

Lesson/ Title	Lesson Overview	Main lesson activities/Key question.	Key Language/Terminology	Literacy Development/Grammar	PLTS	Gatsby
1.1.1	Abortion – introduction to the key themes and topic	<p>How has the Island developed and changed?</p> <ul style="list-style-type: none"> - INTRO LESSON to the Island: - What is abortion? - When does life begin? – Investigation of medical / legal stages of foetus development. - The process of abortion – possible problems and impacts on the mother. 	Abortion Sanctity of Life Free Will Pro Choice Pro Life	Analysing texts for factual knowledge	Free speech, tolerance	Medicine – new career development
1.1.2	Abortion 2 – Religious views on abortion	<p>Is abortion humane?</p> <ul style="list-style-type: none"> -Focus of the lesson - Ethical and moral dimensions of abortion. - Why do people have abortions? Causes and consequences - Are there times when it is / isn't it morally justifiable? - Case studies – religious standpoints on abortion – Islam and Christianity. - Ethical and moral arguments for and against abortion. - pro-life versus pro-choice - 12-mark essay question practice. 	Morality Conscience Moral Evil Sanctity of Life “Love your Neighbour...”	Engage in conversations to help learn new words and their meanings.	Examine different opinions	Medicine – new career development
1.1.3	Assessment	<ul style="list-style-type: none"> - 20-minute revision task – to be different each week. - Reflection task on last week's assessment. - 50-minute assessment: <ul style="list-style-type: none"> • 1-mark multiple choice Q • 2-mark knowledge Q • 4-mark explain Q • 5-mark explain two aspects Q • 12-mark assessed statement / balanced answer Q - Reflection task based on PLTS 	Morality Conscience Moral Evil Sanctity of Life “Love your Neighbour...” Abortion Sanctity of Life Free Will Pro Choice Pro Life	Learners will access, retain, critique and apply knowledge and concepts.	Developing understanding and compassion	
1.2.1	Euthanasia – introduction to the key themes and topic	<p>Who has the right to decide who and when someone dies?</p> <ul style="list-style-type: none"> - What is Euthanasia? - Why may someone believe that euthanasia is the correct course of action for themselves? Case studies. Places where Euthanasia / assisted death is legal. - What does the process look like? 	Suicide Euthanasia Dignitas Free Will Murder	Development of SPaG.	Developing understanding and compassion	Medicine – new career development

		Key words (passive, involuntary, suicide, terminal)				
1.2.2	Euthanasia 2 – Should we make it legal on our island?	<p><u>Quality or Sanctity?</u></p> <ul style="list-style-type: none"> - Pros and cons of euthanasia - Should people be prosecuted for helping loved ones die? - Quality vs sanctity of life class debate? - 12-mark essay question practice in preparation for end of week assessment task. (last question – Q5) 	<p>“Treat others as you would like to be treated...”</p> <p>“Love you neighbour...”</p> <p>Free Will</p> <p>Moral Evil</p> <p>Sanctity of Life</p> <p>Precious</p> <p>Sacred</p> <p>Empathy</p>	Engage in conversations to help learn new words and their meanings.	Tolerance, democracy	Medicine – new career development
1.2.3	Assessment	<ul style="list-style-type: none"> - 20-minute revision task – to be different each week. - Reflection task on last week’s assessment. - 50-minute assessment: <ul style="list-style-type: none"> • 1-mark multiple choice Q • 2-mark knowledge Q • 4-mark explain Q • 5-mark explain two aspects Q • 12-mark assessed statement / balanced answer Q - Reflection task based on PLTS 	<p>“Treat others as you would like to be treated...”</p> <p>“Love you neighbour...”</p> <p>Free Will</p> <p>Moral Evil</p> <p>Sanctity of Life</p> <p>Precious</p> <p>Sacred</p> <p>Empathy</p> <p>Suicide</p> <p>Euthanasia</p> <p>Dignitas</p> <p>Free Will</p> <p>Murder</p>		Tolerance	
1.3.1	The Aims of Punishment – introduction to the key themes and topic	<p><u>Should capital punishment exist in a developed society?</u></p> <ul style="list-style-type: none"> - Examination of different types of crimes with different levels of severity. Students to then consider and debate the impact of crime on victims. - Analysis of crime statistics that demonstrate the cost and impact of different forms of crime such as. financial / violent / sexual. 	<p>Justice</p> <p>Deterrence</p> <p>Retribution</p> <p>Reformation</p>	Learners will access, retain, critique and apply knowledge and concepts.	Justice, Rule of Law	Skills needed to help with careers

