**RE-Live Mini-Schemes of Learning: Written by Amy Trevethan, Gordano School**

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| **pupils** | | **AMV unit & Areas of Enquiry** |
| **Key stage** | **4** | **How to live a good life [Focus Areas B&F]**  **This unit explores different approaches to moral issues and how these approaches influence the way people live their lives.**   1. Do people from all religions / worldviews agree on how to resolve the most important moral questions? 2. Do people from all religions / worldviews agree on how to resolve the most important moral questions? 3. How do we decide what to do? |
| **Year** | **10** |
| **Term** | **5** |
| **Focus:** | Christianity, ‘core values’ |
| **AGE-RELATED big idea**  **BI 3: A GOOD LIFE**  *Religious and non-religious groups agree on some moral issues and disagree on others. Different theories are offered about how and why humans ought to live a good life; these theories are not necessarily religious. When these perspectives are used in discussions about moral issues, they yield very different answers. Various religious and non-religious organisations have tried to identify rules and principles that should apply universally, and they often contain teachings about the character and virtues needed to lead a ‘good’ life. Some religions / worldviews have different expectations for different groups of people, often in relation to hierarchies within their traditions.* | | |
| **TRANSFERABLE QUESTIONS** Why are there different approaches to moral issues?  What informs / influences different approaches to moral issues?  How do beliefs and approaches to moral issues inform the way people live their lives? | | |
| **Resources**   * Means for showing video clips, as indicated in the lesson below. * PowerPoint with slides as indicated in the lessons below. Download here: [Resource 1](http://awarenessmysteryvalue.org/wp-content/uploads/2021/09/REL-4031-Res1.pptx) | | |

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| **TOPIC-RELATED QUESTION 1**  Do people from all religions / worldviews agree on how to resolve the most important moral questions? |
| **Learning objectives:** Using various sources and examples students will explore how moral issues are interpreted and dealt with from a variety of religious and non-religious perspectives.  Pupils will know and understand:   1. the general agreement of religions / worldviews on core values and attitudes, such as love / consideration for others and care for the environment 2. the differences of opinion that arise between and within religions / worldviews from applying these values and other teachings to specific moral issues 3. the impact of different attitudes to authority on the different opinions within religions / worldviews on specific moral questions. |
| **Lesson 1: Are there ‘core values’ that can help keep people out of bad choices and bad lives?**  Introduce topic: How do people live ‘good lives and make good decisions?’  Ask students to think about what might be meant be a ‘bad life’. Get them to list different sorts of ‘bad life’ and ask them to categorise them into things which are a) mostly people’s own fault, b) mostly someone else’s fault and c) no one’s fault, just the way life is. Are there some things that don’t fit any category?  Explain that this investigation is really about the values and attitudes people have and what the consequences are most likely to be from holding different sorts of values and attitudes.  Ask students to discuss something that has value to them, e.g. Phone, dog etc and why that is the case. Link to values in terms of beliefs and principles people might hold, e.g. If you value life you might be against abortion / euthanasia / the death penalty. Apply to school values, e.g., from the school website.  Ask the students to divide into small groups to explore 1 of 4 cases studies [[Resource 1](http://awarenessmysteryvalue.org/wp-content/uploads/2021/09/REL-4031-Res1.pptx), slides 1-4: Malala Yousafzai, Martin Luther King Junior, The Suffragettes, Hany El Banna].  Ask them to complete sheet [Resource 1 slide 5] about their findings on how values impact decisions and actions.  Finish with a video clip on ‘Operation Noah!’ [www.youtube.com/watch?v=OLAfhMOIWqI](https://www.youtube.com/watch?v=OLAfhMOIWqI) (accessed 21/7/21) – How do beliefs lead to actions here? Why might not all Christians care about environmental change to the same level?  Is there wide agreement in different religions / worldviews about such beliefs and values?  Ask the students to investigate similarities amongst a range of different traditions and to note attitudes to such things as environmental protection and consideration for others over the past year or so while countries across the world have been battling with the pandemic.  What different values and attitudes have been displayed in the way different groups and individuals have behaved? Ask students to make a brief report on their findings. |
