

Subject:	Religion & Ethics	Year	10 Core (Exploring Culture, Faith & Philosophy)	Ability	All
Term / Date(s)	Unit 1 (9 lessons)			Unit 2 (9 lessons)	
Topic	Beyond the Big Six			Philosophy and Ethics	
Students will learn...	The changing nature of religion in the UK, including what some of the smaller, less mainstream religions are.			The influence of ethical and philosophical theories on decision making	
Components	Students will explore the benefits and challenges of living in a multi-faith society, considering the impact of religious diversity on communities in the UK and within Dewsbury. Students will investigate Pagan beliefs and practices and consider how these shape the lives, identities and values of those who follow Pagan traditions. Building on links in the history curriculum, pupils will study the key beliefs, traditions and way of life of the Amish community and how these influence daily life. Students will explore the key beliefs and teachings of the Mormon Church and, using prior knowledge, consider how these differ from mainstream Christianity. Students will study the key beliefs of Shintoism and Daoism, developing a critical understanding of how these beliefs differ from those of the major world religions. Students will explore the key beliefs of Sufism and consider how these differ from mainstream Islam and influence the lives of believers.			Students will revisit what a moral or ethical dilemma is from Year nine unit 2. Students will learn what is meant by absolutism and relativism so that they are able to consider whether things are right or wrong when decision making. Students will explore what principles the ethical theory of Utilitarianism is based upon, in order to consider whether it can be used to make moral decisions. Students will study Kantian Ethics, considering the benefits and constraints of this ethical approach. Students will apply their knowledge and understanding to the conundrum of whether it could ever be considered right to lie. Students will explore what principles the ethical theory of Situation Ethics is based upon so that they can apply it to the issue of abortion. Students will explore what principles Natural Law is based upon and the benefits and constraints of this ethical theory, in order to apply it to a range of ethical issues. Using knowledge of ethical and philosophical theories studied, students will evaluate their effectiveness in decision making.	
What Students should already know (prior learning components)	Introduction to major world religions studied in primary school. How Islam, Christianity and Buddhism affect the way believers live their lives; Medical ethics; Organ donation and IVF (Y9 Unit 2). Matters of life and death; abortion and euthanasia (Y9 Unit 1).			Medical ethics; Organ donation & IVF (Y9, Unit 2) Matters of life and death; abortion & euthanasia (Y9 Unit 1) Peace and conflict; attitudes surrounding war. (Y9 Unit 3) An introduction to Ethics (Y9, Unit 4)	
Transferrable knowledge (skills)	Tolerance and understanding of different beliefs, worldviews and perspectives. The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings.			Tolerance and understanding of the different beliefs and perspectives of others. The ability to describe and explain the beliefs of others. The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.	

	The ability to consider their own beliefs and opinions, reflect on what has influenced them and compare these with the beliefs and opinions of others. The ability to gather information through effective research skills. The ability to express with increasing discernment personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.	How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. Fundamental truths about themselves, the world in which they live, and their relationships to the world and to each other .
Key vocabulary pupil will know and learn	Multiethnic Society, Multi-Faith Society, Religious Pluralism, Census, Coexist, Paganism, Polytheistic, Stonehenge, Amish, Schism, Ordnung, The Church of Jesus Christ of Latter-day Saints, Joseph Smith, Mainstream Christianity, Moroni, Missionary Work, Shinto, Kami, Daoism, Dao (The Way), Yin Yang, Sufism, Monasticism, Dhikr, Whirling Dervishes.	Absolutism, relativism, utilitarianism, Bentham, Hedonic Calculus, deontology, rules, Kantian Ethics, Categorical Imperative, Situation Ethics, Social Change, Joseph Fletcher, Agape, Natural Law, Inherent, Primary Precepts, Thomas Aquinas
Assessment activities	Lesson 8: End of Unit Assessment Lesson 9: Feedback and Improvement Lesson Assessment will include a range of substantive and disciplinary knowledge that assess students' understanding of Judaism and sources of wisdom and authority. Some questions will also assess topics from Year 7, 8 & 9.	Hot Air Ballon Debate: Application of philosophical and ethical theories studied to a range of real-life moral dilemmas, before ultimately deciding which of the theories studied is the best tool for decision making.
Notes Why this topic is important Why this topic is important...	<u>This topic links to SMSC topics via:</u> Spiritual Development: Living in a Multi-Faith Society: Encourages reflection on the variety of beliefs, values and worldviews that exist within modern British society and the local community. Paganism: Offers insight into spiritual connections with nature, the environment and seasonal celebrations. The Amish: Encourages reflection on simplicity, faith, humility and commitment to community. The Mormon Church: Broadens understanding of Christian belief and the importance of revelation, worship and spiritual commitment. Shintoism: Provides a perspective on spirituality centred on nature, tradition and reverence for the kami. Daoism: Encourages reflection on balance, harmony and living in accordance with the Dao. Sufism: Explores personal spiritual experience and the search for closeness to God through devotion and reflection. Moral development Living in a Multi-Faith Society: Promotes respect, tolerance and understanding when encountering different beliefs and ethical viewpoints. Paganism: Examines ethical principles relating to responsibility, respect for nature and personal accountability. The Amish: Highlights values such as forgiveness, non-violence, humility and service to others. The Mormon Church: Explores moral teachings including honesty, family responsibility, charity and self-discipline.	This topic considers both religious and non-religious perspectives and relates issues studied to the UK law and British Values <u>This topics links to SMSC via:</u> Spiritual development -learning about key philosophical and ethical theories and how they influence individuals when responding to ethical issues. -thinking about the ways ethical arguments influence life decisions and looking for links to their own lives -Considering ‘big ideas’ such as ‘is it ever right to lie?’ Social development -participating in paired, group and whole class activities -exploring questions about how to make ethical and moral decisions - Sharing own point of view and listening to and respecting the views/beliefs of others. Moral development -considering how beliefs are used as a basis for making moral choices, for example in relation to the value and importance of human life. -considering issues of right and wrong according philosophical and ethical theories -Considering personal responses to matters of life and death -considering issues of right and wrong in relation to abortion Cultural development - engaging with issues and expectations of right and wrong in society

	Shintoism: Considers values of respect, purity and care for the natural world. Daoism: Explores principles such as simplicity, humility and living in harmony with others. Sufism: Encourages reflection on compassion, self-improvement and devotion to God. <u>Social development</u> Living in a Multi-Faith Society: Highlights the opportunities and challenges of religious diversity and the importance of mutual respect within communities. Paganism: Examines the role of festivals, rituals and community among Pagan groups. The Amish: Highlights strong community bonds, collective responsibility and mutual support. The Mormon Church: Explores the role of family, church membership and service within the community. Shintoism, Daoism and Sufism: Examine the role of religious practices in shaping both individual identity and community life. <u>Cultural development</u> Provides insight into the changing religious landscape of the UK and the cultural diversity of contemporary British society. Provides insight into Pagan festivals, traditions and their influence on modern culture. Provides insight into Amish traditions and their resistance to aspects of modern technology and society. Develops understanding of the cultural influence of The Church of Jesus Christ of Latter-day Saints in different parts of the world. Provides insight into Japanese culture, traditions and practices influenced by Shintoism. Explores the influence of Daoism on Chinese culture, art and philosophy. Develops understanding of the contribution of Sufism to Islamic culture through poetry, music, spirituality and religious practice.	
--	--	--