

UNIT TITLE/TOPIC Ethics & Justice				BAND D YEAR GROUP: 10	DURATION OF UNIT/TIME ALLOCATION 1 term
CB 5.3	CC	CL 5.1 & 5.3	CW 5.1 & 5.3	KEY IDEA(S) <ul style="list-style-type: none"> A Christian worldview is shaped by a Biblical teaching of Law & Grace Christians believe that God creates people to live in relationship with him & each other Christians have a responsibility in and for the world Religious ideas shape people's thinking and actions People make decisions using a range of religious perspectives and ethical frameworks 	OUTCOME(S) <ul style="list-style-type: none"> Students apply Christian beliefs about the intrinsic value of human life within the context of sin and evil Students analyse Christian beliefs about the responsibilities of living in relationship with God, self and others Students apply principles of Christian stewardship to social, political, environmental and economic issues Students identify philosophical approaches and religious beliefs and explain how they influence individuals and societies Students analyse and compare perspectives of different ethical and religious frameworks on contemporary ethical issues
UNIT OVERVIEW This unit has been written to fulfil the requirements of the CSCF as well as the requirements of the QSA Religion & Ethics SAS. The unit begins with an overview of models for ethical decision making before investigating two major ethical issues: globalisation & violence/conflict. The essential questions form the core of the unit, whereby students continue to make links between what they value and do and what the world is like. Alongside these investigations students will investigate an issue of human rights violation, looking at what can be done to respond.				CONTRIBUTION TO LLQ The focus for this unit of work: <ul style="list-style-type: none"> Developing their skills as investigators & learners especially in order to see issues from a variety of perspectives As problem solvers, this unit seeks to get students to see problems not as insurmountable but as a challenge to be wrestled with. 	
STUDENTS/LEARNERS PROFILE prior learning/interests/needs of students			ESSENTIAL/GUIDING QUESTION/STATEMENT that makes explicit the central, core idea developed in unit <ul style="list-style-type: none"> What sort of a person do I want to be? What kind of world do I want to live in? How can I make an impact on the world I live in? 		RESOURCES TO SUPPORT UNIT www.damaris.org/africaunited
					LINKS TO LIFE
STUDENT QUESTIONS <ul style="list-style-type: none"> How can one person make a difference? What do these issues have to do with me? What are my values? 			LINKS TO OTHER CURRICULUM AREAS		RESOURCES TO SUPPORT TEACHER
ASSESSMENT Students research a country of their choice where there is currently a need for Human Rights activism, and then respond in one or more ways, for example by writing a letter.					