

<b>Subject</b>	<b>Religious Education: Paper 2: Religion and Life (11)</b>
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Topic context:  
 Where does this topic feed into the wider curriculum?  
**\*Gatsby Benchmark link:** Philosophy & Ethics enables students to use analysing skills when looking at a wide range of information and arguments and use their critical thinking skills to analyse and draw conclusions. It helps to develop communication skills through discussions and written work, interpreting and presenting a wide range of ethical and religious (faith) beliefs and alternative ways of life. Utilising these transferable skills, students apply them to current affairs, debates as well as social and ethical issues in their own lives. All skills needed in a variety of careers and life.

What is the most important knowledge?  
**About this unit:** This unit intends to introduce pupils to issues such as the value of life, value of the environment, personal autonomy and the quality of life. It allows students to consider sensitive and adult ethical issues. They will reflect on their own ideas, their peers and Christian perspectives.

**Teaching the Theme B:** This topic needs to be taught sensitively and students should be encouraged to respect others' views even if they are different to their own.

What went before and what comes next?  
 Before was the unit Paper 1 - Christian practices and the following learning will be revision for upcoming GCSE Examinations.

Topic / lesson title	Key lesson objectives / essential knowledge	Key vocabulary	Assessment / extended writing / independent practice	Possible misconceptions	Careers / health and safety links (where applicable)
Lesson 1: The Origins of the universe  <a href="#">L1: Origins of the universe</a>	1. Explore Christian beliefs about the origins of the universe 2. Understand the Big Bang Theory	<ul style="list-style-type: none"> <li>● Universe</li> <li>● Ex Nihilo</li> <li>● Fundamentalist Christians</li> <li>● Liberals</li> </ul>	<b>Start of every lesson:</b> Using mini whiteboards <ul style="list-style-type: none"> <li>● entry slide - ABACD -</li> </ul>	Which Christians take the Bible literally (Fundamentalist Christians) and who see it as a metaphor	Self - What are students understandings already of how the world began  Other - Exploring views different from their own

	<p>3. Evaluate whether science and religion are compatible</p>		<p>ABED - BUG</p> <ul style="list-style-type: none"> <li>• Do Now - linked to KO</li> <li>• Retrieval task</li> </ul> <p>Independent tasks: Comprehension tasks on page 7 - Use information and complete questions</p> <p>Assessment: Exam style question - <b><i>Explain two contrasting religious beliefs about the creation of the universe [4 marks]</i></b></p> <p><b>PED X 2 - Then peer assessment</b></p>	<p>(Liberal)</p>	<p>whether it is religious or non religious</p> <p>World - can evoke a deep sense of amazement at the complexity and beauty of the universe.</p> <p>Beyond - One may reflect on the mystery of existence and ponder questions of purpose, meaning, and the nature of creation.</p>
<p>Lesson 2: The value of the world</p> <p><a href="#">Lesson 2: The value of the world</a></p>	<p>1. Understand Christian beliefs about the value of the world and the duty of human beings to protect it</p>	<ul style="list-style-type: none"> <li>• Wonder</li> <li>• Awe</li> <li>• Responsibility</li> <li>• Stewardship</li> <li>• Dominion</li> </ul>	<p><b>Start of every lesson:</b> Using mini whiteboards</p> <ul style="list-style-type: none"> <li>• entry slide - ABACD - ABED - BUG</li> <li>• Do Now - linked to KO</li> <li>• Retrieval</li> </ul>	<p>Students get dominion and stewardship mixed up - using the idea of an air steward (someone who helps you) and dominate (to take control) helps lessen the</p>	<p>Self - may promote awe and wonder for the students</p> <p>Others - <b>compassion</b> and <b>responsibility</b> toward the earth and all living beings. The value of the world is seen in the way humans, as part of this</p>

