

# **Toynbee Curriculum**

## **KS4 Topic Summaries**

# **RELIGIOUS STUDIES**

*Personal Best*

# **Toynbee School**



# Scheme of Learning: RELIGION, PHILOSOPHY AND ETHICS: THE VALUE OF HUMAN LIFE

## Topic Sequence:

1	2	3	4	5	6	7	8
<b>THE VALUE OF HUMAN LIFE</b>	<b>HUMAN RELATIONSHIPS</b>	<b>HUMAN RIGHTS – CRIME AND PUNISHMENT</b>	<b>HUMAN RIGHTS - CASE STUDIES</b>				

## Topic Overview:

This is the first of four units of the Core RS KS4 course. It builds on much of the content of KS3 RS with its focus on religious/non-religious beliefs and moral issues around the value of Human life in society today. 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, Islamic and Buddhist beliefs/practices as well as non-religious attitudes, e.g. Humanism.

## Lesson Sequence:

This unit covers beliefs about significant and often controversial issues in human life, ranging from explanations for the origins of life and debates around major moral issues connected to human life (abortion; euthanasia; Human Trafficking/Modern Slavery; War, Nuclear War and Chemical Weapons).

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. Although Buddhists believe that the world has always existed and was not created by a specific deity, Buddhists also place great importance on caring for the environment

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. We also study the different arguments/beliefs around the value of human life in relation to Modern Slavery, War and Chemical Weapons in order to provide pupils with greater knowledge and understanding of the world around them.

## Sequence of Lessons:

<b>1</b>	Creation of Universe/Life on Earth
<b>2</b>	Creation of Universe/Life on Earth
<b>3</b>	Ethical Issue: Environmentalism
<b>4</b>	Ethical Issue: Abortion
<b>5</b>	Ethical Issue: Abortion
<b>6</b>	Ethical Issue: Assisted Suicide
<b>7</b>	Ethical Issue: Assisted Suicide
<b>8</b>	Ethical Issue: Human Trafficking/Modern Slavery
<b>9</b>	Ethical Issue: Human Trafficking/Modern Slavery
<b>10</b>	Ethical Issue: War
<b>11</b>	Ethical Issue: War
<b>12</b>	Ethical Issue: Nuclear War
<b>13</b>	Ethical Issue: Nuclear War
<b>14</b>	Ethical Issue: Chemical Weapons
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## Topic Resources:

<b>Knowledge Map:</b>	The Value of Human Life	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	
<b>Application of Knowledge:</b>	

## Supportive Reading:

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

# Scheme of Learning: RELIGION, PHILOSOPHY AND ETHICS: HUMAN RELATIONSHIPS

## Topic Sequence:

1	2	3	4	5	6	7	8
THE VALUE OF HUMAN LIFE	HUMAN RELATIONSHIPS	HUMAN RIGHTS – CRIME AND PUNISHMENT	HUMAN RIGHTS - CASE STUDIES				

## Topic Overview:

This is the second of four units of the Core RS KS4 course. It builds on much of the content of KS3 RS with its focus on religious/non-religious beliefs and moral issues around the value of Human life in society today. 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 attitudes to different types of families in society today, marriage/divorce, same-sex relationships and the differing beliefs, religious and non-religious about the roles and responsibilities of different genders in the home and society in general. The study of these moral attitudes builds on the knowledge accrued in the previous units on Christian, Islamic and Buddhist 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/Buddhism and 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/Buddhist/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/Buddhist/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 today both in the UK and globally.

Sequence of Lessons:	Topic Resources:
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<b>1</b>	Ethical Issue: Purposes and Types of Family
<b>2</b>	Ethical Issue: Marriage
<b>3</b>	Ethical Issue: Divorce
<b>4</b>	Ethical Issue: Same Sex Relationships
<b>5</b>	Ethical Issue: Same Sex Relationships
<b>6</b>	Ethical Issue: Gender Inequality
<b>7</b>	Ethical Issue: Gender Inequality
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<b>17</b>	
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<b>Knowledge Map:</b>	Human Relationships	<b>Any other Resources:</b>	
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### Assessment:

<b>Knowledge:</b>	
<b>Application of Knowledge:</b>	

### 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

**Scheme of Learning: RELIGION, PHILOSOPHY AND ETHICS: HUMAN RIGHTS - CRIME AND PUNISHMET**

**Topic Sequence:**

1	2	3	4	5	6	7	8
THE VALUE OF HUMAN LIFE	HUMAN RELATIONSHIPS	HUMAN RIGHTS – CRIME AND PUNISHMENT	HUMAN RIGHTS - CASE STUDIES				

**Topic Overview:**

This is the third of four units of the Core RS KS4 course. It builds on much of the content of KS3 RS with its focus on religious/non-religious beliefs and moral issues around the value of Human life in society today. 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 use of punishment to enforce moral standards/behaviour in human societies. Lessons will focus on the causes of crime, the types and purposes of punishment including deeper study of the Death Penalty debate and examples of miscarriages of justice from the past and present. The study of these moral attitudes builds on the knowledge accrued in the previous units on Christian, Islamic and Buddhist 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/Buddhism/Humanism and how these affect the behaviour and moral decisions of people in the world today.

