

HT	Fertile question	Concept(s)	Description	Formative assessments	Summative assessment	Links to GCSE & A Level requirements	Links to PiXL levels
Autumn 1	If you're religious; are you more or less likely to be prejudiced? (Islam, Christianity)	Equality Human Rights Prejudice – racism, sexism, homophobia Discrimination Agape Sheep and Goats parable "Teeth as a comb" (Qu'ran)	<i>This unit explores discrimination in the world such as sexism, racism and homophobia. It questions why people have these attitudes and whether they are justified. It then links to Christianity and Islam to consider their teachings to these attitudes e.g. Jesus teaching love and to question whether being religious makes you more or less likely to discriminate against others.</i>	On-going reflective journal using evidence (newspapers, magazines, films, television) to consider whether we have discriminatory attitudes in society.	<i>What is meant by the term 'prejudice?'</i> <i>Give two examples of discrimination in society.</i> <i>Describe how Muslims and Christians use sacred texts to justify equality.</i> <i>"Being non-religious makes you more likely to be prejudiced."</i>	GCSE OCR style assessment GCSE Social injustices and responses to social injustices Principle of equality Different views of discrimination A Level Liberation theory Karl Marx? Natural Law	K5: I can relate a religious belief of practice to a local context. I1: I can explain historical reasons for differences within a religion. I2: I can explain ideological reasons for differences within a religion. I3: I can describe two different interpretive traditions in a religion. A4: I can reflect on what it means to be human in light of religious expression of what it means to be human. A10: I can evaluate with reference to sources religious responses.
Autumn 2	Should animals have the same rights as humans? (Buddhism, Atheism)	Animal rights Theravada Karma Eightfold path 5 precepts Environment	<i>The unit explores the place of animals in the world; pets, zoos, testing, protection and consider whether animals have the same rights as human beings; why or why not. This links into Buddhism considering the eightfold path, 5 precepts and karma to consider why many Buddhists are vegetarian and</i>	Speech in support of or against animal testing. Or Campaign trail for or against vegetarianism.	<i>What is meant by the term 'rights?'</i> <i>Give two examples for why some people believe animals have rights.</i> <i>Describe how Buddhists use moral codes to justify vegetarianism.</i>	GCSE OCR style assessment GCSE Place of animals in relation to humans Sources and reasons for moral behaviour Importance of sacred texts	(K2,K4,K6,K7,K9,K10,K11,I6,I7,A1,A3,A7,A8,A11) K5: I can relate a religious belief or practice to a local context. A2: I can contextualise different responses to philosophical questions.

			<i>whether if society was vegetarian we would be better off.</i>		<p><i>"Society could not survive without eating meat."</i></p>	<p>Animal testing</p> <p>A Level Darwin and evolution Utilitarianism Natural Law Peter Singer</p> <p>University</p> <p>Green movements</p> <p>Ecology movements</p>	
Spring 1	Where do our morals and ethics come from? (Christianity)	Ethics Morals Bible Law	<p><i>This unit considers initially what ethics and morals are. It then begins to explore whether these ethics and morals come from and why there is such diversity in our ethics and morals. It further considers whether if a lack of faith equates to a lack of morals and ethics.</i></p>	<p>Find a newspaper or magazine article of a topical ethical dilemma that interests you.</p> <p>What was your opinion of the story?</p> <p>What would society say about this story?</p> <p>What would different Christians say about this story?</p>	<p><i>What is meant by the term 'moral'? How is a moral different to an 'ethic'?</i></p> <p><i>Give two examples of how faith would influence a moral decision.</i></p> <p><i>Describe how religious believers may use morals to live their lives.</i></p> <p><i>"We can't have 100% laws for morals. We have to consider each situation."</i></p>	<p>GCSE Ethics and philosophy paper links</p> <p>A Level Ethics and philosophy</p> <p>Relative and absolute morality</p>	<p>(K2,K4,K6,K7,K9,K10,K11,I6,I7,A1,A3,A7,A8,A11)</p> <p>K5: I can relate a religious belief to a local context.</p> <p>I2: I can explain the ideological reasons for differences within a religion.</p> <p>I3: I can describe two different interpretive traditions in a religion.</p> <p>A2: I can contextualise different responses to philosophical questions.</p> <p>A4: I can reflect on issues of right and wrong in light of religious expressions of what it means to be human.</p> <p>A9: I can evaluate, with reference to sources, religious conclusions concerning the nature of reality.</p> <p>A10: I can evaluate, with reference to sources, religious responses to social issues.</p>

