

Scheme of Learning: Human Rights

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 eighth of the eight units that make up the RS GCSE Course and the fourth 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, focusing on religious and non-religious attitudes to Human Rights, Social Justice, Prejudice & Discrimination and Poverty & Wealth. 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 concept of Social Justice with specific reference to the Universal Declaration of Human Rights alongside specific Christian/Islamic religious teachings that could promote social justice in society, alongside example of religious individuals/organisations such as Martin Luther King/Malcolm X, Christian Aid/Tearfund and Islamic Relief and non-religious examples eg Amnesty International which support social justice and Human Rights. We also study religious and non-religious extremist beliefs/examples of people/organisations which have a negative effect on social justice e.g. the KKK, the Taliban, National Action.

The lessons continue with the study of specific types of inequality in society today such as racism and homophobia and the religious/non-religious attitudes that can increase/decrease their impact on individuals and society.

The study of inequality in society continues with a focus on wealth inequality in the UK today, studying the religious and non-religious beliefs/examples that can reduce or increase wealth inequality such as the work of Christians and Muslims providing food banks and other charitable work for the poorest in society as well as the work of non-religious charities in this field. Specific examples studied include The Trussell Trust and on a local level, Eastleigh Basics Bank.

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 'Religious believers should not discriminate' 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 Human Rights
2	Islam and Human Rights
3	Christianity and Social Justice
4	Islam and Social Justice
5	Christianity, prejudice and discrimination
6	Islam, prejudice and discrimination
7	Christian attitudes to poverty and wealth
8	Islamic attitudes to poverty and wealth
9	Revision
10	Assessment
11	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:	'Religious believers should not discriminate'. Discuss. (15)

Supportive Reading:

The Spirit Level: Why Equality is Better for Everyone Pickett/Wilkinson	How almost everything - from life expectancy to mental illness, violence to illiteracy - is affected not by how wealthy a society is, but how equal it is
Inequality and the 1% Danny Dorling	Being born outside the 1% has a dramatic impact on a person's potential: reducing life expectancy, limiting education and work prospects, and even affecting mental health.
Persepolis - by Marjane Satrapi	Human Rights