

Subject: Religious Studies **Year** 9 **Ability** Mixed

Term / Date(s)	Half-term 1-2 (15 weeks)	Half-term 2-3 (12 weeks)	Half-term 3-4 (12 weeks)
Topic	How do religions respond to medical issues?	How different are the religious and non-religious views on matters of life and death?	Do religions promote or prevent equality?
Topic overview	Religious and non-religious attitudes to organ donation, IVF and genetic engineering	The meaning behind abortion and euthanasia as debated topics. How Christianity and Islam view life and the issues of abortion and euthanasia.	Students investigate what is meant by equality, prejudice and discrimination. They explore religious teachings about equality and how faith has inspired and opposed the advance of equality.
Pupils will learn...	The current laws and opt out system in place for organ donation in the UK. To consider their own personal beliefs about opinions about organ donation, IVF and genetic engineering.	To consider their own personal beliefs about opinions about abortion and euthanasia.	Students will study social justice movements such as Black Lives Matter and LGBTQ+ rights groups.
Golden Knowledge	<u>Substantiative-</u> What are the different religious/non-religious viewpoints on medical issues? In particular, students will focus on the views of Christians and Muslims as religious viewpoints and humanists/atheists as a non-religious viewpoint. To what extent do their views differ on medical issues such as IVF and organ donation? <u>Disciplinary skills are:</u> Analysis of holy books/quotations Atheist/theist debates Sanctity of life Quality of life British Values	<u>Substantiative-</u> What are the different religious/non-religious viewpoints on life and death? In particular, students will focus on the views of Christians, Muslims and Hindus as religious viewpoints and humanists/atheists as a non-religious viewpoint. To what extent do their views differ on abortion and euthanasia? <u>Disciplinary skills are:</u> Atheist/theist debates Analysis of holy books/quotations Sanctity of life Quality of life	<u>Substantiative-</u> What do the terms equality, prejudice and discrimination mean in the context of religions and multi-faith society? To what extent to religions promote or prevent equality in society? Students will focus on the 6 world faiths as well as humanist beliefs. <u>Disciplinary skills are:</u> Analysis of holy books/quotations Sanctity of life Quality of life British Values
Components	Students will understand what is involved with blood, stem cell and organ donation and the recent changes to the law surrounding it. Therefore, enabling them to debate the positives and negatives associated with it.	Students will learn religious beliefs about the Sanctity of Life, so as to apply these to the topics of abortion and euthanasia.	The unit also investigates to two sensitive and controversial issues: gender and sexual orientation, recognising there are different perspectives and views within faith communities. This allows students to have

	<p>Students can understand Christian attitudes towards organ donation in order to compare and contrast these to both non-religious perspectives and their own.</p> <p>Students will explore Quranic teachings and Fatwa's in order to explain why there are varied and different Islamic perspectives to organ donation.</p> <p>Students will understand what is involved with IVF process, therefore, enabling them to debate the positives and negatives surrounding it.</p> <p>Students will explore Christian and Muslim beliefs and teachings about IVF. In order to understand the reasons for the different perspectives within the faiths.</p> <p>Students will investigate the ethical issue of genetic engineering, in order to consider both non-religious and religious attitudes towards it.</p> <p>Students will examine sources of wisdom and authority, considering the different ways in which they can be interpreted and the influence these can have on religious responses to organ donation, IVF and genetic engineering.</p> <p>Students will be encouraged to reflect on their own beliefs about organ donation, IVF and genetic engineering, in which they will express in a tolerant and balanced way.</p>	<p>Students will learn about the development of the foetus in order to come to their own decision about when life begins.</p> <p>Students will explore non-religious attitudes to abortion in order to compare these to their own point of view and the teachings of Christianity and Islam.</p> <p>Students will explore Christian beliefs and teachings about abortion. In order to understand that different denominations have different beliefs and perspectives.</p> <p>Students will explore Muslim beliefs and teachings about abortion, in order to appreciate that there is a variety of perspectives within the religion of Islam.</p> <p>Students will apply their knowledge and understanding of the development of the foetus to religious beliefs about when life begins.</p> <p>Students will understand the UK law on euthanasia so as to appreciate where arguments for and against euthanasia stand within the UK law.</p> <p>Students will explore non-religious attitudes to euthanasia in order to compare these to their own point of view and the teachings of Christianity and Islam.</p> <p>Students will explore Christian beliefs and teachings about euthanasia, applying their prior knowledge of Christian beliefs about the Sanctity of life.</p> <p>Students will explore Muslim beliefs and teachings about euthanasia, applying their prior knowledge of Muslim beliefs about the Sanctity of life.</p> <p>Students will examine sources of wisdom and authority, considering the different ways in which they can be interpreted and the influence these can have on religious responses to abortion and euthanasia.</p> <p>Students will be encouraged to reflect on their own beliefs about abortion and euthanasia which they will express in a tolerant and balanced way.</p>	<p>a wider view on the world and the changes made in society in order to have tolerance and respect towards others.</p> <p>Students will learn to observe and explain a range of ways in which commitment and identities are expressed over questions of equality and what religions teach about equality. They will learn to express their views on controversies about religions and worldviews, accounting for the impact of diversity within faith communities. Students re-introduced key terms that link with a unit in year 7 'What does it mean to live in a multifaith Britain?' such as discrimination and prejudice. The Bible and Qur'an will be used to explore religious views on promoting or preventing equality. Students will learn to use sources of authority to explain viewpoints on equality. Students will explore different religious viewpoints on the role of men and women in order to analyse changes within the roles in today's society.</p>
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