex marriage and cohabitation; Divorce; The purpose of families; Contemporary family issues including same-sex parents, polygamy, etc.; and Gender equality. 	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Understand different types of human sexuality; Understand what marriage and divorce are; Understand some of the challenges related to contemporary families; and Understand what gender equality is. <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Explain the different types of marriage and their purpose, from both religious and non-religious viewpoints; Explain the religious and non-religious opinions on different sexualities; Explain the religious and non-religious opinions related to the contemporary family, and the challenges associated therewith; and Explain the religious and non-religious views on gender equality. 	<p>Religious and non-religious views on the following:</p> <ul style="list-style-type: none"> The origins of the universe; The origins of life; The concepts of sanctity of life and the quality of life; and Beliefs about death and an afterlife. 	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Understand how different religions believe the world was created (linked to Year 8 Science verses Religion topic); and Understand how different religions view life after death (linked to KS3 Human Mortality topic). <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Explain the origins of the universe, including religious teachings and the different interpretations of these, the relationship between scientific views such as the Big Bang theory and religious views; Explain the concepts of sanctity of life and the quality of life; and Explain the beliefs and death and an afterlife, and their impact on beliefs about the value of human life.
			Behaving	<p>Christian, Islamic and non-religious views on the following:</p> <ul style="list-style-type: none"> Contraception and family planning; Sexual relationships before and outside of marriage; The nature of families; The roles of men and women; and Gender prejudice and discrimination. 	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Understanding of different methods of contraception for both males and females; and <ul style="list-style-type: none"> Understand some of the traditional roles of men and women. <p>Takeaway Learning:</p> <ul style="list-style-type: none"> Explain the opinions related to the use of contraception from both a religious and non-religious viewpoint; Explain the opinions related to sex before marriage from both a religious and non-religious viewpoint; What prejudice and discrimination are in relation to gender; How religious and non-religious viewpoints define the roles of men and women; and How religious and non-religious viewpoints perceive the nature of families. 	<p>Religious and non-religious views on the following:</p> <ul style="list-style-type: none"> The value of the world and the duty of human beings to protect it; The use and abuse of the environment; The use and abuse of animals; Abortion; and Euthanasia. 	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Have an opinion on different ethical issues; Explain why the environment is important; and Explain some threats to the planet. <p>Takeaway Learning:</p> <ul style="list-style-type: none"> The value of the world and duty of people to protect it; How the environment is used and abused and the concepts of stewardship, dominion, awe and wonder; and How animals are used by people and abused from a religious and non-religious point of view.
	Disciplinary Knowledge	<ul style="list-style-type: none"> What is meant by human sexuality? Is sexuality fixed or fluid? Consider appropriate language for its discussion, why are some terms inappropriate? How have attitudes to same-sex relationships changed in contemporary British society? 	<ul style="list-style-type: none"> By comparing the religious and scientific teachings, students might identify problems in trying to accept both accounts – are there any points that contradict? eg, timescales, order of events. Why might someone consider scientific evidence more persuasive than religious belief and vice versa? What kind of interpretation of these teachings would lead to a rejection of the scientific and acceptance of the religious? Using the religious accounts of creation that they already know, students could closely focus on particular teachings that concern the role and place of humans in respect of the rest of the world. Additional teachings that expand on these can also be used. Particular attention might be applied to understanding how the same teaching can be interpreted in different ways, for example how one teaching can be used to support the idea of stewardship while a different interpretation can be used to support the idea of dominion. 				
Impl	Common Misconceptions	<ul style="list-style-type: none"> Muslims can have more than one wife. 	<ul style="list-style-type: none"> Life begins at conception 				

Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> • Gap fill on gender • Sentence starters on written tasks 	<ul style="list-style-type: none"> • Give teachings and an outline structure of the story to complete key details. • Concentrate on knowing an outline of the Big Bang theory rather than the evidence for it. • Teachers could emphasise the most important of the teachings, but require them to show how these might apply to the different situations.
	Disadvantaged Students	<ul style="list-style-type: none"> • Knowledge on British social attitudes towards gender, sexuality and equality • Visit to Church • Speaker: Christian/Clergy 	<ul style="list-style-type: none"> • Card sort to identify the different interpretations. • Visit to a Church • Visiting Speaker
	More Able Students	<ul style="list-style-type: none"> • Make a list of reasons why many religious people make vows and choose to get married. • Students to research religious attitudes, teachings and beliefs concerning divorce and remarriage and record their findings. • Answer the following questions -‘Marriage vows should never be broken’. Evaluate this statement and consider what religions would say. -What do religions teach about the nature of the family and the role of parents? • Make a list of what you think are six good qualities of being a good parent. Consider if same-sex parenting or polygamy would affect any of these qualities. • Are women discriminated against in religion? - Examples of possible discrimination, for example women in the RC church cannot be priests. Christian teaching seems contradictory Galatians 3:28 cf. Ephesians 5:22, Theravada Buddhist women pray for their reincarnation to be as a man. In Islam, religious leaders are men and in both Islam and Orthodox Judaism women sit separately to men at the mosque or synagogue. 	<ul style="list-style-type: none"> • The higher ability students may wish to investigate other scientific theories about the origins of the universe. • More able could be given teachings/scripture and be required to summarise it themselves. • More able students might be given more general work on the interpretation of scripture and required to apply these to teachings about creation, in light of scientific evidence. • Higher ability students might make greater use of primary texts, such as teachings of religious leaders. • Higher ability students could be given scenarios in which the sanctity and quality of life might apply and be asked to consider the strengths and weakness of these approaches • Look at examples from a different faith about beliefs concerning life after death.
