

Year 11 Fantastic Futures Unit Plan 2021-22

Unit: Religious Education: Big Questions	
Term delivered: Autumn 1 (Weeks 1-3)	Length of unit: 3 Lessons
Knowledge content: <p>This RE unit explores ‘big questions’ relating to society. This unit aims to develop students’ understanding of both religious and non-religious responses to moral dilemmas, social questions and society. This unit aims to develop students’ critical thinking skills, provide an opportunity for debate and oracy and increase students’ awareness and understanding of religious and non-religious responses to social issues.</p> <p>The unit is framed around key questions relating to:</p> <ul style="list-style-type: none">• Ethical Decisions• Crime and Punishment• Human Rights	
Skills: <ul style="list-style-type: none">• Reflection – ability to use new knowledge and apply this to questions, case studies and scenarios• Oracy – can use appropriate technical language and keywords, Religious Education and work well in paired, group work and whole class discussion – developing oracy and communication skills• Empathy – can understand and share the feelings or thoughts of others or explain how problems and events may affect other people• Respect – can demonstrate what respect for difference and diversity looks like, listen to others and debate and discuss with respect, showing a willingness to listen to others• Resilience – can identify problems and solutions and explain where they and others can seek guidance and support• Citizenship – can explain what is right and wrong and explain the impact of behaviour on themselves and others or society• Leadership – can display leadership qualities when contributing in lessons, work with others and stand up for others	
Assessment Objectives: <ul style="list-style-type: none">• To explore different approaches to decision-making and different ideas of ‘right and wrong’• To consider different theories of ethics• To explore religious and non-religious views on crime and punishment• To understand different views on punishment, capital punishment and moral evil• To develop an understanding of what human rights are and why they are important	

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Lesson	Learning Objectives Key Terminology	Previous Knowledge Retrieval	Teaching Strategies and Resources (suggested)	Knowledge/Skills outcomes
1	<p>Right and Wrong?</p> <p>L.O To explore different approaches to decision making and ideas of right and wrong</p> <p>Keywords: Moral decision, conscience, dilemma</p>	<p>Recall:</p> <p>Year 10 knowledge of Christianity</p>	<p>Starter: What would you do if?</p> <p>Students respond to a series of moral dilemmas. Discuss students' decisions as a group, tease out the main reasons for the decisions being made.</p> <p>Think, Pair, Share: How far do you agree?</p> <p>Getting ahead is important. If someone is in my way, it's OK to trample over them.</p> <p>Introduce the keywords using oracy strategies – show students the moral decision examples.</p> <p>Consider the emergency room dilemma as a class – ask students to think and then discuss with their partner what they would do and why.</p> <p>As a class, mind-map ideas on where our ideas of right and wrong come from. Consider getting students to stand in areas of the room corresponding to their agreement or disagreement with key ideas such as 'My conscience tells me what to do', 'I make decisions on impulse'</p> <p>Ask students to complete a mindmap, 'who would you turn to when making a moral decision'</p> <p>Provide students with a series of moral dilemmas, for each, students should consider the various options available to the person in the scenario and explain the reasoning behind their advice to them.</p> <p>Watch the clips on The Bible, The Church and The Conscience, students make notes on these sources of advice and guidance for Christians.</p> <p>Plenary: Provide students with the Christian doctor example – in their exercise books students should outline what decision the Christian should make and why.</p>	<p>Define what a moral decision is</p> <p>List different ideas about where conceptions of right and wrong come from</p> <p>Explain how Christians make moral decisions and apply different theories of decision making</p>

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2	<p>Crime and Punishment</p> <p>L.O To explore religious and non-religious views on crime and punishment</p> <p>Keywords: Capital Punishment, Retribution, Corporal Punishment</p>	<p>Recall:</p> <p>Moral decision-making considerations</p>	<p>Starter: Students write down their ideas in response to ‘What should happen to...’ discuss these as a group with a focus on the reasons why students proposed certain answers.</p> <p>Show students visual depictions of each keyword – use oracy strategies to reinforce meaning and promote application.</p> <p>Introduce the idea of capital punishment to students: Show students a map of where capital punishment is used – students use the map to answer questions. Recap by prompting a discussion on the moral and ethical considerations of capital punishment.</p> <p>Look at the first case study – students record what they think the outcome should be.</p> <p>Students sort arguments for and against capital punishment into a table. Ask students to consider which arguments they most/least agree with.</p> <p>Plenary: Students write a speech for or against the use of capital punishment to the Minister for Justice.</p>	<p>List different methods of punishment for crime</p> <p>Consider religious and non-religious views on crime and punishment</p> <p>Use moral decision-making to argue for or against capital punishment</p>
3	<p>Human Rights</p> <p>L.O To develop an understanding of what human rights are and why they are important</p> <p>Keywords: Universal, Indivisible, inalienable</p>	<p>Recall:</p> <p>Knowledge of Human Rights and keyword definitions</p>	<p>Starter: Provide students with a series of images of people being denied their human rights – students annotate each with the right being violated. (Provide a list of rights on the board to support)</p> <p>Introduce the keywords – ask students to draw an illustration of each - Human Rights are universal etc</p> <p>Watch: ‘The Story of Human Rights’ – students mind-map key facts about Human Rights</p> <p>Odd one out: Students attempt to identify which picture does not represent a human right</p> <p>Provide students with the list of Human Rights, in their books students should give examples of when they’ve used that right or when it has benefited them</p>	<p>Define what human rights are</p> <p>List reasons why human rights exist</p> <p>Explain why human rights are important</p>

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