

Curriculum Area: Religious Studies KS4 Year 11

	WALTs: Learning objectives for each session.	Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL	New key terminology:	PSHE Competencies:	Impact
1	Learning Outcomes: <ul style="list-style-type: none"> Explore humanist beliefs about the purpose of life 	Humanism and Purpose of Life Starter What do these people have in common? Task Discuss what humanists believe. Watch a clip and list four facts about how humanists answer questions about the purpose of life. Task Summarise the humanists main beliefs about humans based on the images. Task True/false quiz. Plenary How humanist are you? Take the quiz.	Humanism - Humanism is a philosophical and ethical stance that emphasizes the value, agency, and dignity of human beings. It promotes the idea that human beings have the capacity to reason, make ethical decisions, and live fulfilling and meaningful lives.	Core Theme: Relationships KS4 R1 KS4 R5	Autumn Term Pupils will focus on Humanism. Learners are to consider non-religious beliefs about the nature of life and death and the origins and value of the universe and human life. These issues will be explored from a humanist perspective. Pupils will be challenged to consider their own views on the issues studied but appreciate and respect the views of others. Misconceptions about different religious views will be challenged, including any extreme views or discriminatory opinions.

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2	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Explore Humanist views on environmental responsibility 	<p>Environmental Responsibility</p> <p>Starter</p> <ol style="list-style-type: none"> What is a global citizen? What might some of the roles or responsibilities of a global citizen be? <p>Task one</p> <p>Write a paragraph explaining what reasons a religious person and a humanist may give for wanting to look after the environment.</p> <p>Task</p> <p>Read through the different perspectives provided by Humanists on environmental issues.</p> <p>Rank them from 1- 6. 1= I agree strongly with this because...</p> <p>If there are any that you do not agree with, place them towards the bottom and provide reasons why.</p> <p>Task</p> <p>Research more about the organisation H4BW using the 5W's.</p> <p>Who?</p> <p>What?</p> <p>When?</p>	<p>Stewardship means caring for the planet and managing its resources.</p> <p>Environmental responsibility means that humans should look after the world in such a way that future generations can enjoy it too. It involves not using up the world's natural resources and ensuring that the planet is cared for and preserved.</p>	<p>Core Theme: Living in the Wider World</p> <p>KS3 L23 KS3 L26 KS3 L18 KS3 L3</p>	
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		<p>Where?</p> <p>Why?</p> <p>Plenary What are the main points made in David Attenborough's speech?</p> <p>Are there any goals you could set yourself to become more environmentally responsible?</p>			
3	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Explore Humanist perspectives on the origin of human life. 	<p>Origin of Life</p> <p>Starter Can you work out the link between the 3 songs, to reveal what topic we will be looking at today?</p> <p>Task Create a list of questions that come to mind when you see this image. What does Jacques Monod believe about the creation of human life? How does this compare to Richard Dawkins' ideas on creation?</p> <p>Task: Watch the clip and answer; Why might religious people see Humanism as a threat?</p> <p>Task: What is evolution? How might a Humanist explain beauty and design? Summarise what is meant by 'intelligent design'?</p>	<p>Evolution – Evolution refers to the process of change and development over time in living organisms, leading to the diversification of species. It involves the gradual modification of inherited traits in populations through mechanisms such as genetic variation, natural selection,</p>	<p>Core Theme: Relationships KS4 R32 KS4 R33 KS4 R34</p>	

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		<p>Plenary 'Life must have come about by itself' To what extent do you agree or disagree with the statement above. Think about what you already know and what you have learnt today.</p>	<p>mutation, and genetic drift.</p>		
4	<p>Learning outcomes:</p> <ul style="list-style-type: none"> • Explain arguments for and against speciesism 	<p>Speciesism</p> <p>Starter A dog and a child are trapped in a fire. You can only save one of them. Which one will you save?</p> <p>Task Think of at least 3 words which define speciesism based on the following clip and images.</p> <p>Task</p> <ol style="list-style-type: none"> 1. What is speciesism? As you watch the clip: 2. Summarise Singer's views. 3. Explain are his views justified? Why or why not? 4. What reasons may religious people give to support Singer? <p>Task</p> <ol style="list-style-type: none"> 1. For each quote list reasons which agree and disagree with Singer and speciesism. (number these reasons) 	<p>Speciesism is the belief that being human is a good enough reason for humans to have greater moral rights than non-human animals.</p>	<p>Core Theme: Relationships KS4 R1</p> <p>Core Theme: Living in the Wider World KS4 L1 KS4 L2</p>	

