

ABOUT THIS UNIT:

This unit focuses on questions and influences that inform ethical choices, including forgiveness and issues of good and evil

Estimated time for this unit: One term

Focused Religions: Christianity and Buddhism

Where this unit fits in:

This unit introduces Year 9 work in RE and provides a foundation for the study of ethics and relationships which will continue into KS4.

KEY LEARNING OUTCOMES

AT1

- i investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies
- ii discuss and evaluate how religious beliefs and teaching inform answers to ultimate questions and ethical issues

AT2

- iii *evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas (b)*
- iv *express insights into the significance and value of religion and other worldviews on human relationships, personally, locally and globally (c)*

KEY STRANDS ADDRESSED BY THIS UNIT

AT1 Beliefs, Teachings and Sources

AT2 *Values and Commitments*

LINKS TO THE EVERY CHILD MATTERS AGENDA

Being healthy (spirit)

- Develop a discerning, thoughtful approach to life
- Consider how religions and beliefs respond to powerful questions of meaning

Enjoyment and achievement

- Promoting students' own ideas and providing opportunities to explore and reflect on key questions and values

Achieving economic wellbeing

- Developing a sense of conscience

CONTRIBUTIONS TO PUPILS SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Spiritual

- Exploring powerful questions of meaning and truth

Moral

- Reflecting on key values and ethics within religions and beliefs
- Considering influences on moral choices and ethical decision making

KEY SKILLS

Communication through:

- reading and responding to a range of written and spoken language, including sacred texts, stories, poetry, prayers, liturgy and worship

Evaluation through:

- improving own learning and performance through setting targets as part of religious education development

KEY ATTITUDES

Self-awareness:

- Becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all:

- Developing skills of listening and willingness to listen to others.
- Open-mindedness: being willing to go beyond surface impressions

Prior learning	Vocabulary	Resources
It is helpful if pupils have: ▪ Considered what we mean when we talk about right and wrong ▪ An awareness of some of the moral dilemmas faced by people today ▪ A basic understanding of Christian and Buddhist teachings ▪ Some knowledge of what it means to be a Buddhist or a Christian	In this unit, pupils will have an opportunity to use words and phrases related to: ethics rules justice punishment conflict compassion evil the Fall suffering	RE Today booklet: Codes for Ethical Living RE Today The Simpsons (Lisa and the Eighth Commandment), Curriculum Bites DVD RE Today Exodus 20: DVD Lesson Pack Active Media Publishing Ltd www.ampublishing.net “Free at Last” Story of Martin Luther King RMEP RE Collection: Forgiveness (BBC) Christianity in today’s world Pub Hodder Murray Animated Bible stories: Creation and the Flood (BBC)
EXPECTATIONS at the end of this unit: Nearly all can: (at level 5) AT1 ▪ use an increasingly wide religious vocabulary ▪ explain how religious sources are used to provide answers to ultimate questions and ethical issues ▪ understand that similarities and differences illustrate distinctive beliefs within and between religions AT2 ▪ <i>explain what inspires and influences them</i> Pupil friendly version: I can (at level 5) AT1 • suggest reasons for the variety of beliefs which people hold AT2 • <i>ask questions about things that are important to me and other people and suggest answers which relate to my own and others’ lives.</i>		

Many can: (at level 6)

AT1

- Give informed accounts of religions and beliefs
- Explain the reasons for diversity within and between religions
- Interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues
- Interpret the significance of different forms of religious expression

AT2

- *Use reasoning to express insights into the relationship between beliefs, teachings and world issues*

Pupil friendly version: I can (at level 6)

AT1

- explain how beliefs have had different effects on individuals, communities and societies

AT2

- *use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me.*

Some pupils will have progressed further and can: (at level 7)

AT1

- use a wide range of religious and philosophical vocabulary
- show a coherent understanding of a range of religions and beliefs
- analyze issues, values and questions of meaning and truth, accounting for the influence of history and culture
- explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition

AT2

- *articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues*
- *evaluate the significance of religious and other views for understanding questions of human relationships, values and commitments*

Pupil friendly version: I can (at level 7)

AT1

- present a coherent picture of religious beliefs, values and responses which take account of personal research and use a variety of sources evidence

AT2

- *give my personal view with reasons and examples on what value religious and other views might have for understanding what is important to me and others.*