| **Lesson 2: Differences of opinion on specific moral issues**  Start with a range of images of people dressed in clothing such as; a uniform, religious dress, modest dress, more exposed dress etc. Ask students which would be suitable for different types of events. Discuss why people might have different expectations about what is or is not acceptable, e.g. tattoos / nose rings etc.  Now take a theme such as homosexuality and explain that different denominations within Christianity approach this in a different way based on their interpretation of scripture, e.g. Most evangelical, conservative Christians are strongly opposed to homosexual practice. The Roman Catholic Church recommends that homosexuals remain celibate. They point to such verses in the Bible as Leviticus 18:22, ‘Do not lie with a man as one lies with a woman; that is detestable’, and St Paul’s first letter to the Corinthians, where he says that ‘Neither the sexually immoral, nor homosexual offenders… will inherit the Kingdom of God’ (6:9-10). Other Christians, on the so-called liberal side, argue that biblical teachings need to be interpreted in the light of the different social and cultural contexts in which people now live. Some have argued that homosexuality is a perfectly natural state of being, so part of God’s creation. They might also say that the ‘new covenant / agreement’ between God and the People of God, brought in the person and teaching of Jesus, prioritises compassion over judgement of others’ lives. [Resource 1: slide 6-8]  Invite students to look at how religious leaders have approached the issue of homosexuality in recent years, e.g. the Pope, Justin Welby, Rowan Williams, Desmond Tutu. They all believe in ‘love’ as ‘agape’ [unconditional love] – so why might they differ in what they say about this issue? [Resource 1: slide 9]  Ask students to suggest how different figures have come to different conclusions. Which do they most agree with and why? Encourage them to work out why values and beliefs might change over time and differ within communities.  Finish with two clips on family – one very traditional, the other from ‘modern family’.  Ask the students to note various points on how family life has change in past 50 years. What values and attitudes do they consider might have changed most, e.g. marriage, co-habitation etc.  Ask the students to whether they think that people’s lives were generally better in the past or generally better now? What evidence / arguments can they bring to the debate? |
| **Lesson 3: Different attitudes to authority**  Give students an example of an issue they might face every day, e.g. They did not do their homework. Ask them to discuss what would be a good decision to make/ what might be a bad one? How do they know? Who might care if it was a bad decision?  Define ‘sources of authority’. Then ask students to mind map other sources of authority. Discuss why some sources of authority might matter to some people more than others. Point out that, for many people, it makes a difference if you believe that the authority you rely on is part of a tradition that can be traced back to a divine or enlightened source, such as through an ultimately reliable and truthful individual.  Complete sheet [Resource 1: slide 10] – prioritising sources of authority for themselves and then considering one other person from a list – why might that person differ or use / care about different sources of authority?  Complete [Resource 1: slide 11] – Four case studies of people facing a difficult decisions ‘agony aunt’ style. Students to recommend who / what sources of authority should they use? Why?  Finish with clip from *The Simpsons,* e.g. [‘Bart gets in trouble at Try-N-Save’](https://www.youtube.com/watch?v=VvkXAEXzIhg) – who should Bart consult for help? Would other members of his family agree? What advice might help prevent Bart from falling into a ‘bad life’?  Summary of clip: Marge plans for a family photo in the shopping centre. Bart once got caught stealing there and was told to never go there again by the boss. He tries to avoid the family photo and tries to wear a disguise to avoid having to tell his family what he did. Eventually they go to the store and Bart is seen by the boss who explains to Marge and Homer what Bart did and is ready to show them video evidence. Bart interjects and tells the truth before the video is played and his mum is disappointed. |