		<ul style="list-style-type: none"> - Evaluation of the criminal justice system and how fair it is. - Return to the Island's constitution and where 'our' society sits on the issue of capital punishment. 				
1.3.2	Capital Punishment – Is it right?	<p><u>Does capital punishment make us safer?</u></p> <ul style="list-style-type: none"> - What is capital punishment? - Case studies of places in the world where capital punishment takes place, such as Saudi Arabia. - Examination of whether or not capital punishment works as a deterrent and does it reduce criminal activity. - Christian / Islamic views on treatment of others – issues of forgiveness and punishment. - 12-mark examination question practice – WAGOLL / model how this may be answered. 	<p>Murder Justice Divine Justice Murder “eye for an eye...”</p>	<p>Extended reading is used to learn new ideas, to gain new knowledge, to experience new feelings, to learn new attitudes, from one or more points of view.</p>	Justice, Rule of Law	Skills needed to help with careers
1.3.3	Assessment	<ul style="list-style-type: none"> - 20-minute revision task – to be different each week. - Reflection task on last week's assessment. - 50-minute assessment: <ul style="list-style-type: none"> • 1-mark multiple choice Q • 2-mark knowledge Q • 4-mark explain Q • 5-mark explain two aspects Q • 12-mark assessed statement / balanced answer Q - Reflection task based on PLTS 	<p>Murder Justice Divine Justice Murder “eye for an eye...” Justice Deterrence Retribution Reformation</p>		Justice, Rule of Law	
1.4.1	Prisoner Treatment – introduction to the key themes and topic	<p><u>Should we care about how prisoners are treated?</u></p> <ul style="list-style-type: none"> - Factual information about UK jails and young offender institutes. - Detailed study of typical cell space / lock up times / overcrowding issues / violence / visiting rights for prisoners in 2017. - Ethical debates about prisoner rights. - Return to the Island scenario: What should prisoner treatment be like? What rights and freedoms should a humane prison system have? What sort of prison system should our Island set up? 	<p>Equality Freedom Free Will Criminality Human Rights</p>	<p>Development of SPaG.</p>	Justice, Rule of Law	Entrepreneurial Innovation
1.4.2	Prisoner Treatment – exploring key religious viewpoints	<p><u>Prison – to punish or reform?</u></p> <ul style="list-style-type: none"> - Students to create a jail on our Island. Students will analyse the best and worst jail systems from around the world. - Students will then debate and create a floor plan of the jail that is to be built on our fictitious Island. They will need to consider all the 	<p>Jesus' Love “love you neighbour...” Forgiveness</p>	<p>Engage in conversations to help learn new words and their meanings.</p>	Justice, Rule of Law	Entrepreneurial Innovation

		<p>moral and ethical dimensions of prisons and issues surrounding punishment and rehabilitation.</p> <ul style="list-style-type: none"> - 12-mark examination question practice – WAGOLL – modelled answer to guide students in how to write better 12-mark answers. 				
1.4.3	Assessment	<ul style="list-style-type: none"> - 20-minute revision task – to be different each week. - Reflection task on last week's assessment. - 50-minute assessment: <ul style="list-style-type: none"> • 1-mark multiple choice Q • 2-mark knowledge Q • 4-mark explain Q • 5-mark explain two aspects Q • 12-mark assessed statement / balanced answer Q - Reflection task based on PLTS 	<p>Equality Freedom Free Will Criminality Human Rights Jesus' Love "love you neighbour..." Forgiveness</p>		Justice, Rule of Law	
1.5.1	Morality of War – Can we have a Just War?	<p>Why does war happen?</p> <ul style="list-style-type: none"> - Concept of war and whether violence can ever be justified. - The Island is under attack from a nearby island that wants to invade. Students will examine the triggers for war and the different ideological reasons as to why countries fight one another. - Students examine the impact and success of diplomacy - How can nations plan for peace? 	<p>Justification Holy War Moral War Motivation Justice Defence Human Rights Morality Just War Theory</p>	<p>Extended reading is used to learn new ideas, to gain new knowledge, to experience new feelings, to learn new attitudes, from one or more points of view.</p>	<p>Morality, democracy, Just War</p>	<p>Armed Forces/Law - new career development</p>
1.5.2	Morality of War – How should war be conducted?	<p>How should the Island prepare for war?</p> <ul style="list-style-type: none"> - With war imminent, students must plan for invasion and war from our neighbouring island. – Students will examine how nations prepare for war and they'll look at the steps nations may take such as conscription and the use of propaganda. - Students will examine the changing roles of civilians during times of conflict. - Students will examine the rules of war, Geneva Convention and guidelines for combatants in war zones. - Christian attitudes to war and notions of Just War - 12-mark examination question practice –time permitting. 	<p>Geneva Convention Just War Peace Pacifism "love your neighbour..."</p>	<p>Learners will access, retain, critique and apply knowledge and concepts.</p>	<p>Conduct in war, tolerance, attitude</p>	<p>Armed Forces/Law - new career development</p>
1.5.3	Assessment	<ul style="list-style-type: none"> - 20-minute revision task – to be different each week. - Reflection task on last week's assessment. - 50-minute assessment: <ul style="list-style-type: none"> • 1-mark multiple choice Q 	<p>Justification Holy War Moral War Motivation</p>		<p>Attitudes towards conflict, suffering and death</p>	