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
What do we mean by right and wrong? What does it mean to make a moral decision?	- to explore and express their own attitudes to right and wrong (AT2) - to consider how actions have consequences (AT2)	- Discuss what we mean by morals: what does it mean to say something is right or wrong? e.g. Why is it wrong to kill? - Students to write down 5 actions /types of behaviour they believe to be wrong and state why. - Use personal moral dilemma scenarios to explore examples of choices that need to be made in matters of behaviour e.g. bullying, stealing etc - Introduce ethical issues from current affairs stories to develop debate	Set homework to create a collage on the concept of “moral issues”. Ask students to write 75 words to explain their collage. Pair and share at start of next lesson.	Stimulus for moral dilemmas may be through watching video/DVD or reading stories Curriculum Bites 2: RE (BBC) The First programme on KS3 Challenging Faith called Caught in the Middle has an interesting moral dilemma facing a Year 9 student.
How do we make moral choices? How do religious people make moral choices?	- to examine their own thinking processes in coming to moral decisions (AT2) - to consider this process from other points of view, including religious traditions. (AT1)	- Students to work in groups to draw mind maps, showing how we make moral decisions. Where do we look to for advice, influence? - Groups display their pictures, showing others what they have found. - What difference does it make to the diagrams if the person making the decision is religious? Develop pictures to show this. - Explore different ethical rules using Codes for Living (6 World Religions plus Humanism)		How do we make moral decisions? An alternative activity here would be to use a picture showing the moral ocean, with different islands acting as ports of call on the journey to finding a moral solution - Christianity in Today's World (Pub. Hodder) RE Today booklet: Codes for Ethical Living RE Today

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
How do religious and non-religious people make moral choices about sexual issues?	- to consider a sexual dilemma (AT2)) - to explore a variety of advice from different standpoints, including religious perspectives (AT1)	Students to read through “Danny’s dilemma” letters from the agony uncles (Relationships: self, others and God P14/15), exploring the different sets of advice and evaluating it	Assess the insight and sensitivity of students to deal with an issue of sexual ethics. Use level descriptors attached to exercise to evaluate learning.	Relationships: self, others and God RE Today booklet (Part of the Secondary RE Series)
How do Christians make moral decisions? (1)	- to understand how divine rules are at the heart of the way some Christians view right and wrong (AT1) - how they can dialogue with these ideas, putting forward valid views and arguments (AT2)	- In pairs, students to explore why we need rules. Would the world be a better place without rules? - Explore the 10 commandments, preferably in student friendly language (are they Jewish or Christian rules?) - Discuss concept of rules being revealed to Moses by God: “thou shalt not ...” - Use video/DVD resource to present some of the ideas - Students to create their own 10 Commandments.	Assess AT2 f <i>Values and Commitments:</i> <i>Can students link their own views and values with wider rules and concepts?</i>	Find 10 Commandmentss in RE Today booklet: Codes for Ethical Living P25 or Exodus 10 vs 1-17 Examples of video/DVD resources: The Simpsons (Lisa and the Eighth Commandment) Curriculum Bites keep taking the tablets (DVD)

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
How do Christians make moral decisions? (2)	- to use and interpret Biblical quotations (AT1) - to consider how religious statements and beliefs can guide people in their moral decisions (AT1) <i>to consider their own moral guidelines (AT2)</i>	- Explain context of Old Testament /New Testament teachings (law of covenant/law of love) and ask students to consider Jesus' two great commandments: How do they relate to the 10 Commandments in Exodus? - Display the text of Jesus' Golden Rule: "treat others as you want to be treated" (Matthew 7:12). - Students to create their own 'golden rules', writing them on post-its and sticking them on a large piece of sugar paper. In groups they need to discuss their ideas, agreeing on the best. - Do activity: Making choices ... taking responsibility from Relationships: self, others and God (P24/25) - Discuss which is more preferable, a set of rules (like the 10 commandments) or a moral guideline (like the Golden Rule). Why?	How effectively can students come up with simple statements that encapsulate moral behaviour for all?	The principle enshrined in what is known as the 'golden rule' is found in most of the world's religions in some form. This idea can be further explored using a resource from the Interfaith Network UK www.interfaith.org.uk Jesus' two great commandments: "Love God with all your heart ... and love your neighbour as yourself" (Matthew 22:37-39). RE Today booklet: Relationships: self, others and God

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
How do Christians make moral decisions? (3)	- to evaluate the use of rule and guidance in their own lives - to think about how Christian teachings motivate some people to act with compassion in a variety of settings	- Watch a DVD/video and use printed resource on Martin Luther King about how he put his beliefs into practice. Discuss how beliefs learnt last lesson about showing respect for others may affect actions. - What were MLK's beliefs? - How did he put these teachings into action? - What is your opinion of his work?	Assess students ability to express personal moral insights in context of Martin Luther King's life.	http://www.stanford.edu/group/King/mlkpapers/ "Free at Last" Story of Martin Luther King RMEP
How do Buddhists make moral decisions?	to evaluate religious teachings, exploring how they apply in different situations	- Display text of the Buddhist teaching: "May all beings be happy, may all beings be well" - Students to consider who this applies to and how it could be put into practice. How would the world be a different place? - Introduce the 5 Buddhist precepts. Discuss context of each rule being framed: "I will refrain from ..." and the way each precept is accompanied by a positive - empowering statement. Explore how this may be a more appropriate way of framing ethical rules.	Assess quality of awareness of students in discussion of whether rules should be commands or guidelines.	Find Buddhist precepts in RE Today booklet: Codes for Ethical Living (P16)

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
		- Students, in pairs, to create a picture freeze of the precepts, displaying some of the actions encouraged or discouraged, with suitable statements from each precept. - Students to consider if it is preferable to use rules like "I will refrain from ..." or commands like "thou shall not"?		
How can we make moral decisions without reference to religious beliefs? How does utilitarianism work?	<i>to think about whether consequentialism is an effective moral tool (AT2)</i> - to explore the use of Bentham's hedonic calculus (AT1)	- In pairs, ask students to consider why some might argue that lying is wrong? Does it break a moral rule or might it be wrong because a lie may have bad consequences? - Introduce students to Jeremy Bentham's Hedonic Calculus as a method of deciding how to act, in a given situation, by calculating the greatest happiness for the greatest number. - Use simple dilemma like whether to tell a white lie to test out how to act, using the table to add up the happiness score. - Write a paragraph to explain what are the advantages and disadvantages of this method of decision-making.	Can students evaluate the usefulness of a non-religious ethical framework? Is happiness the best gauge of virtue?	Develop this theme by discussing what we mean by moral relativism and moral absolutism

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
How useful are rules?	how to debate questions about ethical rules, looking at the question from various angles (AT2)	- Students to discuss use of fixed religious rules in ethical decision-making. - Class debate on - "Fixed religious rules are helpful in showing us how to act". - Help model with students how to tackle this structured question, giving advice about paragraphing, connectives, use of evidence and explanation etc	Debate on - "Fixed religious rules are helpful in showing us how to act". Some Christians would argue that the 10 Commandments are still important, because Others might say that guidelines like the golden rule are better, because Buddhists argue that their precepts are helpful, because ... Other views might say that ... I think that ..., because	
What does Christianity teach about how to deal with conflict?	- to think about how to deal with conflict (AT2) - to examine why rules need to be fair (AT2) - to consider whether forgiveness is possible or desirable (AT2)	- Display the teaching: "an eye for an eye". - Ask students to discuss why this rule might show fairness. Where might this principle be applied? Students to draw an image of God as a judge. - Discuss the idea of retribution, paying for your crime. - Use the story of Gordon Wilson explore the idea of forgiveness. Was he right to forgive the IRA killers of his daughter? - Apply these ideas to the death penalty and discuss why some Christians believe in capital punishment while others are opposed to it.		Find an interview with Gordon Wilson in the RE Collection: Forgiveness (BBC) Christianity in today's world P26/27

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
		Make reference to Gandhi's quote: "an eye for an eye and we'll all be blind". What is the cycle of violence?		
How do Christians and Buddhists help to re-habilitate offenders?	to explore how religious faith motivates people to help others in compassionate action. (AT1)	- Use text or DVD/video of Documentary-style programmes to explore how Christians and Buddhists work to re-habilitate criminals/drug abusers. - Students to explore how religious teachings are being put into practice.	Assess students' skills in using reasoning to express insights into the relationship between beliefs, teachings and world issues	http://www.eawake.org/mediarm150k.html#
What do Christians say about the origin of evil?	- to examine this Biblical creation story in order to understand some of its symbolic meaning (AT1) <i>how to question sacred text (AT2)</i>	- Students to read Genesis account of Adam and Eve in the Garden of Eden (Gen 2 and 3) or watch DVD/video version. - Discuss the following questions as a class: <i>What promises did God and Adam make to each other?</i> <i>What rules did Adam and Eve break?</i> <i>Why do you think God gave them free will to break the rules?</i> <i>What were the consequences of breaking the rules?</i> <i>Do you think Adam and Eve realised what the consequences were?</i>	Assess level of understanding of complexity of competing responses to this question	Animated Bible stories: Creation and the Flood (BBC)