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		<ol style="list-style-type: none"> Are there more agree or disagree reasons as a whole class? If more agree does this show speciesism is an issue and we need to do something about it? If more disagree does this show spreading awareness of speciesism is a waste of time? <p>Plenary</p> <p>‘Speciesism is sheer prejudice — nothing more — and our giving greater consideration to humans than to animals is utterly unjustified’ How far do you agree?</p>			
5	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the Humanist view on euthanasia and what it means. 	<p>Euthanasia</p> <p>Starter</p> <ol style="list-style-type: none"> Do you think it is ever right to help someone to die? Do you think Euthanasia should remain legal in the UK? <p>Task</p> <p>Match the description to either Active, Passive, Voluntary (assisted), Involuntary Euthanasia.</p> <p>Task</p> <ol style="list-style-type: none"> Is it ever OK to help somebody to die? Is it really suicide or murder? What do you think makes a life worth living? Is this an easy choice to make? Think about the people you leave behind and what they might have to go through. Could euthanasia ever be right in cases where the patient is incapable of giving consent? 	<p>Euthanasia</p> <p>– means easy or gentle death. Euthanasia is the deliberate ending of someone’s life for compassionate reasons because they are suffering.</p>	<p>Core Theme: Health and Wellbeing KS4 H23 KS4 R4</p> <p>Core Theme: Living in the Wider World KS4 L1</p>	

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		<p>6. Should doctors and nurses be allowed to impose their moral views on patients?</p> <p>7. What would a Humanist do or say? What would you do, give reasons?</p> <p>Plenary Case study and class debate about it.</p>			
6	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Explain what humanists consider to be a meaningful life and compare that to what a meaningful life means to them • Explain why humanists believe we must make the most of our lives • Evaluate different potential 	<p>The Meaning of Life</p> <p>Starter Write what you think the meaning of life is</p> <p>Task</p> <ol style="list-style-type: none"> 1. What is the meaning of life? 2. How can I make my life meaningful? 3. What matters in life? 4. How should I live my life? 5. What is the good life? <p>Task</p> <p>Select the 9 most important ingredients in your opinion.</p>	<p>Goals – an aim or desired result.</p> <p>Relativism - the doctrine that knowledge, truth, and morality exist in relation to culture, society, or historical context, and are not absolute.</p>	<p>Core Theme: Relationships KS4 R9</p> <p>Core Theme: Living in the Wider World KS4 L2 KS4 L25</p>	

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	ingredients of 'the good life'	<p>Number from 1 – 9 the ingredients you think are the most important.</p> <p>Label the ingredients you think are essential (you can't live a good life without them) and also the ingredients you think are desirable (your life would be better, but they are not essential)</p> <p>Task Read, and think about the quotes.</p> <ol style="list-style-type: none">1) Find a quote that you like. Explain why.2) Find a quote you disagree with. Explain why.3) Find a quote that could also be expressed by a religious person.4) Find a quote that could not be expressed by a religious person. <p>Task</p> <ol style="list-style-type: none">1. What goals might you have achieved?2. What talents might you have cultivated?3. What connections might you have made with other people?4. What might you have done to contribute to the good of humanity? <p>Plenary Without a god or an afterlife, life has no 'ultimate' meaning.</p>			
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		1. What is the good life?			
7	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Understand the Humanist belief on the afterlife and to know what happens during a Humanist funeral service. 	<p>Life After Death</p> <p>Starter</p> <p>How do you think someone might “live on” after death if there is no heaven or hell?</p> <p>Task</p> <ol style="list-style-type: none"> Do you think having a belief in life after death changes your behaviour/attitude in this life? What do you think or believe happens after you die? Is it the same view/belief as the person sitting next to you? Discuss <p>Task</p> <p>Students read through some common questions about life after death.</p> <ol style="list-style-type: none"> How might humanists respond? What is a humanist funeral? 	<p>Humanist – that emphasizes the individual and social potential, and agency of human beings.</p>	<p>Core Theme: Health and Wellbeing KS4 H23</p>	

