

# RELIGIOUS STUDIES/ETHICS

# YEAR 9

## AUTUMN 1

### **What is Ethics and should human beings use animals in modern day society?**

Students will discuss what is ethics and morality. They will then explore the issues of animal experimentation and should animals be used for entertainment.

### **Prior Learning**

Students will build on the skill of developing well informed views and apply religious beliefs, world views and teachings about respect and caring for others to this issue.

## AUTUMN 2

### **Should human beings use animals in modern day society?**

Students will continue exploring issues and evaluating viewpoints on whether animals be used for pets and why some people choose not to eat meat. Students will debate whether animals have the same rights as humans.

### **Prior Learning**

Students will build on the skill of developing well informed views and apply religious beliefs, world views and teachings about respect and caring for others to this issues.

## SPRING 1

### **Climate Change. Is it our problem?**

Students will consider the value of our world and the duty of human beings to protect it. They will explore a variety of views including their own about climate change and its impact on humanity.

### **Prior Learning**

Students will build on key issues explored in the year 7 poverty unit and religious beliefs and teachings studied in year 8.

## SPRING 2

### **Climate Change. Is it our problem?**

Students will continue to develop their analysis of the challenges faced by this generation on Earth about the future of this planet. For example, should we go green to help control climate change?

### **Prior Learning**

Students will build on the skill of developing well informed views and continue to make connections between religion and belief and ethical issues.

## SUMMER 1

### **Crime and punishment: How should those who break the law be punished?**

Students will consider some practical and ethical questions about how those who choose to break the law should be punished. It raises questions about the different aims of punishment and whether prison is an effective form of punishment.

### **Prior Learning**

Students will build on the ethical issues and concepts explored in the animal and environmental ethical units.

## SUMMER 2

### **Crime and punishment: How should those who break the law be punished?**

Students will explore ways in which religions and beliefs respond to the forms of punishment and be encouraged to develop their own perspectives, and arguments. The question, 'should the death penalty still be used today?' will be debated.

### **Prior Learning**

Students will build on the skill of developing well informed views and continue to make connections between religion and belief and ethical issues.

## CAREERS LINKS

A vast array of career opportunities might stem from a Religious Studies qualification. A small example might be:

- Aid worker
- Teacher
- Police officer
- Museum curator
- Youth and community worker

## CHARACTER LINKS

Moral virtues such as compassion, respect and humility are fostered when examining faiths and belief systems. Curiosity, reflection and critical thinking are encouraged (intellectual virtues) when pursuing lines of enquiry in to knowledge and truth.

## KEY ASSESSMENT DATES

There will be a summative assessment at the end of each topic listed.