Spring 2	Forgiveness – can we; should we? (Judaism, Christianity, Islam)	Forgiveness Repentance Sin	<i>This unit explores what forgiveness is and whether forgiveness is important in our society. It explores difficult philosophical questions e.g. can you forgive murderers? And uses Jewish, Christian and Islamic beliefs to explain attitudes to forgiveness.</i>	Louis Theroux – “By reason of Insanity.” Watch the film and write a discussion piece about whether we can forgive those who do wrong when they are ill.	<i>What is meant by the term ‘forgiveness?’</i> <i>Give two examples of how faith would influence a religious believer to repent.</i> <i>Describe how religious believers may forgive another human being.</i> <i>“People can never truly forgive evil doings.”</i>	GCSE OCR style of assessment GCSE Links to ideas about attitudes to war and crime and punishment	(K2,K4,K6,K7,K9,K10,K11,I6,I7,A1,A3,A7,A8,A11) K5: I can relate a religious belief or practice to a local context. I3: I can describe two different interpretive traditions in a religion. I4: I can explain the meaning of a piece of religious text in one interpretive tradition. A4: I can reflect on issues of right and wrong in light of religious expressions of what it means to be human. A5: I can reflect on issues of right and wrong in light of religious considerations of right and wrong.
Summer 1	Is the Earth sacred? (Christianity, Native American beliefs, Hinduism)	Nature Pollution Deforestation Conservation	<i>This unit considers whether the Earth is special and should be revered. It considers how we currently treat the planet and questions the problems of continuing to use its resources and pollute into the atmosphere. It considers how Christians and Native Americans consider the Earth and whether it would be better or worse to follow the example of Native Americans or Christian beliefs.</i>	Research an environmental group or person. What do they do? Is their work effective? Does this inspire you? What would you do to make their work more effective?		GCSE OCR style assessment. GCSE/A Level Links to themes on stewardship and the environment. University Green movements	(K2,K4,K6,K7,K9,K10,K11,I6,I7,A1,A3,A7,A8,A11) K5: I can relate a religious belief or practice to a local context. I3: I can describe two different interpretive traditions in a religion. I4: I can explain the meaning of a piece of religious text in one interpretive tradition. A2: I can contextualise different responses to philosophical questions. A4: I can reflect on issues of right and wrong. A5: I can use religious considerations to reflect on issues of right and wrong.

<p>Summer 2</p>	<p>Is the Earth sacred? (Christianity, Native American beliefs, Hinduism)</p>	<p>Sacred Mother Earth Dominion Stewardship</p>	<p><i>It then begins to consider how Christians and Native Americans consider the Earth and whether it would be better or worse to follow the example of Native Americans or Christian beliefs.</i></p>	<p><i>“What is meant by the term ‘sacred’?”</i></p> <p><i>Give two examples of how faith would encourage someone to protect the environment.</i></p> <p><i>Describe how religious believers protect the environment.</i></p> <p><i>“We are the most intelligent of animals. We can do what we like to the Earth.”</i></p>		<p>K5: I can relate a religious belief or practice to a local context.</p> <p>I3: I can describe two different interpretive traditions in a religion.</p> <p>I4: I can explain the meaning of a piece of religious text in one interpretive tradition.</p> <p>A2: I can contextualise different responses to philosophical questions.</p> <p>A4: I can reflect on issues of right and wrong.</p> <p>A5: I can use religious considerations to reflect on issues of right and wrong.</p> <p>A12: I can offer justifications for contested representations of reality.</p> <p>A13: I can articulate a response, justified by sources to a critical question.</p>
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