

LONG TERM PLANS

Year 10 RE: Philosophy and Ethics (2016-17)

Humanities: RE	
YEAR 10	
Autumn term 2015-2016	
Half term 1	Half term 2
<p>Relationships and the Family <i>Aim:</i> To identify the categories and qualities of love and friendship (e.g. Eros, Philos). To identify what a Christian and a Muslim marriage is and what takes place in a marriage ceremony (e.g. the importance of the sacrament and the vows). To identify what divorce and why it is different from separation. To analyse different Christian and Muslim approaches on divorce including 'annulment', 'forgiveness', 'reconciliation' and 'remarriage'. To analyse the difference between 'forced marriage' and 'arranged marriage' taking in other religious beliefs. To identify what the role of sex plays in a relationship and the various Christian and Muslim views.</p> <p><i>Key Assessment Activity:</i> Written assessment : GCSE style essay questions, assessed using levels and GCSE criteria e.g. 'Explain Christian attitudes to divorce' (/6) and 'Marriage means for life ' Discuss (/12)</p>	<p>Relationships and the family 2 <i>Aim:</i> To analyse what contraception is and the different Christian approaches to it. To analyse 'same-sex' marriage and the varying views from different denominations. To analyse the issues around homosexuality and the differing views held by various Christian denominations. To identify the Christian and Muslim family and the roles of men and women in society and issues of gender equality. To identify issues relating to the modern family and it's roles and purpose in society.</p> <p><i>Key Assessment Activity:</i> Written assessment: GCSE style essay questions, assessed using levels and GCSE criteria e.g. 'Explain Christian attitudes to contraception' (/6) and 'Men should be the dominate partner ' Discuss (/12)</p>
Spring term	
Half term 1	Half term 2
<p>Religion & Life <i>Aim:</i> To compare religious and Scientific arguments about the creation of the world and humanities and discuss whether the two are ever compatible. To discuss religious teachings and their impact on environmental issues and on the use of animals.</p> <p><i>Key Assessment Activity:</i> Written assessment – GCSE style exam questions, assessed using past exam papers, GCSE level criteria and mark schemes. E.g. Explain Christian beliefs about abortion. (6); "Euthanasia is no different from Murder" Discuss.</p>	<p>Religion and Life 2 <i>Aim:</i> To analyse Christian and Muslim beliefs and teachings about medical ethics issues e.g. The Sanctity of life, abortion, Cloning, Euthanasia. To look at arguments for and against the existence of an afterlife, including Religious beliefs about Heaven and Hell and near death experiences. To discuss why Religious people have different attitudes towards these issues. Students should then form their own opinions on the ethical implications of each topic and decide whether they agree with the issues or not and why.</p> <p><i>Key Assessment Activity:</i> Written assessment – GCSE style exam questions, assessed using past exam papers, GCSE level criteria and mark schemes. E.g. Explain Christian beliefs about abortion. (6); "Euthanasia is no different from Murder" Discuss.</p>

Summer term

Half term 1

Religion, Peace & Conflict 1

Aim: To explain Christian and Muslim beliefs and teachings about Peace and Justice, forgiveness and reconciliation and Violence and Protest. To compare and contrast Christian and Muslim teachings on War and terrorism. To discuss why wars are often linked to religious groups. Causes.

Key Assessment Activity:

Written assessment – GCSE style exam questions, assessed using past exam papers, GCSE level criteria and mark schemes. E.g. Explain different religious beliefs about war. (5); “Violence can never be justified” Discuss.

Half term 2

Religion, Peace & Conflict 2

Aim: To explain issues raised by the owning of and use of Nuclear Weapons and other weapons of mass destruction. To discuss different religious attitudes towards Pacifism. To consider how different religious people respond to victims of war including refugees and asylum seekers.

Key Assessment Activity:

Written assessment – GCSE style exam questions, assessed using past exam papers, GCSE level criteria and mark schemes. E.g. Explain different religious beliefs about war. (5); “Violence can never be justified” Discuss.