			<p>task</p> <p>Independent tasks: Completing quote table and questions using the information from the booklet</p> <p>Assessment: Exam style question <b><i>Explain two contrasting religious beliefs about the role humans play in creation [4 marks]</i></b></p> <p><b>PED X2 - Then peer assessment</b></p>	<p>misconception</p>	<p>interconnected system, are called to live in harmony with nature, fostering a spirit of stewardship and respect.</p> <p>World - These themes invite individuals to honor, protect, and value the world not only as a resource but as a <b>sacred gift</b> that is worthy of reverence, care, and stewardship.</p> <p>Beyond: Spiritually, this interconnectedness can be seen as a reflection of divine unity, where everything is intricately related and held together by divine purpose or energy.</p>
<p>Lesson 3: The use and abuse of the environment</p> <p><a href="#">L3: Use and abuse of environment</a></p>	<ol style="list-style-type: none"> <li>1. Understand Christian beliefs about the use and abuse of the environment</li> <li>2. Know about different types of resources of</li> </ol>	<ul style="list-style-type: none"> <li>● Environment</li> <li>● Sustainable development</li> <li>● Natural Resources</li> <li>● Pollution</li> </ul>	<p><b>Start of every lesson:</b></p> <p>Using mini whiteboards</p> <ul style="list-style-type: none"> <li>● entry slide - ABACD - ABED - BUG</li> <li>● Do Now -</li> </ul>	<p>What is classed as natural resources</p>	<p>Self - Reflecting on the use and abuse of the environment can invite individuals to reconsider their consumption patterns and the desire for excess.</p>

	<p>energy and resources, including renewable energy and natural resources</p>		<p>linked to KO</p> <ul style="list-style-type: none"> <li>● Retrieval task</li> </ul> <p>Independent tasks: Complete tasks on page 14-15 and then create arguments for and against the 12 mark statement after discussion task</p>		<p>Others - Many spiritual traditions emphasize justice and the need to care for the least among us. Reflecting on the environment through the lens of justice invites consideration of the <b>social and economic impacts</b> of environmental degradation and how spiritual beliefs can guide efforts toward environmental justice.</p> <p>World - Gratitude for the gifts of nature—food, water, air, beauty—can deepen a sense of connection to the earth and inspire actions that respect and preserve these gifts for future generations.</p> <p>Beyond - Many spiritual teachings emphasize the potential for redemption and transformation—both personal and collective. Reflecting on the</p>
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					environmental crisis through the lens of transformation encourages hope, action, and the belief that change is possible.
Lesson 4: Pollution <a href="#">L4: Pollution</a>	<ol style="list-style-type: none"> <li>1. Explore the problems caused by different types of pollution</li> <li>2. Understand religious responses to the issue of pollution</li> </ol>	<ul style="list-style-type: none"> <li>● Air pollution</li> <li>● Land Pollution</li> <li>● Water Pollution</li> </ul>	<p><b>Start of every lesson:</b> Using mini whiteboards</p> <ul style="list-style-type: none"> <li>● entry slide - ABACD - ABED - BUG</li> <li>● Do Now - linked to KO</li> <li>● Retrieval task</li> </ul> <p>Independent tasks: Explain the parable of the talents Complete tasks on page 17 Think-pair-share activity</p>		<p>Self - Reflecting on the use and abuse of the environment can invite individuals to reconsider their consumption patterns and the desire for excess.</p> <p>Others - Many spiritual traditions emphasize justice and the need to care for the least among us. Reflecting on the environment through the lens of justice invites consideration of the <b>social and economic impacts</b> of environmental degradation and how spiritual beliefs can guide efforts toward environmental justice.</p> <p>World - Gratitude for the gifts of nature—food,</p>

