



# ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

## AQA Religious Studies (Specification A) Religious, philosophical and ethical studies Scheme of Learning

### Year 11 – Term 3 Theme A: Relationships and families

#### Intent – Rationale

Religion and Life is one of the themes within the AQA GCSE Religious Education paper. Students over the 3 years will study all 4 of the themes. . This scheme will cover all relevant material within the unit including key words, concepts and exam writing practice. This scheme will also address some of the issues involved with personal and sexual relationships, including heterosexual and homosexual relationships. In this topic we will explore key concepts of commitment, responsibility and chastity within religious and secular attitudes. This theme also covers remarriage, divorce in the 21<sup>st</sup> century form both secular and religious perspectives as well as gender equality.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> <li>• Yr 7 – Justice, Hinduism</li> <li>• Yr 9 – Social justice (Theme F)</li> <li>• Yr 10 – Religion and life (Theme B)</li> </ul>	<ul style="list-style-type: none"> <li>• Whole Themes exam.</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>• PSHE links</li> <li>• English</li> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have the opportunity to reflect on their own values and the cultural values that surround them (SP1,2). They will have a chance to discuss openly views about gender, equality and sexualisation (M2,3). Through discussion of contraception, commitment and relationships they will be able to recognise the diversity of views today (SO3). As well as recognising how relationships have changed over the 20/21<sup>st</sup> century and the laws surrounding it. (C2,3).</li> <li>• All 5 British values are reflected throughout this topic – respect of other views, regard for law, freedom of choices and tolerance of faith decisions.</li> <li>• The variety of tasks – ordering, presentations, debate, discussion allow for careers GB4 a-e are reached.</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>• Key words, spelling. Whole school SPAG in use.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



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### Year 11 – Term 3 Theme A: Relationships and families

#### Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

##### Know

This theme considers the religious attitudes to relationships. Students must know the most traditional responses as well as how religious has adapted in more recent times. Students must understand attitudes to contraception and sex before marriage in order to recognise the significance of marriage for a religious believer. Students need to know the secular attitudes to these issues as well and recognise how views can change through globalisation and media. Students need to know the law regarding marriage and divorce and the religious elements of these procedures, including attitudes to homosexual unions. Students need to know the importance of family within religion and again the differences this may illustrate in the secular world. Finally gender inequality is linked to this theme but discussed in length in social justice (theme F)

##### Apply

Opportunity to write 12 mark responses within the key topics using examples and evidence to explain and justify claims.

Debate issues surrounding homosexuality, the law, the value of marriage in today's society, the ideal of marriage and the contradiction of allowing divorce. Contraception and the health implications of not having this in today's secular society.

4, 5 mark questions facilitated through understanding the impact beliefs have on communities and religious believers.

##### Extend

Evaluating the views of themselves and others using religious evidence in order to substantiate and develop claims.

Analyse the impact the views held will have on individuals, communities and denominational groups and establish conclusions to reflect this process.

What subject specific language will be used and developed in this topic?

- Adultery – having an affair, sexual relations with someone you are not married to
- Age of consent – legal age to have sex
- Annulment – the cancellation of a marriage
- Civil marriage – non religious ceremony
- Civil partnership – legal union of two people of the same gender
- Chastity – staying sexually pure (e.g until marriage)
- Cohabitation – living together as a couple
- Contraception – precautions taken to prevent pregnancy or STI's
- Divorce – legal dissolution of a marriage
- Gender discrimination – acting on prejudices against someone because of their gender
- Gender equality – men and women are of the same worth
- Heterosexual – attracted to the opposite sex
- Homosexual – attracted to the same sex
- Polygamy – more than one wife at the same time (permitted by law)
- Remarriage – marriage after a divorce
- Vows promises made in a wedding ceremony

What opportunities are available for assessing the progress of students?

- A range of 12 mark questions
- A range of 4 or 5 mark questions – Teacher assessed
- A range of 4 or 5 mark questions – Peer assessed.
- Yr 11 internal examination.



