

Year 12 Core RS: Religion & Ethics

Lesson	Overview	Method
Welcome L1	Interactive lesson to initially break down barriers and introduce the idea of religion and ethics and what we will be doing, linking to values and character development in the workplace. Christian values	Delivered as a whole in the Main Hall
Ethical dilemma L2	Students are given an ethical dilemma to explore and consider how they make value judgments. What do their judgements say about their personal values and how they apply them to others? Christian values	Delivered in classrooms with teacher
Ethical dilemmas L3	Students are put into teams to consider modern day ethical dilemmas to debates and discuss. Then they can vote on the most popular outcome. Looking at whether we believe humans have instrumental or intrinsic value. Christian values	Delivered in classrooms with teacher
Compassion & Society L4	Students are introduced to the unit Compassion and Society. Understanding what compassion actually means, exploring examples of famous people who show compassion, with a focus on food banks. Focus on Sikhism with some Christianity	Delivered in classrooms with teacher
Why are others compassionate? L5	Students consider the work of Gerard Butler and 'Mary's Meals' and how he uses his fame to promote social justice. Students consider their feeling about compassion and are challenged Many worldview focus	Delivered in classrooms with teacher
The work of Street Pastors L6	Street Pastors are invited in to talk about their work focusing on what they do and why they do it. Who funds it and why it is vital. Christian teachings / Values	Delivered as a whole in the Main Hall / Drama Studio

Compassion & You L7	Students consider what they have compassion for and what they could do to put this value into action. This is set as an on-going homework. Students are invited to get involved with the Santa Dash	Delivered in classrooms with teacher
This unit covers September to Christmas and is approx. 7 hours teaching time, with time then spent on their compassion project and completing an evaluation questionnaire: 10 hours.		
Truth & Social Media L1	Students learn about the rise of social media and the impact it has had on the world, particularly in the UK. Students consider what this may have to do with religion, leading on to Christian values	Delivered in classrooms with teacher
Social Media as a force for Good L2	Students consider how social media can be used in a positive way for promoting values and raising awareness, bringing communities together and giving people a sense of belonging. Can we include in here how religion has used social media?	Delivered in classrooms with teacher
What is truth? L3	Students explore what truth is, with particular emphasis on religious truth as unchanging and absolute in contrast to scientific truths and truth in a pluralist society. Many worldview focus	Delivered in classrooms with teacher
Social media & deep fakes L4	Students explore 'deep fakes' and consider if our persecution of truth is changing as AI develops. Students consider how these changes impact truth and truthful living and the impact it can have. Many worldview focus	Delivered in classrooms with teacher
Social Media and Westboro Baptist Church L5	Students explore the idea of religious truth and interpretation of such, using Westboro Baptist Church their 'ideals' as how we interpret and share truth. Considering how social media helped one person escape through love and kindness and how we should respond to others we think are living 'wrongly'. Christian values	Delivered in classrooms with teacher
Social Media &	Students discuss conspiracy theories and the impact these can have on	Delivered in

Conspiracy Theories L6	truth and truthful living. Using the example of Sandy Hook School and the court case, the impact of conspiracy theories on others. Students consider how gossip, based on untruth, can have a negative impact. Christian values	classrooms with teacher
Social Media & Me! L7	Students consider their digital footprint and what it says about them. Taken from an employer's point of view in order to think about how we should live in light of social media. Many worldview focus	Delivered in classrooms with teacher
This unit covers January to Easter and is approx. 7 hours teaching time, plus time for evaluation and looking at their own digital footprint. Core RS this then stopped to give time for mock preparation and mock week		
News Issues: Foreign Aid L1	Students debate the Government's target to reduce foreign aid from 0.7% (2019) to 0.5% (2022) to 0.3% by 2027. We consider what is the right thing to do; considering our moral duty as a wealthy nation (Kantian Ethics), applied Utilitarian ethics and a loving approach (Christian agape in action). Christian values	Delivered in classrooms with teacher
Artificial Intelligence L2	Students debate the value of AI, its strengths, weaknesses and potential threats. We consider what the right way to use AI is, now that it is here, and explore ethical theories ethical theories such as utilitarianism (maximizing overall good), deontology (following moral duties and rights), and virtue ethics (cultivating responsible and trustworthy development practices). Many worldview focus	
Evaluation & Reflection L3	Students spend time reflecting on their learning and how their thinking has developed over the past year.	

Year 13 Core RS: Religion & Ethics

Topic		Method
Creation Stories & Myths L1	Students explore different creation stories and consider why we have such stories. Students consider three big meaningful questions: Where have we come from? Why are we here? How then should we live? Many worldview focus	Delivered in classrooms with teacher
What is family? L2	Students explore what family means and consider the often misunderstood quote 'blood is thicker than water'. Students discuss issues of family & friendship through the concept of Virtue Ethics. Christian values	Delivered in classrooms with teacher
Matters of Life L3	Students consider their response to when does life begin and we look at the ethical topic of abortion, considering different views. Christian values	Delivered in classrooms with teacher
Contraception L4	Students explore Christian views about contraception. We investigate the AIDS epidemic and the Pope's response, linking back to what is truth and can religious truth change? Christian values	Delivered in classrooms with teacher
Euthanasia L5	Students consider end of life issues and discuss the ethical dilemma of whether humans should have the right to die. Christian values	Delivered in classrooms with teacher
The Euthanasia Bill L6	Students discuss their ideas in light of the proposed Euthanasia Bill. Christian values	Delivered in classrooms with teacher
Would society be better off without religion?	Students consider whether religion should be brought into lawful decisions. Students explore the impact of religion on the world. Many worldview	Delivered in classrooms with teacher

L7	focus	
Is religion the cause of conflict and war? L8	Students explore issues of violence and conflict, considering the impact of religion on world conflicts. Christian values	Delivered in classrooms with teacher
How should war be fought? L9	Students consider the ethics of war, in light of weapons of mass destruction. Students discuss the Just War Theory and the Geneva Conventions. Christian values	Delivered in classrooms with teacher
How can we live peaceful lives? L10	Students consider what it means to live in peace and whether we take this for granted. Students consider the concept of peace of different faiths. Many worldview focus	Delivered in classrooms with teacher
Feed Forward: Retreat Day for students based on finding peace and well-being / Visitor		
This unit runs from September, (missing two lessons in January for mocks) and then up to Easter.		