

Scheme of Learning: Good and Evil

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 seventh of the eight units that make up the RS GCSE Course and the third 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 the concepts of good, evil and morality in society today, including the causes of crime and the use of different types of punishment eg corporal, capital and prison, to enforce standards of morality in society and an examination of the different purposes of punishment (eg reform, retribution) alongside the religious and non/religious beliefs that can support some of these purposes more than others,

The lessons continue with the study of debates around a specific type of punishment, the death penalty, which includes the arguments for/against, the current legal status of the death penalty in different countries today, along with examples of British miscarriages of justice such as Derek Bentley and Timothy Evans that contributed to the abolition of the death penalty in the UK.

Having studied examples of good/evil behaviour in society in the past/present we move on to study the religious and non-religious teachings and arguments for/against forgiveness, using examples such as the murders of Stephen Lawrence and Anthony Walker.

The unit content concludes with some of the religious/philosophical arguments for and against the Inconsistent Triad, the argument that the existence of suffering/evil in the world is not compatible with the belief in an omnipotent/omnibenevolent deity.

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 'Retribution is the most important purpose of punishment'. 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, moral behaviour and crime
2	Islam, moral behaviour and crime
3	Christian attitudes to marriage
4	Christianity and punishment
5	Islam and punishment
6	Differing attitudes to capital punishment
7	Christianity and forgiveness
8	Islam and forgiveness
9	Christian beliefs about good, evil and suffering
10	Islamic beliefs about good, evil and suffering
11	Revision
12	Assessment
13	Feedback and Response
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Topic Resources:

Knowledge Map:	Good and Evil	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:	'Retribution is the most important purpose of punishment'. Discuss. (15)

Supportive Reading:

John Christie of Rillington Place by Jonathan Oates	Miscarriage of Justice/Capital Punishment
And Still I Rise by Doreen Lawrence	Miscarriage of Justice
Maus – by Art Spiegelman	Holocaust