		<ul style="list-style-type: none"> • 2-mark knowledge Q • 4-mark explain Q • 5-mark explain two aspects Q • 12-mark assessed statement / balanced answer Q <p>- Reflection task based on PLTS</p>	Justice Defence Human Rights Morality Just War Theory Geneva Convention Just War Peace Pacifism "love your neighbour..."			
1.6.1	Pacifism	<p><u>Are pacifists cowards?</u></p> <ul style="list-style-type: none"> - Non-violent methods of protest including a historic examination of the American Civil Rights movement. - Students will examine a whole host of non-violent methods for protesting and the efforts of those that refused to fight in major conflicts. - Mao vs Waldo Emersen concepts. 	Pacifism Non violent Negotiations Protest	Engage in conversations to help learn new words and their meanings.	Developing attitudes to peace and war	Armed Forces/Law - new career development
1.6.2	Pacifism: Case studies	<p><u>Is Pacifism in conflict with Nationalism in times of War?</u></p> <ul style="list-style-type: none"> - Students will critique nationalism. They will consider if nationalism is a positive or negative force? - Students will then consider a series of case studies: WW1 - conscientious objectors and whether it was acceptable to label them as cowards. - Students will then investigate the religious and ethical reasons for not wanting to fight. - Students will then apply their understanding to our 'Island' scenario and decide how the Island community should treat citizens that refuse to fight. This will link back to the week four lessons that considered the judicial system. 	Pacifism Non violent Negotiations Protest	Development of SPaG.	Developing attitudes to peace and war	Armed Forces/Law - new career development
1.6.3	Assessment	<ul style="list-style-type: none"> - 20-minute revision task – to be different each week. - Reflection task on last week's assessment. - 50-minute assessment: <ul style="list-style-type: none"> • 1-mark multiple choice Q • 2-mark knowledge Q • 4-mark explain Q • 5-mark explain two aspects Q • 12-mark assessed statement / balanced answer Q 	Pacifism Non violent Negotiations Protest	Learners will access, retain, critique and apply knowledge and concepts.	Developing attitudes to peace and war	