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| **TOPIC-RELATED QUESTION 2**  Do people from all religions / worldviews agree on how to resolve the most important moral questions? ? |
| **Learning objectives**  Pupils will know and understand:   1. the relationship between utilitarianism, virtue theory and normative ethics. |
| **Lesson 4 Are there fair ways to make good decisions for everyone?**  Start lessons with some class votes ideally subjects where there will be a small minority on one side e.g. ‘put your hand up if your favourite colour is not green.’  Introduce concept of utilitarianism.  Using [Resource 1: slide 10] ask the students to apply Utilitarian theory to different ethical problems.  Give examples from the trolley problem [Resource 1: slide 12] – ask: why might the greatest good for the greatest number not always work?  Now contrast with one other traditional theory, e.g. Natural moral law or Situation Ethics.  Ask the students to write a short paragraph explaining which theory they believe to be the best way to make moral decisions with, and which might be best for keeping people out of bad lives. |

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| **TOPIC-RELATED QUESTION 3**  How do we decide what to do? |
| **Learning objectives**  Pupils will know and understand:   1. how different people approach the task of resolving moral questions (from a range of religious and non-religious questions). |
| **Lesson 5 How different people approach moral questions**  Start with key terms for the lesson such as prejudice, discrimination, positive discrimination and unconscious bias. Link to the idea of how such things as prejudice and bias can lead to bad consequences for people. Ask the students for examples from their experience or in recent news.  Watch a clip from [Pocahontas: ‘Savages’](https://www.youtube.com/watch?v=3oEWA7UglB4) and ask students to note down claims each group make against the other, e.g. ‘they’re different from us which means they can’t be trusted’. Discuss why each group regards the others as ‘Savages’, e.g. the Indian tribe believe the ‘pale face is a demon’ with guns, yet the European crusaders believe the tribes people are ‘barely even human’ and ‘not like you and me, which means they must be evil’ and that they can claim any land they come across.  Ask students to consider what else is feeding into this other than just race, e.g. ways of life / beliefs about land acquisition / technology development / types of weapons etc. Ask them whether beliefs and values are always based on sound judgements, e.g. in this clip prejudice and misunderstanding has led to violence and the belief that the other group are savages.  Ask students why prejudice and ‘implicit bias’ might make it harder for us to understand cultures / values / religions / beliefs different from our own.  Build on the principle of negative attitudes / prejudices impacting decisions. For example, the recent student where candidates named Adam secured more interviews than Mohamed when names were on applications but these results changed where applications were anonymised:  <https://www.bbc.co.uk/news/uk-england-london-38751307>  <https://www.bbc.co.uk/news/uk-46927417>  Point out that, although we make assumptions about other people all the time, and we need to be aware of how that can affect our relationships with others, such assumptions need not always be problematic. For everyday purposes, we need to get on with life based on what we assume to be true and moderate our thinking with experience!  Finish with discussion on ‘cultural norms’. For example, Portugal has a list of approved names you have to pick from, the baby name ‘Jesus’ might be considered ‘bad taste’ in Britain or to some Christians [not in Spanish or Portuguese-speaking countries] yet in Islamic culture the name Muhammad is seen as honorific. Yet images of God or Jesus are much more acceptable in British / Christian culture than they are in Islamic culture.  Ask the students what might motivate these different values and beliefs and how this leads to different decision make about what is okay / good or acceptable.  Return to the idea of ‘bad lives’ and ask for ideas on how life might be made better for some victims of prejudice and discrimination. |

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| **Lesson 6 - Assessment**  Ask the students to create a 5 minute presentation on ‘How to live a good life’.  Differentiated guidance below:   |  |  |  | | --- | --- | --- | | **Must** | **Should** | **Could** | | Give definitions and examples of ‘good’ or ‘bad’ lives  Explain what might influence people’s opinions of good/ bad lives  Refer to a Christian and a non-religious view about how to live a good life | Pick a celebrity or fictional character – suggest how they live a ‘good life’ and how they might improve it further  Explain why different people/ traditions might be influenced by different things when making a decision  Refer to at least two religious and non-religious views on living a good life | Give examples of how ‘good’ and ‘bad’ lives might differ across culture/ tradition/ area  Explain how two different traditions (religious and/or non-religious/ or within the same religion) may differ on views of living a good life  Apply this to your local community and a recent news event, e.g. BLM movement, Caring for the planet, Covid 19  Use this to make a judgment about what influences people’s beliefs about good / bad lives the most today |   Possible additional success criteria for teacher or peer/ self-assessment :   |  |  | | --- | --- | | **Part of presentation** | **Score out of 5** | | Range of views |  | | Examples |  | | Organisation |  | | Clarity |  | |  |  |   WWW:  EBI: |

**ASSESSMENT**

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| **Big Idea 3 (14-16)**  Pupils understand:   1. why people from all religions / worldviews do not always agree on how to resolve the most important moral questions. 2. the impact of different attitudes to authority on the different opinions within religions / worldviews on specific moral questions 3. the relationship between utilitarianism, virtue theory and normative ethics 4. how different people approach the task of resolving moral questions.   Many of the following assessment ideas are drawn from the lessons above; these could be used to build a picture of students’ progress and achievement in the unit. | |
| **COGNITIVE PROCESSES** | **ACTIVITIES** |
| 1. Remembering: | 1. Give the names of TWO different ethical theories. 2. Say what different sorts of authority people may turn to when considering moral questions. |
| 2. Understanding: | Give examples of how ‘good’ and ‘bad’ lives might differ across culture / tradition / area.Explain how and why TWO different traditions (religious and /or non-religious / or within the same religion) may differ on views of living a good life. |
| 3. Applying: | 1. Apply the teachings of those two different traditions to the local community and a recent news event, e.g. BLM movement, Caring for the planet, Covid 19. 2. Say how different attitudes to authority might lead to different opinions about a specific moral issue. |
| 4. Analysing: | 1. Break down some of the key factors in the ‘bad lives’ that some people live. 2. Outline the ways in which TWO different ethical theories are similar and ways in which they are differ. |
| 5. Evaluating: | 1. Weigh up the most important factors are which are influencing people’s beliefs about good and bad lives today. 2. Write a short paragraph explaining which ethical theory you believe to be the best way to make moral decisions with, and which might be best for keeping people out of bad lives. |
| 6. Creating | Create an oral or visual presentation about how some people have been, or could have been, saved from living a ‘bad life’ through the application of ethical principles. |