



## Content - Big ideas

### Hinduism

Students will explore the monotheistic nature of Hinduism, understanding the concept of Brahman, while learning about the gods and goddesses as an embodiment of the Supreme Spirit. They will consider beliefs about karma and life after death and explore the life of Gandhi as an example of a famous Hindu.

**Big Questions:** How can Hinduism be described as monotheistic when they believe in many gods/goddesses? Who are the main gods? How do Hindus worship? What do Hindus believe about karma and life after death? How did Gandhi put his faith in action?

### Life Issues

Through understanding the concept of the Sanctity of Life and beliefs about life after death, students will begin to explore the ethical issues of abortion, euthanasia, capital punishment, genetic engineering and medical ethics. They will investigate the issue itself and develop an understanding of the religious and non-religious responses to these issues.

**Big Questions:** What is the Sanctity of Life? What do religions teach about life after death? What are the key life issues and how do religious/humanists respond?

### Martin Luther King

A history of racism in the USA will be considered as a background to Martin Luther King's pivotal role in the Civil Rights Movement. Students examine the beliefs and teachings that King espoused and how these impacted on his behaviour. We will consider the legacy of Martin Luther King.

**Big Questions:** What was racism like in the USA? How did MLK's put his faith in action? What did the Civil Rights Movement achieve?

### Religious Artefacts

Is the Turin Shroud a genuine relic of Jesus' resurrection? Has the Titulus Crucis survived for 2000 years? In this unit we will discover the relics and artefacts considered to be of importance to different religious traditions and will question their provenance, relevance and importance.

**Big Questions:** What are relics and why do some religious believers value them? Are they genuine?

### The Dark Side of Religion

In a challenging and relevant unit, students will delve into the negative aspects of religion, such as links to extremism/terrorism, forced marriage, cults and religious conflict. Teachers will present information sensitively in order to give students the opportunity to evaluate the issues in a respectful manner.

**Big Questions:** Is religion a positive force?

## Prior learning

Students will have an understanding of some ethical theories which may be applied to life issues. Students have studied both Christianity and Prejudice/Discrimination as these come together in the MLK topic.

## Global/IOM/Subject Links

**Global:** Cultural capital – students have studied five of the six major world religions. Students have explored current ethical issues and considered a range of responses to these. Students appreciate and form their own opinions on the negative aspects of religion.

**IOM:** Abortion and Euthanasia debates on the IOM  
**Subject Links:** Science – genetic engineering and medical ethics. History – the Civil Rights Movement.

## Subject specific skills development

Give an informed account of aspects of religion, incorporating the relevant details, evidence and examples.

Explain the importance of beliefs and teachings when making ethical decision.

Account for the influence of history and culture when analysing Martin Luther King and the Civil Rights Movement.

Begin to evaluate critically, using appropriate evidence and examples.