		- Reflection task based on PLTS				
1.7.1	Animal Rights	<p><u>Are animals equal with humans?</u></p> <ul style="list-style-type: none"> - Students will debate the role of animals and whether society should treat them as equals with humans. Do animals have rights? - Students will examine a range of different perspectives on the rights of animals. In the process they'll examine how a farmer, animal rights activist and someone in the food industry view the production of meat. - Dominion vs Stewardship debate will be used to examine a host of issues linked to modern-day food production. 	Treatment Moral Kindness	Development of SPaG.	Animal welfare and stewardship.	Presenting and addressing the target needs of the audience
1.7.2	Animal Testing	<p><u>Is animal testing acceptable?</u></p> <ul style="list-style-type: none"> - Examination of animal testing for medical and cosmetic purposes. - PETA versus those that advocate animal testing. - Are there moral justifications for testing on animals? Do the ends justify the means? - Religious viewpoint on animal testing. 	Food Chain Authority Control Greater Good	Engage in conversations to help learn new words and their meanings.	Animal welfare and stewardship.	Presenting and addressing the target needs of the audience
1.7.3	Assessment	<ul style="list-style-type: none"> - 20-minute revision task – to be different each week. - Reflection task on last week's assessment. - 50-minute assessment: <ul style="list-style-type: none"> • 1-mark multiple choice Q • 2-mark knowledge Q • 4-mark explain Q • 5-mark explain two aspects Q • 12-mark assessed statement / balanced answer Q - Reflection task based on PLTS 	Treatment Moral Kindness Food Chain Authority Control Greater Good		Animal welfare and stewardship.	
1.8.1	Human Choices – Veganism/Vegetarianism	<p><u>Where does your food come from?</u></p> <ul style="list-style-type: none"> - Where does your food come from? - Are modern farming practices a danger to human health as well as cruel for the animals involved. - Students to analyse the pros and cons of eating meat and the environmental impact that meat consumption has. 	Free Will Conscience Health	Development of SPaG.	Animal welfare and stewardship.	Presenting and addressing the target needs of the audience
1.8.2	Human Choices – Endangered Animals	<p><u>Is environmental degradation something we should be concerned about?</u></p> <ul style="list-style-type: none"> - Students will examine the '6th mass extinction' and loss of biodiversity. Students will consider if this is a problem. 	Generational impact Responsibility Stewardship	Development of constrained skills (spelling, punctuation and grammar).	Environmental destruction and Stewardship.	

		<ul style="list-style-type: none"> - Pollution of the planet and its impact of humans will be analysed. Plastic waste filling the oceans and rampant use of resources will be examined. - Students will need to examine the impact of human activity on many ecosystems. 				
1.8.3	Assessment	<ul style="list-style-type: none"> - 20-minute revision task – to be different each week. - Reflection task on last week’s assessment. - 50-minute assessment: <ul style="list-style-type: none"> • 1-mark multiple choice Q • 2-mark knowledge Q • 4-mark explain Q • 5-mark explain two aspects Q • 12-mark assessed statement / balanced answer Q - Reflection task based on PLTS 	<ul style="list-style-type: none"> Generational impact Responsibility Stewardship Free Will Conscience Health 		Environmental destruction and Stewardship.	
1.9.1	Is the ‘Island’ a racist society?	<p><u>Are all races and religions treated equally on the Island?</u></p> <ul style="list-style-type: none"> - Is there race equality on the Island and in the world in 2017? - Students will examine how the Island has developed and whether or not some people are treated as second class citizens. - Students will examine issues of apartheid and division and how this can be overcome. 	<ul style="list-style-type: none"> Prejudice Discrimination Tolerance Diversity 	Extended reading is used to learn new ideas, to gain new knowledge, to experience new feelings, to learn new attitudes, from one or more points of view.	Equality and racial division	Requirements to subject specific careers
1.9.2	Are men and women treated differently on the Island?	<p><u>Does the Island treat women fairly?</u></p> <ul style="list-style-type: none"> - Gender issues on the Island – Should it be the case that women hold many of the ‘top’ and most highly paid jobs on the Island? - Students will examine inequality in employment for women in 2017. They will use the 2017 BBC pay issue as a case study for women earning less than men. - Other areas of inequality will also be examined – such as women in sport / film / music earning less than men. - Should positive discrimination ever but used to reduce inequality in society? - Do religious images of women reinforce traditional stereotypes? 	<ul style="list-style-type: none"> Equality Prejudice Discrimination Equal Rights Human Rights 	Development of constrained skills (spelling, punctuation and grammar).	Gender inequality	

1.9.3	Assessment	<ul style="list-style-type: none"> - 20-minute revision task – to be different each week. - Reflection task on last week's assessment. - 50-minute assessment: <ul style="list-style-type: none"> • 1-mark multiple choice Q • 2-mark knowledge Q • 4-mark explain Q • 5-mark explain two aspects Q • 12-mark assessed statement / balanced answer Q - Reflection task based on PLTS 	<p>Equality Prejudice Discrimination Equal Rights Human Rights</p>	<p>Extended reading is used to learn new ideas, to gain new knowledge, to experience new feelings, to learn new attitudes, from one or more</p>	<p>Gender and race inequality</p>	
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