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
		- How did the “rule-maker” react? - How did the relationship between God and Adam and Eve change? - Do you think that the rule breakers were treated unfairly?		
Who was to blame for what happened in the story of Adam and Eve? ('The Fall')	how theological concepts are developed from interpretation of sacred texts (AT1)	- Discuss the concept of “The Fall”, exploring the idea that Adam and Eve brought (original) sin into the world. - Organise the class into groups and ask students to complete a chart showing who they think was to blame for the Fall. - What arguments might be put forward to suggest that it was the fault of Adam, Eve, God, the serpent or someone else? Find evidence for each of these views. - Students to refer back to work done in Authority unit (Yr 8) on interpretation of the Bible. - What view would a Christian literalist have of the story of the Fall? How would a liberal understand this account? - Discuss the concept of symbolic representation.	Assess how well students can explain that Christians do not all have the same attitude towards stories, beliefs and teachings originating in scripture.	

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
What do Buddhists say about how to overcome suffering?	to explore Buddhist stories in order to consider how to overcome suffering and gain peace (AT1)	- Read the Buddha's story about the poisoned arrow and discuss its meaning. - Why would asking so many questions about the arrow cause the man to die? - Why are our questions about eternal life and the existence of the soul unhelpful? - If we follow the holy life, what should it lead to? - What advice is given about how to free ourselves from suffering? - Examine the 4 Noble truths, exploring how the Buddha taught that grasping onto desire leads to suffering. The solution is letting go!	- How does the Buddha teach that suffering can be overcome? - What are the origins and causes of suffering? - How can it be overcome? - Do you agree that this is the way to deal with suffering? - How would you find peace? - Assess students' ability to explore these issues and attitudes	Find the Buddha's story about the poisoned arrow in Appendix 1

Appendix 1

The Buddha and the Poisoned Arrow

Once one of the Buddha's followers, a monk named Malunkyaputta, came to him and asked four questions that had been troubling him:

1. Is the world eternal or not eternal?
2. Is the world infinite or finite?
3. Is the soul the same as the body or are they different?
4. Does the Buddha exist after death or does he not exist?

The Buddha responded to these questions through an analogy with the purpose of showing Malunkyaputta that such speculative questions were ultimately unprofitable.

Poisoned Arrow

He asked Malunkyaputta to imagine a man who had been wounded by a poisoned arrow. His friends and relatives send for a surgeon but when the surgeon arrives, the wounded man says: 'I will not let the surgeon pull out this arrow until I know whether the man who wounded me was a noble or a brahmin (priest), or a merchant or a worker...tall, short, or middle height...brown or golden-skinned...whether he lives in such a village or town or city...whether the bow that wounded me was a long bow or a cross bow...' and so on.

The Buddha then explains that before all the wounded man's questions would have been answered he would have died.

The Buddha's point is that whilst we speculate on questions such as those above we are missing the main point of his teachings. These are encapsulated in the four noble truths: 'This is suffering', 'this is the origin of suffering', 'this is the cessation of suffering' and 'this is the way that leads to the cessation of suffering'

He declares that to speculate on such questions is a distraction from what is essential to lead a holy life - it does not lead 'to peace, to direct knowledge, to enlightenment, to *Nibbana*'.

APENDIX 2

The Surgeon

Elsewhere in Buddhist scriptures the same image of a poisoned arrow is used again and its significance explained. The arrow is craving and the poison is ignorance, which manifests itself through selfish desire, lust and ill-will. The surgeon is the Buddha, the surgeon's knife is wisdom and the 'probe' by which the wound is examined is mindfulness. The body itself can also be seen as an open wound that should be treated and cared for. This is why the Buddha advised his followers to avoid extremities and to look after their health. But the Buddha's important message was to work on our minds and to remove the 'poisons' (greed, hatred, delusion) therein.

The answer to such questions posed by Malunkya putta are natural ones. But the Buddha advises us to put them to one side - at least for the time being - and devote ourselves to the main business. This is to acknowledge the suffering we experience, to see where it comes from and to work at freeing ourselves from it

<http://buddhism.about.com/od/keyconcepts/a/Noteach.htm>

Appendix 3

How did Sister Helen come to a better Understanding about the meaning of 'forgiveness'?