Literacy/Numeracy Skills 	Vocabulary:	<ul style="list-style-type: none"> • Cohabitation, sexuality, polygamy, gender, ethics, adultery, prejudice, discrimination, sexism, contraception, equality, homosexuality 	<ul style="list-style-type: none"> • stewardship, dominion, responsibility, awe and wonder, evolution, big bag theory, duty, abortion, euthanasia, sanctity of life, quality of life, natural selection, mutation, soul, reincarnation
	Reading:	<ul style="list-style-type: none"> • Bible verses, Anglican ‘Common Worship’ service book. https://imaanlondon.wordpress.com/ https://www.ons.gov.uk/ 	<ul style="list-style-type: none"> • Bible verses, Case studies, such as Diane Pretty and Tony Bland. • Ian McCormack’s claim of dying and coming back to life or similar story. • Information sheet describing beliefs about an afterlife. • Students might read scriptural or traditional teachings about the origins of the world and of human life, in order to know these stories in detail, focussing on key events. • Students could then find out why religious people might accept these teachings; why do they have authority? • By studying Christian teachings and at least one other religious tradition, students should be able to explain contrasting religious views on animal experimentation.
	Writing:	<ul style="list-style-type: none"> • What is meant by human sexuality? • Is sexuality fixed or fluid? 	<ul style="list-style-type: none"> • Students might be given a list of key terms in the theory of evolution, eg natural selection, survival of the fittest, variation, struggle, mutation. They can then seek to understand these terms in such a way that they can write an explanation of the theory of evolution using and defining all of the terms correctly. • Written assessment: Religious teachings, beliefs and attitudes about religion and life.
	Oracy:	<ul style="list-style-type: none"> • Consider appropriate language for its discussion, why are some terms inappropriate? • How have attitudes to same-sex relationships changed in contemporary British society? 	<ul style="list-style-type: none"> • Students could begin with a recap of key teachings already studied that might be relevant to the issue of the use and abuse of animals. • Students can then apply these teachings to the use of animals mentioned, working out what the different teachings might say,

				<p>with a particular focus on how the teachings are interpreted in contemporary British society.</p> <ul style="list-style-type: none"> Teachers could then teach the concepts of the sanctity of life and quality of life, along with any supporting religious teachings, recognising the absolute and relative nature of these terms. Students could debate which is the more important of these concepts, making sure that they consider both what help and what difficulties the use of such concepts might bring eg, the sanctity of life is clear, but inflexible while the quality of life is flexible, but can lack clarity.
		NUMERACY	<ul style="list-style-type: none"> 1967 Act legalising same-sex relationships for males over 21, 1994 age reduced to 18, 2001 reduced again to 16. Civil partnerships 2004/ same-sex marriage 2013. What do we learn about society? 	<ul style="list-style-type: none"> Students might be asked to complete a timeline of the universe according to the Big Bang theory, and then be required to explain two key pieces of evidence for the theory – the Red Shift and Cosmic Microwave Background Radiation (CMBR).
	Digital Strategy		<ul style="list-style-type: none"> Creating revision materials Researching topics and collating research Presentations Receiving and acting on feedback digitally Working with peers and staff through Microsoft Teams Structuring written answers to questions Receiving and acting on feedback digitally Developing confidence through critical consideration of opinions and perspectives Preparation for the world of work through aspects including: <ul style="list-style-type: none"> Digital organisation of files and folders Professional communication Use of digital tools on iPads, such as: <ul style="list-style-type: none"> “Speak” – key words from religious texts can be read aloud to students “Translate” – for EAL students “Whiteboard” – for teachers to offer additional, personalised explanation “YouTube” – clips to show elements of different faiths (e.g., tours of religious buildings, daily life within different cultures, etc.) 	<ul style="list-style-type: none"> Creating revision materials Researching topics and collating research Presentations Receiving and acting on feedback digitally Working with peers and staff through Microsoft Teams Structuring written answers to questions Receiving and acting on feedback digitally Developing confidence through critical consideration of opinions and perspectives Preparation for the world of work through aspects including: <ul style="list-style-type: none"> Digital organisation of files and folders Professional communication Use of digital tools on iPads, such as: <ul style="list-style-type: none"> “Speak” – key words from religious texts can be read aloud to students “Translate” – for EAL students “Whiteboard” – for teachers to offer additional, personalised explanation “YouTube” – clips to show elements of different faiths (e.g., tours of religious buildings, daily life within different cultures, etc.)
	Home Learning		•	•
Impact	Composite Assessment		Date: Content:	Date: Content: