

RS HEAD HEART HAND Year 11 Religion and Life

HEAD



- knowledge of religious teachings and scientific arguments relating to the **origin of the universe**.
- understand religious teachings about the **origins of human life**
- have an outlook on the relationship between **scientific views**, such as **evolution**, and **religious views**



HEART

- develop a sympathetic understanding of religious views on **creation**
- justify views which challenge the religious belief in the **sanctity** of life, including those on **abortion**, **euthanasia**
- consider religious and scientific views on the existence of an **afterlife**



HAND

- outline religious ideas and arguments on issues such as **stewardship**, **dominion**, **responsibility**, **awe** and **wonder**.
- produce structured arguments the use and abuse of animals, including: **animal experimentation** and the **use of animals for food**

Unit Intent

What is the origin of the universe? What is life?
In this unit, you will study religious teachings, and religious, philosophical and ethical arguments, relating to issues such as **the environment**, **abortion**, **euthanasia** and **animal rights**. You will consider how these arguments have had an impact on and influence the modern world. You will become aware of contrasting perspectives in contemporary British society on all of these issues, including those views held by science. You will be able to argue from these different perspectives to provide extended answers to complex questions.

	Lesson Objectives	Self-Assessment RAG	BIG QUESTION
Unit B.5	<p>Lesson B.5 – The value of human life</p> <p>😊😐😞 Develop an understanding of religious and philosophical teachings about the origins of life</p> <p>😊😐😞 Be able to define the key terms: ‘sanctity of life’ and ‘quality of life’</p> <p>😊😐😞 Consider what status a human life has</p>	<p>R A G</p>	Does the universe have to have a beginning?
Unit B.6	<p>Lesson B.6 – Abortion</p> <p>😊😐😞 Know and be able to describe the law on abortion in the UK</p> <p>😊😐😞 Assess arguments for both the ‘pro-life’ and ‘pro-choice’ arguments for and against abortion</p> <p>😊😐😞 Think about the different lives involved when considering abortion</p>	<p>R A G</p>	Why should we help prevent the destruction of the environment?
Unit B.7	<p>Lesson B.7 – Euthanasia</p> <p>😊😐😞 Understand the issues surrounding euthanasia, or the right to die</p> <p>😊😐😞 Produce an argument for and against the right to die</p> <p>😊😐😞 Outline the work of the hospice movement</p>	<p>R A G</p>	Should the environment be everyone’s first priority?
Unit B.8	<p>Lesson B.8 – Death and the Afterlife</p> <p>😊😐😞 Know different religious perspectives about death and the afterlife</p> <p>😊😐😞 Explain how religious beliefs about death and the afterlife might affect a believer’s behaviour and attitude in this life</p> <p>😊😐😞 Assess the impact of religious views on death and the afterlife on the value they place on a human life</p>	<p>R A G</p>	Why do some people choose to be vegetarian?

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

