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| **Autumn Term** | | |
| Overarching Topic: Crime and punishment | | |
| What has come before and what comes later: | In Year 7 students covered the Island, Faith and Practice, Stories of the Old Testament and Buddhism. Students will study Prejudice and equality, good and evil and religion and life. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | How can crime be linked to environmental, psychological and social factors?  How could criminals be punished? Are these effective methods of punishment?  What are the three types of crime?  Does evil exist?  Why is forgiveness and reformation important?  What is the most effective way to punish criminals?  What are the aims of punishment?  Why is capital punishment illegal in the UK?  Why do people commit crime?  How can religious believers help criminals to stop re-offending? | What is the link between crime and the ten commandments?  Why are Buddhists against crime being committed?  Is capital punishment a good deterrent?  What are the possible consequences of crime? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Evaluate some of the challenges offered by the variety of religions and beliefs in the contemporary world.  Understand the key legislation and aims of punishment in differing nations.  Using direct evidence from a text. | * Students will be able to debate the key ethical aspects of this unit for example if the death penalty should be made legal, using religious and secular views to support their views.   Students will have the opportunity to compare and contrast the punishments between different nations, identifying the effectiveness between nations.  Students will be able to make informed judgements based on the teachings and principles of Jesus |

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| **Spring Term** | | |
| Overarching Topic: Prejudice and equality, good and evil | | |
| What has come before and what comes later: | Students have studied their first thematics unit, religion and crime. In the prejudice and equality unit, students will explore the concept of discrimination, prejudice and segregation throughout this unit, whilst making reference to key religious teachings. Students will also explore the concept of good and evil, investigating God’s existence due to the evil that is evident in todays society. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | What is a caste system?  What is Martin Luther King remembered for?  What is segregation?  How can people be segregated?  What is gender inequality?  What were the Jim Crow laws?  Who was Oscar Romero?  What is gender inequality?  What is natural and moral evil?  How and why did Job suffer?  Why is evil a problem for religion? | What is the link between evil and the Fall?  What does theodicy mean?  What is the link between Job and suffering?  Can God prevent suffering?  Why do people suffer?  If God exists, why is there still suffering in the world? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Demonstrate empathy for those around you.  Explore the implications key religious texts have on the action of key people.  Contextualise religious beliefs in a 21st century society.  Explain, in detail, the origins of key religious beliefs and make links to how this has impacted societies perceptions. | * Students will be able to consider the thoughts, feelings, experiences, beliefs and values of others. Students will have the opportunity to see through someone else’s eyes and will show compassion towards those that have suffered due to discrimination, prejudice and discrimination * Students will be able to infer key religious texts, such as Jesus’ parables, and apply the teachings to issues surrounding prejudice and equality. * Students will be able to consider how religious believers could apply beliefs to issues that are not addressed in religious texts. This may be in the form of a debate and from analysing the actions of key religious figures. * Students will be able to explore and identify themes within important texts and assess how much they still influence beliefs in society today. For example, the origin of evil in Genesis 3 has led to religious practices such as baptism, which are still practiced in society today. |

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| **Summer Term** | | |
| Overarching Topic: Religion and life and the Existence of God | | |
| What has come before and what comes later: | Students have explored the concept of religion and crime, prejudice and equality and good and evil. Students will study key medical ethics concepts in the religion and life unit and they will explore philosophy for the first time. Students will revisit religion and crime in their first unit in Year 9. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | What is the sanctity of life?  Why is it seen to be ethically wrong to clone human beings?  Why do Jehovas witnesses refuse blood transfusions?  Is it ethically wrong to sacrifice the life of one to save the life of many?  What are artificial methods of conception?  Does the universe show signs of design?  Can the causes in the universe go on forever?  What purpose does our conscience have?  Do people have experiences of God?  Does God appear to humans? | What is the issue of throwing away unwanted embryos for religious believers?  Is it right to play God if it can improve quality of life?  What are the ethical issues surrounding sperm donors and surrogacy?  Why do we need organ donors?  What is genetic engineering?  Can God break the laws of science? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Using quotations from religious texts.  Application of key terminology  Understand the acts of religious believers in the modern scientific world. | * In assessments, students will have the opportunity to make reference to religious texts to support their answer. * Students will be required to have an understanding of the key terminology used to enable them to answer questions correctly. * Students will be able to identify the differing religious beliefs surrounding medicine, and will be able to use religious teachings to support their argument. |