

Scheme of Learning: Life and Death

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 sixth of the eight units that make up the RS GCSE Course and the second 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, with the study of differing attitudes to significant moral issues in society today, including the abortion and assisted dying debates as well as environmentalism. 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 Life and Death unit covers beliefs about significant issues in human life, ranging from explanations for the origins of life, debates around major moral issues connected to human life (abortion/euthanasia) and concluding with differing beliefs about the existence of the afterlife and how these beliefs are reflected in funeral ceremonies.

The first series of lessons explore scientific explanations for the creation of the Universe and life on Earth (Big Bang/Evolution) as well as Creationist/Liberal Christian/Islamic views on Creation. Building on the beliefs studied, we examine how these beliefs will influence people today, e.g. does the Christian/Islamic belief in the world being created by God produce positive effects for society such as increased awareness and efforts to reduce pollution, climate change etc.

Having established the differing beliefs about the source of life on Earth we apply these beliefs, e.g. the Sanctity of Life, to significant moral issues in society today in order to understand the different views/legal status of abortion and assisted dying in the UK and other countries.

These religious and non-religious beliefs concerning the origins of the universe and life on Earth are then studied in relation to how different people will view/choose funeral ceremonies and how beliefs about an afterlife or lack of one will influence moral behaviour in the world 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 'Life is sacred' which provides pupils with the opportunity to debate and evaluate the various views from Christianity/Islam/Humanism on this statement using examples including the abortion/assisted dying debate in the UK and globally.

Sequence of Lessons:

1	Non-religious views on the origins of the universe and the environment.
2	Christian teachings on the origins of the universe and environmentalism
3	Islamic teachings on the origins of the universe and environmentalism
4	Non-religious views on evolution and abortion
5	Non-religious views on euthanasia, the value of life and funerals
6	Christian teachings on human life, abortion and euthanasia
7	Islamic teachings on human life, abortion and euthanasia
8	Christian beliefs about the afterlife
9	Islamic beliefs about the afterlife
10	Revision
11	Assessment
12	Feedback and Response
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Topic Resources:

Knowledge Map:	Life and Death	Any other Resources:	Textbook: Christianity, Islam and themes, Route A (Clare Lloyd)
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Assessment:

Knowledge:	20 question knowledge test
Application of Knowledge:	'Life is sacred'. Discuss. (15)

Supportive Reading:

The Universe by Andrew Cohen	Book of the Brian Cox (Humanist) TV series
Me Before You by Jojo Moyes	Assisted dying theme