					<p>water, air, beauty—can deepen a sense of connection to the earth and inspire actions that respect and preserve these gifts for future generations.</p> <p>Beyond - Many spiritual teachings emphasize the potential for redemption and transformation—both personal and collective. Reflecting on the environmental crisis through the lens of transformation encourages hope, action, and the belief that change is possible</p>
<p>Lesson 5: The use and abuse of animals</p> <p><a href="#">L5: The use and abuse of animals</a></p>	<ol style="list-style-type: none"> <li>1. Understand Christian beliefs about the use and abuse of animals</li> <li>2. Explain Christian attitudes towards animal experimentation and the use of animals for food</li> </ol>	<ul style="list-style-type: none"> <li>• Vegetarian</li> <li>• Vegan</li> </ul>	<p><b>Start of every lesson:</b></p> <p>Using mini whiteboards</p> <ul style="list-style-type: none"> <li>• entry slide - ABACD - ABED - BUG</li> <li>• Do Now - linked to KO</li> <li>• Retrieval</li> </ul>	<p>Needs to be made clear, even the Christians who agree with animal experimentation - they believe it needs to be done humanely or it is wrong.</p>	<p>Self - encourages us to question whether the benefits of animal experimentation outweigh the suffering imposed on animals, and whether there are more compassionate, ethical alternatives.</p>

			<p style="text-align: center;">task</p> <p>Independent tasks: On post it note, explain arguments for and against animal experimentation Complete tasks on page 19 Biblical scripture analysis Complete tasks on page 20-21</p> <p>Assessment: Exam style question - <b><i>Explain two religious beliefs about the use of animals [4 marks]</i></b></p> <p><b>PED X2 - then peer assessment</b></p>		<p>Others - Are we using animals for the greater good in a way that respects their dignity, or are we exploiting them for human gain? Spiritual stewardship calls for mindfulness in how we treat animals, balancing human needs</p> <p>World - Are we using animals for the greater good in a way that respects their dignity, or are we exploiting them for human gain? Spiritual stewardship calls for mindfulness in how we treat animals, balancing human needs</p> <p>Beyond - : Many spiritual traditions view all life as sacred, created by the divine, and deserving of respect. Reflecting on animal experimentation through the lens of the sacredness of life challenges us to consider whether we are honoring</p>
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					the sanctity of life when animals are subjected to testing and suffering.
<p>Lesson 6: The origins of human life</p> <p><a href="#">L6: The origins of human life</a></p>	<ol style="list-style-type: none"> <li>1. Understand religious beliefs about the origins of human life</li> <li>2. Explore the relationship between evolution and creation</li> </ol>	<ul style="list-style-type: none"> <li>● Origin</li> <li>● Evolution</li> <li>● Adaptation</li> </ul>	<p><b>Start of every lesson:</b> Using mini whiteboards</p> <ul style="list-style-type: none"> <li>● entry slide - ABACD - ABED - BUG</li> <li>● Do Now - linked to KO</li> <li>● Retrieval task</li> </ul> <p>Independent tasks:</p> <ul style="list-style-type: none"> <li>● Exploring the quote 'made in the image of God'</li> <li>● Exploring Darwin's theory of Evolution</li> <li>● What do Christians believe?</li> </ul> <p>Then complete tasks on pages 24 + 25</p>	<p>Contrasting in RE terms means different not opposite - This needs to be made clear</p>	<p>Self - Reflect on ones belief system about the origin of human life</p> <p>Other - the theory of evolution can be seen not as contradictory to divine creation but as part of the divine process of bringing life into being. Reflecting on the scientific understanding of human origins through evolution can prompt spiritual inquiry into the nature of God, the universe, and the process of creation itself.</p> <p>World - This can lead to reflection on the inherent dignity and worth of human life, as well as the sense of responsibility humans have in the world. Many spiritual teachings emphasize that humanity's purpose is to</p>

