RMPS Learner Journey

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| **S3** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Morality and Justice** | Describe moral decision making viewpoints | * Describe some of the main features of various moral viewpoints (both religious and non-religious) in making moral decisions * Describe the rights and responsibilities that come with making moral decisions through looking at the life and decisions Batman/Bruce Wayne made |  | Encourage pupils to be aware of the various forms of moral decision making and the rights and responsibilities regarding decision making. |  |
| **Passport of Skills** |
| * Taking responsibility * Communicating * Working with others |
| **Morality and Justice** | Explain moral viewpoints regarding crime and the law in the UK | * Explain briefly the UK system of crime and the law * Compare and contrast that system with a corrupt system in South Africa |  | Ask them to explain their opinions regarding crime and the UK |  |
| **Passport of skills**   * Taking responsibility * Communicating * Working with others |
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| **Morality and Justice** | Explain the religious and non-religious views concerning capital punishment | * Describe the various methods of capital punishment throughout the world * Describe non-religious viewpoints regarding capital punishment (Amnesty International, Utilitarianism, Relativism) * Describe religious viewpoints regarding capital punishment (Buddhism and Christianity) | Research task to outline a country that has the death penalty, their reasons for the punishment and the methods employed. Pupils should also research the religious and non-religious viewpoints through a case study. | Discuss openly about their views regarding capital punishment and whether it should be brought back to the UK | End of unit poster display and presentations. |
|  | **Passport of skills**   * Taking responsibility * Communicating * Working with others |  |  |  |  |

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| **S3** | **Learning Intention** | **Success Criteria – learners will be able to;** | **Planned Homework activities** | **Ways to Support Learning at Home** | **Assessment** |
| **Gender Issues** | Describe Gender Issues – both from a historical viewpoint and up to date perspective | * Describe gender inequality roughly one hundred years ago and the changes that have come about since then * Discuss (with the use of modern and 50s adverts/modern and 50s clips on YouTube) the ways women are portrayed in media. |  | Encourage pupils to be aware of gender issues in media through reading newspapers and watching TV news regularly. |  |
| **Passport of Skills** |
| * Taking Responsibility * Communicating * Working with others |
| **Gender Issues** | Explain issues related to gender inequality | * Explain the impact of gender inequality on women. * Create posters and short scenes in a group outlining gender inequality |  | Ask them to explain their opinions regularly on current affairs as they arise. | End of Unit Assessment  Analyse skill questions used in National 4 and National 5 exam. |
| **Passport of Skills** |
| * Taking Responsibility * Communicating * Working with others |
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