This unit builds on previous units at KS3 and KS4 with the study of how societies use punishment to enforce justice, moral codes and behaviour. The lessons include the study of the causes of crime and the use of different types of punishment eg corporal, capital and prison, to enforce standards of morality in human society. The lessons continue with the study of debates around a specific type of punishment, the death penalty, which includes the religious/non-religious arguments for/against, the current legal status of the death penalty in different countries today. These lessons build on the previous study of this topic in KS3 by focusing on more contemporary examples and arguments from a global perspective.

The unit concludes with the study of miscarriages of justice in the past and present.

**Sequence of Lessons:**

1	Ethical Issue: The Causes of Crime
2	Ethical Issue: Types and Purposes of Punishment
3	Ethical Issue: Types and Purposes of Punishment
4	Ethical Issue: The Death Penalty – Global perspectives
5	Ethical Issue: The Death Penalty – Global perspectives
6	Ethical Issue: Miscarriages of Justice - UK
7	Ethical Issue: Miscarriages of Justice - International
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**Topic Resources:**

<b>Knowledge Map:</b>	Human Rights – Crime and Punishment	<b>Any other Resources:</b>	
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**Assessment:**

<b>Knowledge:</b>	
<b>Application of Knowledge:</b>	

**Supportive Reading:**

<b>John Christie of Rillington Place by Jonathan Oates</b>	Miscarriage of Justice/Capital Punishment
<b>And Still I Rise by Doreen Lawrence</b>	Miscarriage of Justice

# Scheme of Learning: RELIGION, PHILOSOPHY AND ETHICS: HUMAN RIGHTS – CASE STUDIES

## Topic Sequence:

1	2	3	4	5	6	7	8
THE VALUE OF HUMAN LIFE	HUMAN RELATIONSHIPS	HUMAN RIGHTS – CRIME AND PUNISHMENT	HUMAN RIGHTS - CASE STUDIES				

## Topic Overview:

This is the fourth of four units of the Core RS KS4 course. It builds on much of the content of KS3 RS with its focus on religious/non-religious beliefs and moral issues around the value of Human life in society today. This unit takes a much deeper dive into philosophy and ethics than studied at KS3, with the study of differing attitudes to the protection and promotion of Human Rights and Social Justice in global society today. Lessons will focus on individual, groups and governments around the world that are working for or against Human Rights in the world today, focusing on specific examples of Human Rights work and Human Rights violations. The study of these moral attitudes and actions builds on the knowledge accrued in the previous units on Christian, Islamic and Buddhist 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/Buddhism/Humanism and how these affect the behaviour and moral decisions of people in the world today.

This unit builds on previous units at KS3 and KS4 with the study of how the beliefs and actions of various individuals, organisations and governments have a positive or negative effect on human life and rights in the past and present. The lessons include the study of...EXAMPLES OF PEOPLE/GROUPS/GOVERNMENTS THAT EITHER PROMOTE OR VIOLATE HUMAN RIGHTS, TO BE DECIDED LATER! BUT EXAMPLES COULD INCLUDE HUMAN RIGHTS GROUPS LIKE AMNESTY INTERNATIONAL, ISLAMIC RELIEF, DALAI LAMA, RELIGIOUS AND NON-RELIGIOUS EXTREMISTS VIOLATING HUMAN RIGHTS eg TALIBAN, SAUDI GOVERNMENT, WESTBORO BAPTIST CHURCH, NATIONAL ACTION/FAR RIGHT ETC.....

These lessons build on the previous study of this topic in KS3 by focusing on more contemporary examples and arguments from a global perspective in greater detail.

## Sequence of Lessons:

1	Human Rights Case Study:
2	Human Rights Case Study:
3	Human Rights Case Study:
4	Human Rights Case Study:
5	Human Rights Case Study:
6	Human Rights Case Study:
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## Topic Resources:

<b>Knowledge Map:</b>	Human Rights – Case Studies	<b>Any other Resources:</b>	
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## Assessment:

<b>Knowledge:</b>	
<b>Application of Knowledge:</b>	

## Supportive Reading:
