

	TOPIC	ASSESSING	SMSC/British Val	LITERACY	ASSESSMENTS
A U T U M N	<p>Do we have a right to have a child? <u>Religions to focus on Islam and Christianity.</u> <i>Within this unit students will focus on the ethical decisions surrounding IVF, Human embryology, cloning and abortion. Ensuring how decisions surrounding these issues are made in particular looking at two different religious points of view on this topic. Students should also have an understanding of law on this and the process that is involved.</i></p>	<p><i>Students will be assessed on contribution to activities, empathy and tolerance and speaking and listening.</i> Bronze: Students will attempt activities asked of them. Students will develop a clear opinion. Students will be able to express an opinion. Silver: Students will complete tasks. Students will be able to express two sides of an opinion. Students will be able to listen to other people's opinions. Gold: Students will complete tasks to a high Level. Students will be able to evaluate two or more opinions. Students will be able to debate a topic.</p>	<p>What are the laws surrounding medical decisions? How do people make medical decisions? Is freedom of choice important?</p>	<p>Doctor, Hippocratic Oath, Ethical, Decisions, Issues, IVF, Human Embryology, Cloning, Abortion, God, Foetus, Religion, Islam, Christianity, Law, Embryo</p>	<p>“Every person has the right to have a child” How far do you agree with this statement?</p>
	<p>Is the law moral? <u>Religions to focus on Islam and Christianity.</u> <i>Within this topic students will be able to define what is meant by the law and identify how the law is made, using two different religions as examples. Students will then move onto looking at punishments and the purpose of punishment, before focusing on the issues surrounding capital punishment and whether rehabilitation is possible.</i></p>	<p><i>Students will be assessed on contribution to activities, empathy and tolerance and speaking and listening.</i> Bronze: Students will attempt activities asked of them. Students will develop a clear opinion. Students will be able to express an opinion. Silver: Students will complete tasks. Students will be able to express two sides of an opinion. Students will be able to listen to other people's opinions. Gold: Students will complete tasks to a high Level. Students will be able to evaluate two or</p>	<p>What is the law? How is the law made? What is the purpose of punishment? How does religion impact the law?</p>	<p>Law, Christianity, Islam, Sharia, Punishment, Capital Punishment, Controversial, Rehabilitation, Victim, Perpetrator, Prison, Sentence, Court, Mitigating</p>	<p>“The law is always morally right” How far do you agree with this statement?</p>

		more opinions. Students will be able to debate a topic.			
S P R I N G	<p>Who choses when we die? <u>Religions to focus on Islam and Christianity.</u> <i>Within this topic students look at how different people few death, from religious and now religious viewpoints. Explaining what happens at a funeral in at least two different religions. Students will then move on to look at difference between suicide and euthanasia. In looking at suicide, the reasons people take their life and how this can be avoided. In looking at euthanasia students will look at why people chose this and debate whether people have a right to die.</i></p>	<p><i>Students will be assessed on contribution to activities, empathy and tolerance and speaking and listening.</i> Bronze: Students will attempt activities asked of them. Students will develop a clear opinion. Students will be able to express an opinion. Silver: Students will complete tasks. Students will be able to express two sides of an opinion. Students will be able to listen to other people's opinions. Gold: Students will complete tasks to a high Level. Students will be able to evaluate two or more opinions. Students will be able to debate a topic.</p>	<p>What is meant by sanctity of life? What impact does religion and culture have on our view on death? How do people make decisions about death?</p>	<p>Death, Islam, Christianity, Suicide, Euthanasia, Debate, Funeral, Sanctity of Life, Culture, Decisions, Choice, Rite of Passage, Law, Ethics, Moral, Afterlife</p>	<p>“We should be able to choose when we die” How far do you agree with this Statement?</p>
	<p>World’s dustbin or World’s paradise? <u>Religions to focus on Islam and Christianity.</u> <i>Within this topic student will look at whose responsibility it is to look after the world and what two different religions feel about this. First of all focusing on the environment and our role in protecting it before moving onto to look at animal rights and testing and the ethical issues surrounding it.</i></p>	<p><i>Students will be assessed on contribution to activities, empathy and tolerance and speaking and listening.</i> Bronze: Students will attempt activities asked of them. Students will develop a clear opinion. Students will be able to express an opinion. Silver: Students will complete tasks. Students will be able to express two sides of an opinion. Students will be able to listen to other people's opinions. Gold: Students will complete tasks to a high Level. Students will be able to evaluate two or</p>	<p>How does the environment impact our community? How do people make ethical decisions about animals? What is our responsibility to the world?</p>	<p>Environment, Christianity, Islam, Animal Testing, Ethically, Stewardship, Recycling, Renewable Energy, Responsibility, Animal Rights, Medicine, Cosmetics, Pollution</p>	<p>“As an individual we can make no impact in protecting the environment” How far do you agree with this statement?</p>

		more opinions. Students will be able to debate a topic.			
S U M M E R	<p>Let's talk about sex?</p> <p>This will be a brief recap of the main forms of contraception and STIs that are available, where students get advice and how they can ensure that they are making the right decisions when it comes to sex.</p>	<p><i>Students will be assessed on contribution to activities, empathy and tolerance and speaking and listening.</i></p> <p>Bronze: Students will attempt activities asked of them. Students will develop a clear opinion. Students will be able to express an opinion.</p> <p>Silver: Students will complete tasks. Students will be able to express two sides of an opinion. Students will be able to listen to other people's opinions.</p> <p>Gold: Students will complete tasks to a high Level. Students will be able to evaluate two or more opinions. Students will be able to debate a topic.</p>	<p>How can the right choices be made?</p> <p>What is the law?</p> <p>Where can students seek advice?</p>	<p>STI, Contraception, Condom, Pill, Protection, Oral Sex, Sexual Health, Advice, Choice, Decision, Alcohol, Peer Pressure, Drugs, Consent, Pregnancy, Barrier</p>	<p>"Alcohol is the main reason people make the wrong sexual choices" How far do you agree with this statement?</p>
	HAVE LEFT SCHOOL				