

# Scheme of Learning: Relationships

## Topic Sequence:

1	2	3	4	5	6	7	8
CHRISTIAN BELIEFS	CHRISTIAN PRACTICES	ISLAMIC BELIEFS	ISLAMIC PRACTICES	RELATIONSHIPS	LIFE AND DEATH	GOOD AND EVIL	HUMAN RIGHTS

## Topic Overview:

This is the fifth of the eight units that make up the RS GCSE Course and the first of the four units that focus on Religious, Philosophical and Ethical studies in the modern world (topics 5-8 above). It builds on much of the content of KS3 RS with its focus on religious/non-religious beliefs and moral issues in society. This unit takes a much deeper dive into philosophy and ethics than studied at KS3, beginning with the study of moral attitudes to relationships in society including marriage and family life, the nature and purpose of sexual relationships and attitudes towards gender equality. The study of these moral attitudes builds on the knowledge accrued in the previous units on Christian and Islamic beliefs/practices as well as non-religious attitudes, e.g. Humanism

## Lesson Sequence:

The lessons have been sequenced to purposely build on pupils' understanding and knowledge of the beliefs of Christianity/Islam/Humanism and how these affect the behaviour and moral decisions of people in the world today.

The first series of lessons explore an understanding of different types of families, eg single-parent, nuclear, extended, and the different moral attitudes in society towards them in the past and present as well as the roles and responsibilities of families in society today.

The lessons continue with the study of the different attitudes to marriage and divorce in the past and present eg Christian/Islamic/Humanist marriage ceremonies, the Catholic view versus the Protestant Church of England view of divorce.

The nature and purpose of sexual relationships is studied, including different attitudes to same-sex relationships in the past and present, focusing on the varying Christian/Islamic/Humanist views of different relationships and the legal status of same-sex relationships in the past/present in the UK and globally today.

Having studied different attitudes to families, marriage, divorce and sexual relationships the unit content concludes with study of how these different attitudes extend to differing roles and responsibilities assigned to different genders within the family and society today, including study of gender inequality in society and specifically religious attitudes towards women being given roles of authority in worship, eg the Catholic/Protestant views on female priests/bishops today.

The unit concludes with a knowledge test and an exam question to assess the application of this knowledge, specifically focusing on the knowledge and understanding required to argue for and against the statement that 'Marriage is for life' which provides pupils with the opportunity to debate and evaluate the various views from Christianity/Islam/Humanism on this statement.

## Sequence of Lessons:

1	Christianity and Relationships in the 21 <sup>st</sup> Century
2	Islam and Relationships in the 21 <sup>st</sup> Century
3	Christian attitudes to marriage
4	Christian attitudes to divorce
5	Islamic attitudes to marriage
6	Islamic attitudes to divorce
7	Christian attitudes to sexual relationships
8	Islamic attitudes to sexual relationships
9	Christian attitudes to the roles of men and women in religion
10	Islamic attitudes to the roles of men and women in religion
11	Revision
12	Assessment
13	Feedback and Response
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## Topic Resources:

<b>Knowledge Map:</b>	Relationships	<b>Any other Resources:</b>	Textbook: Christianity, Islam and themes, Route A (Clare Lloyd)
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## Assessment:

<b>Knowledge:</b>	20 question knowledge test
<b>Application of Knowledge:</b>	'Marriage is for life'. Discuss. (15)

## Supportive Reading:

<b>Invisible Women by Caroline Criado Perez</b>	Gender inequality today
<b>Alan Turing – The Enigma by Andrew Hodges</b>	Story of Alan Turing