Helen Prejean had devoted her life to God and become a nun

Sister Helen believed in trying to bring hope into the lives of people who were in despair

Two teenagers had been found murdered in a field

Elmo Patrick Sonnier had been convicted of the teenagers' murder

Sister Helen was working for a homeless peoples' charity

Sister Helen began writing to prisoners on Death Row

'Death Row' is the name given to high-security prisons in parts of the USA where convicted murderers wait to be executed

The parents of the murdered teenagers were furious with Sister Helen

Sister Helen became very focused on preparing Sonnier for his execution

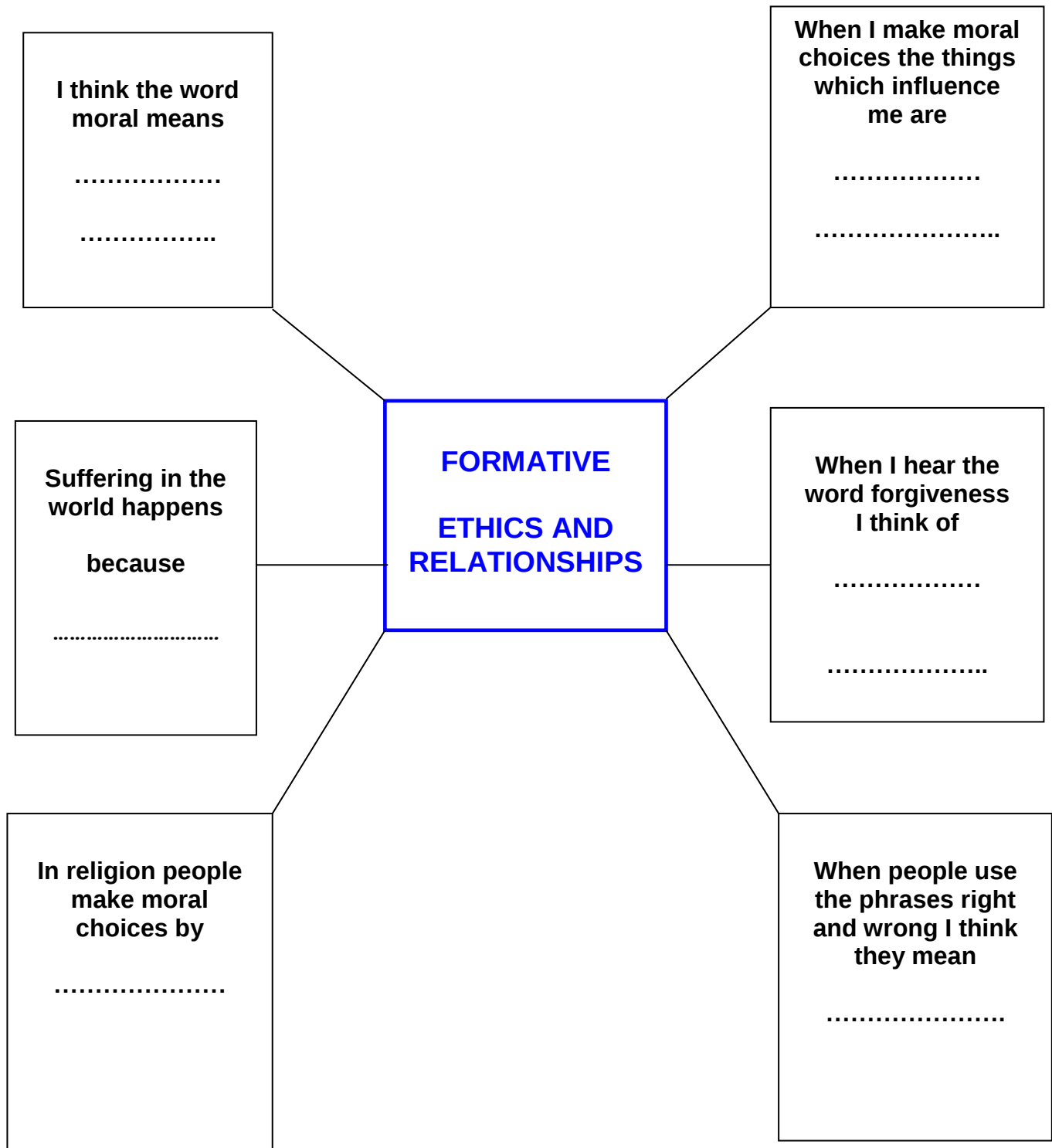
Sonnier ate a last meal of steak, salad, apple pie and coke

At the request of the victims' parents, Sister Helen attended a 'victims of violence' meeting

Days before the execution, Sonnier and one of his guards were watching basketball on TV

One of the victims' parents had gradually overcome his anger through prayer, and had visited Sonnier's dying mother

FORMATIVE



SUMMATIVE