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		<p>Plenary Plan a funeral service for a Humanist.</p> <ol style="list-style-type: none"> 1. What form might the service take? 2. How would it differ from a religious service? 3. Where would it be held and who would lead the service? 4. How could the service reflect the person's beliefs and give comfort to the person's friends and relatives. 			
8	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Explore the Hindu beliefs about Brahman 	<p>Nature of God</p> <p>Starter: Complete the sentence starters about Hinduism.</p> <p>Task 1: Watch a video about Brahman.</p> <p>Read the story of the blind men and elephant. How does the story link to Hindu understanding of God?</p> <p>Task 2: True/false quiz.</p>	<p>Aum - The Aum symbol is widely used in Hinduism to represent Brahman.</p> <p>Brahman - Hindus believe in one true God, the supreme spirit, called Brahman. The first living being.</p>	<p>Core Theme: Relationships KS4 R1</p>	<p>Spring Term Learners should be aware that Hinduism is one of a diverse range of religious traditions and beliefs in Great Britain today that also includes Christianity, Buddhism, Islam, Judaism, Sikhism, Humanism and Atheism but that the main religious tradition in Great Britain is Christian. This knowledge may be applied throughout the assessment of the specified content. Learners must know, understand and express</p>

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		<p>Task</p> <p>1. What is the Aum prayer?</p> <p>Plenary: “More than one understanding of God means someone must be wrong.” Discuss.</p>			<p>common and divergent views and the basis for beliefs, teachings and practices. References to relevant sources of wisdom and authority are expected, including scripture and/or sacred texts. Pupils will be challenged to consider their own views on the issues studied but appreciate and respect the views of others. Misconceptions about different religious views will be challenged, including any extreme views or discriminatory opinions.</p>
9	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Explore the Hindu deities and the idea of God in Hinduism 	<p>Nature and role of the Trimurti</p> <p>Starter: Unscramble the key words.</p> <p>Task: Using the resources and links, add as much detail as possible about each member of the Trimurti.</p> <p>Task</p> <p>Complete the table on qualities of the consort of the Trimurti.</p> <p>Task</p> <p>Quick quiz.</p>	<p>Trimurti - Of these hundreds of gods Hindus have three that are considered most important. These three make up the TRIMURTI.</p>	<p>Core Theme: Relationships KS4 R10 KS4 R1</p>	

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		<p>Plenary:</p> <p>What three things/traits would best describe you and your personality?</p> <p>Out of the three you have selected, which would you say was the most important to you and why?</p>			
10	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Describe and understand Hindu beliefs about the nature of the atman (soul) including what makes up a human being. 	<p>The Eternal Self</p> <p>Starter</p> <p>What do you think a soul is?</p> <p>Task</p> <ol style="list-style-type: none"> Summarise the video. <p>Task</p> <ol style="list-style-type: none"> Have you ever wondered whether this reality that you are in is real or just an illusion? Maybe an illusion or is another perception of your reality? What is the Hindu word for the 'embodied One'? <p>Plenary</p> <p>How does the cycle of samsara make a difference to a Hindus' choices?</p>	<p>Atman is a Hindu word that means 'soul or spirit'. Essentially, it refers to the real person inside an individual.</p>	<p>Core Theme: Relationships KS4 R10 KS4 R1</p>	

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11	<p>Learning Outcomes:</p> <p>Understand the nature and purpose of human life in Hinduism</p>	<p>Nature and Purpose of Human Life</p> <p>Starter</p> <p>Does free will really exist?</p> <p>Task</p> <ol style="list-style-type: none"> 1. Think of a choice you made yesterday. What was the consequence of that choice? 2. How do you think that consequence leads to the choices you will make today? <p>Task</p> <p>Do you think it is possible to truly achieve Moksha? What do you think gets in the way of achieving it?</p> <p>Task</p> <p>Gap fill.</p> <p>Plenary</p> <p>Key Word bingo.</p>	<p>Free Will - the power of acting without the constraint of necessity or fate; the ability to act at one's own discretion.</p> <p>Artha - The Means of Life</p> <p>Karma - the sum of a person's actions in this and previous states of existence, viewed as deciding their fate in future existences.</p>	<p>Core Theme: Relationships KS4 R9</p> <p>Core Theme: Living in the Wider World KS4 L28 KS4 L19</p>	
18	<p>Assessment</p>	<p>Forms Quiz as a summative assessment of Religious Studies. Based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades.</p>			