			<p>Assessment: Exam Style practice - <b><i>Explain two religious beliefs about the origins of human life [4 marks]</i></b></p> <p><b>BUG</b> the question</p> <p>PED x 2 - focus on peer assessment and structure</p>		<p>reflect the divine image, care for creation, or live according to a higher moral and spiritual calling.</p> <p>Beyond: reflecting on the origins of human life can deepen one's sense of respect for human existence, encouraging gratitude for the gift of life and the responsibility to honor and protect it. This sacredness often extends beyond individual life to encompass human relationships, society, and the natural world.</p>
<p>Lesson 7: Abortion</p> <p><a href="#">L7: Abortion</a></p>	<ol style="list-style-type: none"> <li>1. Understand Christian beliefs about abortion</li> <li>2. Understand the legal position in Britain today regarding abortion</li> <li>3. Explore arguments for and against abortion</li> </ol>	<ul style="list-style-type: none"> <li>● Abortion</li> <li>● Sanctity of life</li> <li>● Quality of life</li> </ul>	<p><b>Start of every lesson:</b></p> <p>Using mini whiteboards</p> <ul style="list-style-type: none"> <li>● entry slide - ABACD - ABED - BUG</li> <li>● Do Now - linked to KO</li> <li>● Retrieval task</li> </ul>	<p>They need to know the difference between abortion and a miscarriage</p> <p>Also remind them about what conception means</p>	

			<p>Independent tasks:</p> <ul style="list-style-type: none"><li>● <b>When does life begin?</b></li><li>● <b>Abortion definition</b></li><li>● <b>What is the law on abortion?</b></li><li>● <b>True or False quiz</b></li><li>● <b>Arguments for and against</b></li><li>● <b>Religious attitudes toward abortion</b></li></ul> <p>Assessment - exam style questions: <b><i>Explain two contrasting beliefs in contemporary british society about abortion</i></b> <b>BUG</b> the question PED x 2 - focus on peer assessment and structure</p>		
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			Must include reference to scripture		
<p>Lesson 8: Euthanasia</p> <p><a href="#">L8: Euthanasia</a></p>	<ol style="list-style-type: none"> <li>1. Understand the different types of euthanasia</li> <li>2. Understand Christian beliefs about Euthanasia</li> </ol>	<ul style="list-style-type: none"> <li>● Voluntary</li> <li>● Non-voluntary</li> <li>● Involuntary</li> <li>● Active</li> <li>● Passive</li> </ul>	<p><b>Start of every lesson:</b></p> <p>Using mini whiteboards</p> <ul style="list-style-type: none"> <li>● entry slide - ABACD - ABED - BUG</li> <li>● Do Now - linked to KO</li> <li>● Retrieval task</li> </ul> <p>Independent tasks:</p> <ul style="list-style-type: none"> <li>● <b>Getting you thinking task</b></li> <li>● <b>Euthanasia and what it means</b></li> <li>● <b>The Value of Life clips</b></li> <li>● <b>The law in the UK</b></li> <li>● <b>Case Study: Tony Bland</b></li> <li>● <b>Arguments for and against</b></li> </ul>	<p>Places where it is legal</p> <p>The difference between suicide and Euthanasia</p>	

			<ul style="list-style-type: none"> <li>● <b>Christianity</b></li> </ul> <p>Assessment: Exam style question - <b><i>Explain two contrasting religious beliefs about euthanasia [5 marks]</i></b></p> <p><b>BUG</b> the question</p> <p>PED x 2 - focus on peer assessment and structure</p> <p>Must include reference to scripture</p>		
<p>Lesson 9: Death and the afterlife</p> <p><a href="#">L9: Death and the afterlife</a></p>	<p>1. Understand Christian beliefs about death and the afterlife</p>	<ul style="list-style-type: none"> <li>● Eternity</li> </ul>	<p><b>Start of every lesson:</b></p> <p>Using mini whiteboards</p> <ul style="list-style-type: none"> <li>● entry slide - ABACD - ABED - BUG</li> <li>● Do Now - linked to KO</li> <li>● Retrieval task</li> </ul> <p>Independent tasks:</p>	<p>Purgatory is a Catholic belief, not for all denominations</p>	

			<ul style="list-style-type: none"><li>● Watch Doctor Elliot clip</li><li>● What do you believe happens when we die?</li><li>● Christian Views</li><li>● Revision clock</li></ul> <p>Assessment - Exam Style Question - <b><i>Explain two religious beliefs about the afterlife [4 marks]</i></b></p> <p><b>BUG</b> the question PED x 2 - focus on peer assessment and structure</p>		
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