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## Intent – Concepts

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
Relationships	<p>Starter – class discussion of the statement ‘Sex has been devalued by society today.’ Students then to note down consent laws and Christian attitudes to relationships. Teacher exposition of law regarding homosexuality.</p> <p>Students are then to link the teaching from the ppt to explain Christian attitudes to heterosexuality.</p> <p>Finally using the text book students are to answer questions about sex before marriage, outside of marriage and adultery.</p>	Answers to questions	<p>Linking quotes can be done through mix and match task.</p> <p>Questions – outcome.</p> <p>Challenge through open ended questions in the discussion starter.</p> <p>Extension – write answer to the starter.</p>	N/A	<p>PPT – CGS drive</p> <p>Text – AQA Religious studies</p>
Contraception	<p>Starter – students are to complete a mind map of all different types of contraception – natural and artificial.</p> <p>Students make a table of arguments for and against Christianity.</p> <p>There are a variety of short clips to watch regarding a range of the arguments covered in the table.</p> <p>Students complete a 5 mark question.</p>	5 mark question	<p>Mind-map/5 mark question – outcome.</p> <p>Feedback from video/questioning.</p> <p>Extension – repeat 5 mark question using different knowledge.</p>	Christian beliefs about sex have led to prejudice against homosexual people. (12)	<p>PPT – CGS drive.</p> <p>Text – AQA Religious studies</p>
Christian Marriage	<p>Starter - Students to identify reasons people get married, then they are to underline the best reasons.</p> <p>Students are to analyse the marriage ceremony sermon and underline key teachings, beliefs as well as annotate the sheet with meaning. Teacher exposition of ceremony and meanings – students to complete the table.</p> <p>5 mark question.</p>	<p>12 mark question (previous lesson)</p> <p>5 mark question.</p>	<p>Outcome for the main task and 5 mark question.</p> <p>More able students picked to give analysis and feedback.</p> <p>Extension – repeat 5 mark question using different knowledge.</p>	Marriage ceremonies are out of date. (12)	<p>PPT – CGS drive.</p> <p>Text – AQA Religious studies</p>
Christianity and divorce	<p>Starter – students identify reasons for divorce and add any legal ones they missed from the ppt.</p> <p>Students to make notes using the text book about catholic and C of E attitude to divorce including biblical teaching.</p> <p>Plenary – give students 12 mark answer, how would they improve it?</p>	<p>Table of different Christian beliefs.</p> <p>Improved answer.</p>	<p>Peer support for religious arguments and discussion.</p> <p>12 mark question – improvements</p> <p>Extension – write their own 12 mark answer.</p>	Socratic quiz	<p>PPT – CGS drive.</p> <p>Text – AQA Religious studies</p>



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Islamic marriage	<p>Starter – recap quiz            Pose question – would you let your parent choose your partner? Discussion.            Create mind map of key features of a Muslim wedding ceremony.            Explain concepts of polygamy.            5 mark question.</p>	5 mark question.	<p>Mind-map = outcome.            Teach peers how to write a 5 mark question?</p>		<p>PPT – CGS drive.  <a href="http://www.youtube.com/watch?v=xVSlbS5gn00">http://www.youtube.com/watch?v=xVSlbS5gn00</a>            (marriage doc)</p>
Islam and divorce	<p>Starter - True or false recap quiz .            Class discussion about adultery.            Give students key information regarding Islamic views on divorce – memory test challenge. Write down what they can remember from last 3 PPT slides.            Bullet point 5 key beliefs/attitudes to Divorce.            5/4 mark question</p>	5/4 mark question.	<p>Bullet points can be reduced – outcome. 4/5 mark question can be bullet pointed.            Write both 4 &amp; 5 mark question            Extension – write a different response again.</p>	12 mark question	<p>PPT – CGS drive.            Text – AQA Religious studies</p>
Nature of families	<p>Starter – what makes a good parent?            Terminology – copy down            Silent debate on key issues of family in Islam and Christianity.            12 mark practice.</p>	12 mark question	<p>Silent debate-peer support.            12 mark question – plan 2 or 3 from list?            Extension-write a response and mark someone else’s response.            What would you give and why?</p>		PPT – CGS drive.