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| Year \_\_11 \_ | **Topic: Theme B Religion and Life AQA Spec A****Period:** Autumn 1 |
| **Overview of topic: Students consider philosophical issues like the afterlife, the origins of the cosmos and human life as well as ethical issues like abortion, euthanasia, animal rights, stewardship and the sanctity of life.**  |
| **Key** **knowledge:**Origins of the universe, including: religious teachings, different interpretations of religious teachings; the relationship between scientific views (e.g. Big Bang theory) and religious viewsThe value of the world and the duty of human beings to protect it, including religious teachings about stewardship, dominion, responsibility, awe and wonderThe use and abuse of the environment, including: the use of natural resources, pollutionThe use and abuse of animals, including: animal experimentation, using animals for foodOrigins of human life, including: religious teachings about the origins of human life, different interpretations of these; the relationship between scientific views (e.g. evolution) and religious viewsThe concepts of sanctity of life and quality of lifeAbortion, including situations when the mother’s life is at risk; ethical arguments related to abortion, including those based on sanctity of life and quality of lifeEuthanasiaBeliefs about death and an afterlife, their impact on beliefs about the value of human life**Key vocabulary:**

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| **Tier 2** | **Tier 3** |
| **Analyse, compare, evaluate , evaluate , assess , outline, opinion, discuss issues.**  | **belief, faith, practice symbolism, society, sociology, theology, philosophy, psychology, sociology, ethics, morals, conservative, fundamental extremism, literal and symbolic interpretations.**  |

 | **Key skills:** **Exam skills- 12 mark questions- Justification, evaluation and interpretation.****5 mark questions- knowledge, comparison and interpretation.** Students will be encouraged to think from different viewpoints and will be challenged to look at different cultures that make up society through a philosophical, sociological, and theological lens. Student will use discussion and debating skills and develop their skills of oracy into written work.  |
| **Co-curricular opportunities: *(ASPIRE Day, Careers, clubs, competitions etc)******Careers links in introduction lesson when students will consider the purpose of studying different religions and cultures and how this may help them in different careers. This will also feature on a topic reflection in their books.***  | **Key reading skills taught *(clarify, question, summarise, predict)* and key texts:****AQA Religious Studies Spec A Thematic studies and Christian and Muslim beliefs and practices.** **https://www.bbc.co.uk/bitesize/subjects/zb48q6f****Wider Reading Opportunities/Links:****Interesting read about th afterlife****The two worlds of Helen Duncan-Gena Brealey****Life after life- Raymond Moody****Psychology and sociology of religion** Emile Durkheim-The Theory of ReligionSigmond Freud -Totem and Taboo <https://www.bbc.co.uk/bitesize/guides/zwxm97h/revision/3>https://www.bbc.co.uk/bitesize/topics/zkdk382 |
| **How can I use this information at home?*** Conversation starters with your children to discuss their learning
* Support your child in carrying out independent research around the topic
* Visit your local library (or BorrowBox), museums, or other locations to explore the topic
* Promote books/other texts that explore this topic (see reading section)
* Help your child to learn the key vocabulary
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