

# RS HEAD HEART HAND Year 10 Relationship & Families

## HEAD



- \*understand the difference between different types of **relationships**
- \* understand religious teachings about the **role of marriage and divorce**
- \*have an understand about **gender prejudice**



## HEART

- develop an understanding of religious views on **marriage**
- justify views which challenge the religious belief in the **marriage**, including those on **cohabitation & contraception**
- consider religious and scientific views on **procreation**



## HAND

- outline religious ideas and arguments on issues such as **sex & sexual relationship**
- produce structured arguments the **role of marriage & re-marriage**.

### Unit Intent

Students should study religious teachings, and religious, philosophical and ethical arguments, relating to the issues that follow, and their impact and influence in the modern world. They should be aware of contrasting perspectives in contemporary British society on all of these issues.

They must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:

- Contraception.
- Sexual relationships before marriage.
- Homosexual relationships.

	Lesson Objectives	Self-Assessment RAG	BIG QUESTION												
Unit A.1	<p><u>Relationships &amp; sexuality</u></p> <p>☺☹☹ To know different perspectives on human sexuality, including heterosexual and homosexual relationships.</p> <p>☺☹☹ To consider different ideas on sexual relationships before and outside of marriage</p> <p>☺☹☹ To identify different ideas on the nature of families, including parents and children, extended families and the nuclear family</p>	<table border="1"> <tr><td>R</td><td>A</td><td>G</td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>	R	A	G										<p>Who do you have relationships with?</p> <hr/> <hr/> <hr/> <hr/>
R	A	G													
Unit A.2	<p><u>Contraception</u></p> <p>☺☹☹ To describe the various forms of contraception available</p> <p>☺☹☹ To explain why people choose to use contraception</p> <p>☺☹☹ Explain the different religious viewpoints relating to different forms of contraception</p>	<table border="1"> <tr><td>R</td><td>A</td><td>G</td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>	R	A	G										<p>Is it ok for religious people to use contraception?</p> <hr/> <hr/> <hr/> <hr/>
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Unit A.3	<p><u>Marriage, divorce &amp; alternatives</u></p> <p>☺☹☹ describe different perspectives on the nature and purpose of marriage</p> <p>☺☹☹ describe different perspectives on same-sex marriage and cohabitation</p> <p>☺☹☹ explain ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion</p>	<table border="1"> <tr><td>R</td><td>A</td><td>G</td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>	R	A	G										<p>Is it wrong to commit adultery ?</p> <hr/> <hr/> <hr/> <hr/>
R	A	G													
Unit A.8	<p><u>Gender prejudice</u></p> <p>☺☹☹ describe different perspectives on the roles of men and women</p> <p>☺☹☹ describe different perspectives on gender prejudice and discrimination, including examples</p> <p>☺☹☹ evaluate the influence of relevant scripture and/or sacred texts on religious views about relationships and families</p> <p>☺☹☹ explain why attitudes towards families and gender equality vary in</p>	<table border="1"> <tr><td>R</td><td>A</td><td>G</td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>	R	A	G										<p>Roles are always viewed as equal ?</p> <hr/> <hr/> <hr/> <hr/>
R	A	G													

Give me an example of HOW you have used/applied HEAD HEART HAND in this unit

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