

	Unit of work & brief outline of what will be covered.	Key Objectives – what will students learn	Assessment
1	<p><b>Introduction to Philosophy</b>  <b>A unit of work that introduces students to moral philosophy, epistemology and applied ethics. Philosophical enquiries into how to make moral decisions are introduced before the students apply this knowledge to issues such as abortion and euthanasia. The unit gives a good grounding for the GCSE course where medical ethics is studied.</b></p>	<p>Key philosophical theories and methods with an evaluation of these viewpoints. Key terminology as it is applied to philosophical and moral viewpoints (absolutism, situation ethics). The views of classical and modern philosophers and philosophical thought experiments such as the trolley problem. How particular philosophies are applied to moral decision making for example in the case of genetic engineering, abortion and euthanasia. Key terminology in the debate around the value of life. (sanctity of life/quality of life)</p>	<ul style="list-style-type: none"> <li>• 12-mark essay on absolutism and consequentialism</li> <li>• 4-mark question on genetic engineering</li> <li>• End of unit assessment in GCSE format</li> </ul>
2	<p><b>Islam</b>  A unit of work to introduce students to the teachings and practices of Islam. Students will learn about the origins of Islam and the life of Prophet Muhammad. The unit covers the main teachings of Islam in the 5 pillars and key concepts that underpin Islam theology</p>	<p>Students will learn the key tenets of the Islamic faith and the important practices of Muslims in the world today. They will learn about 2 major branches of Islam: Sunni and Shia and be able to compare and contrast their key beliefs and teachings . They will learn about the origins of Islam and how the life and teachings of Prophet Muhammad influence Muslims today.</p>	<ul style="list-style-type: none"> <li>• 4 mark question on Hajj</li> <li>• 12 mark essay on a question of choice</li> </ul>
3	<p><b>Immortality</b>  <b>A short unit of work exploring different viewpoints about immortality for example religious and philosophical views. The students evaluate evidence for immortality through case studies of NDEs and other phenomenon. Arguments and evidence to disprove immortality and covered and evaluated. The unit covers philosophical view points such as Dualism.</b></p>	<p>Key terminology in the debate about evidence for immortality such as dualism, NDE and soul. To evaluate the evidence critically and in depth and reach justified conclusion for their own views about immortality. To be able to present their own views and other view points in a clear and interesting way to the class To know religious beliefs about immortality and be able to distinguish between the different religious views, this is ground work for the GCSE course.</p>	<ul style="list-style-type: none"> <li>• 12-mark question on immortality</li> <li>• Presentations about immortality</li> </ul>
4	<p><b>Violence</b>  <b>A unit of work exploring the use of and value of violence in society. Evaluating what violence is and different interpretations of violence (physical, emotional). Violence used as a form of punishment in the context of what the</b></p>	<p>Definitions of violence and different understandings of what a violent act is. How violence is used as a form of punishment in some countries and religious teachings about violent punishments. Key terminology such as corporal punishment and capital punishment. What the</p>	<ul style="list-style-type: none"> <li>• 5-mark question on religious responses to capital punishment</li> </ul>

	<p><b>aims of punishment are (this is a good basis for GCSE unit on Religion, Crime and Punishment). Covering different types of punishment and capital punishment. The unit includes religious responses to crime and punishment and religious teachings about capital punishment.</b></p>	<p>aims of punishment are according to the law and to be able to evaluate the aims of punishment.</p>	<ul style="list-style-type: none"> <li>• End of unit assessment in GCSE format</li> </ul>
5	<p><b>Introduction to GCSE REP: Religion and Life Issues (Theme B: AQA Religious Studies Spec A based on Christianity and Islam)</b></p> <p>The unit covers a broad range of topics on the theme of creation, life and religious views about the value of life. Beginning with the creation of the universe and creation stories in the Bible and Quran and scientific accounts of creation. The value of the created world from a religious perspective and religious teachings about the role of humanity within the created world. Issues around problems with the environment and animal rights and how people respond to these. Beliefs about the origins of human life and evolution and how these beliefs impact on beliefs about the value of human life in the context of abortion and euthanasia. Religious and non-religious views about these ethical issues. Beliefs about death and the afterlife</p>	<p>Creation stories in Islam and Christianity and how these beliefs influence believers in their attitudes to life and the world. Key terminology such as stewardship and dominion and what this means for a religious believer and non-religious people in terms of responses to environmental issues and the rights and uses of animals. Different views about the origins of human life and the role of humans within the creation and their responsibility towards one another in terms of abortion and euthanasia. Religious and non-religious views about the value of human life. To be able to evaluate ideas about the sanctity of life and quality of life from both a religious and non-religious perspective. Beliefs about the afterlife and how these beliefs might influence people's actions in this life in terms of creation, animals and human life.</p>	<ul style="list-style-type: none"> <li>• 5-mark question on animal rights</li> <li>• 5-mark question on abortion</li> <li>• 12-mark essay on life after death</li> </ul>