

KEVICC KS3 Curriculum:	Subject: RPE	Key terms and vocabulary.
Year: 9 Term: Spring	Topic: Personhood (Abortion & Euthanasia)	Which words will be explicitly taught & how frequently will understanding be checked? How will assimilation of new vocab be checked? <ul style="list-style-type: none">• Person• Foetus• Abortion• Conception• Pro-life• Pro-choice• Sanctity of life• Passive euthanasia• Active euthanasia• Quality of life
What is the essential knowledge from this unit? What do students need to remember and understand? This topic explores the concept of PERSONHOOD looking at two ethical topics, abortion & euthanasia. The main intention is to ensure that students understand the legality around abortion and euthanasia, but most importantly to understand the different perspectives and beliefs towards the two topics in order for them to form their own personal beliefs towards them. Essential knowledge <ul style="list-style-type: none">• What abortion is• UK law on abortion• Why women choose to have abortions• Difference between pro-life and pro-choice• Difference between sanctity of life & quality of life• Christian and Hindu attitudes towards abortion• What euthanasia is• UK law on euthanasia• Why people choose to be euthanised• Christian and Hindu attitudes towards euthanasia Students will develop their knowledge through: analysing religious ideas and concepts; comparing and contrasting different attitudes towards the two topics; analysing different situations; debating their own beliefs towards the two topics.		
What prior learning supports understanding of this content? Students will have looked at human rights and religious ideas on God, which will prepare them for the religious attitudes towards abortion & euthanasia. Students have also student different ethical topics since year 7.	How does this content link to future learning? This is foundational learning that will help students with all future learning in RPE & especially GSCE content.	
Reading: Where in the unit are students supported to read complex academic text? Various activities entail students reading texts and picking out key information E.G. Religious attitudes towards abortion & euthanasia; case studies for euthanasia.	Writing: Independent writing tasks and how they are structured Regular note taking. Short answers to reflective questions. 12 mark exam question.	
Key assessments: How will students review the information learned? How will feedback be seen? End of topic assessment: question sheet with answers in book; feedback sheet with pupil responding in purple pen. Mid-topic assessment: 12 mark exam question which will be planned together, marked and student will purple pen their answer. Reflective questions after watching film related to euthanasia. Further assessment questions and recap sheets will be used throughout the topic along with verbal feedback.		