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
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| **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
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| **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 AssessmentAnalyse skill questions used in National 4 and National 5 exam.  |
| **Passport of Skills** |
| * Taking Responsibility
* Communicating
* Working with others
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