



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
<p>7 lessons including assessment.</p>	<p>Evil and suffering</p> <p>What is suffering? In what ways do people suffer? What is evil? Why is there evil? Is God there when people suffer? Why do people suffer? What do Buddhist believe is the cause of suffering? How do Buddhist believe suffering can be overcome? How do Christians and Muslims cope with suffering? What can we do to help suffering?</p>	<p>Ultimate questions in year 7.</p>
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
<p>Formative and summative assessment throughout. Mid unit assessment.</p>	<p>In line with schools policy.</p>	<p>I can ask questions about concepts and suggest answers. I can describe my own response to the concept. I can explain my own response to concepts. I can explain my responses to religious concepts. I can explain my responses to religious concepts with justification. I can give a detailed explanation for my response to the religious concept with justification for my response based on a coherent argument. I can respond sensitively to the experiences and feelings of others, including those with faith. I can respond to the teachings and experiences of inspirational people by relating them to my own and others' lives I can respond to religious perspectives on a range of contemporary moral issues by relating these to my own and others' lives.</p>



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
<p>What is suffering?</p> <p>In what ways do people suffer?</p>	<p>To investigate different types of suffering.</p> <p>To understand the differences between human and natural causes of suffering.</p>	<p><u>ALL</u>: be able to state the different types of suffering.</p> <p><u>MOST</u>: to explain with examples the differences between human and natural suffering.</p> <p><u>SOME</u>: to evaluate the impact of the different types of suffering.</p>	<p>Starter: 1) Show pupils 3 images/ analyse each image quietly for 10 seconds. 2) Go round the whole class, each pupils has to say one word that comes to mind when they look at each image. 3) Feedback and discuss – how does these images make pupils feel?</p>	<p>Main:</p> <ul style="list-style-type: none"> • Create a class definition of the word ‘suffering.’ • Activity 1: In small groups, pupils have to make a list of all the different types of suffering they can think of, e.g. volcano disaster, 9/11. • Activity 2: Explain that suffering can be natural or caused by people. • 1) From a list of 10 examples, pupils have to draw a table with 2 columns and categorise the types of suffering under human or the natural causes. Some maybe both man-made and natural (cancer). • Feedback and discuss. • Which did they find difficult to categorise? Why? What do they notice? (More human causes). • Optional Activity: worksheet. 	<p>B style question.</p>	<p>Interview 3 people and ask them to define ‘good’ and ‘evil’. Once you have their response identify a) similar ideas</p>	<p>Plenary: Pupils have to complete sentence stem; either</p> <ul style="list-style-type: none"> • “I believe that the best way to explain suffering is.....” • Or “The question I would like to ask is.....” • Get pupils to write it on a post it note and stick it on the board



<p>What is evil? Why is there evil?</p>	<p>To reflect on the differences between natural and moral evil.</p> <p>To investigate different views and beliefs about evil.</p>	<p>All will be able to state the difference between the different types of evil.</p> <p>Most will be able to explain the differences in light of the quotes they have studied.</p> <p>Some will be able to evaluate the different views in light of the quotes.</p>	<p>Starter: 1) Based on their homework, pupils have 3 minutes to draw a representation of 'evil' and then 3 minutes to draw a representation of 'good'. Do not give any further guidance. Ideas are more important than artistic skills shown. 2) Pupils describe their pictures to the class in no more than 5 words.</p> <p>Optional Starter: Put pupils into groups of 4. Each group has 5 minutes to discuss their homework findings and come up with what they think are the best definition of 'good' and 'evil' and why. Each group gives feedback.</p>	<p>Main:</p> <ul style="list-style-type: none"> • Explain the two types of evil: natural and moral evil • Activity 1: Worksheet • Activity 2: 1) Pupils are give 7 quotes with different views and beliefs about evil 2) Pupils have to read and pick 3 quotes that they most agree with and one that they disagree with 3) Pupils have to give reasons 4) feedback and discuss. 	<p>Completing worksheet. D style question. Peer assess.</p>	<p>Homework: Some people say that if there was no evil, there would be no goodness. Do you agree?</p>	<p>Plenary: •Peer assess Pupils have to answer the question. What kind of world do you imagine it would be if no one ever did anything wrong?</p>
<p>Is God there when people suffer? Why do people suffer?</p>	<p>To link the issues of suffering with the case for/against the existence of God.</p> <p>Understanding some religious responses to suffering.</p>	<p>All will be able to define the word Parable and give an example of one.</p> <p>Most will be able to say why Jesus taught in parables.</p> <p>Some will be able to evaluate the teachings / messages of some of the parables.</p>	<p>Starter:</p> <ol style="list-style-type: none"> 1) Watch YouTube clip 2) Ask pupils question regarding the clip, what does the clip say about freewill, evil and suffering? 3) Explain fate and free-will 	<p>Main:</p> <ul style="list-style-type: none"> • Activity 1: Worksheet (includes the four arguments • 1) Pupils are to choose one argument they most agree with and one they most disagree with. This can be done individually, in pairs or in groups • 2) feedback and discussion • Activity 2: 1) Pupils are give 5 statements with images (reflect on the tsunami) • 2) Pupils have to answer questions and give their opinion 	<p>B style question.</p>	<p>Bring a story from the media that shows the impact of suffering on the belief of a person.</p>	<p>Plenary: Pupils have to write 2 reasons why suffering can make some people not believe in God. And two reasons why suffering can make some people become closer to God.</p>



How can I revise for my mid unit assessment on evil and suffering?	L.O-To be able to revise for the end of unit test.	To be able to track knowledge on the latest topic. To be able to take away one revision resource. To be able to show a full knowledge and understanding of the topic.	Learners to mind-map everything they can remember about the topic..	Learners to complete revision activities.		Revise for end of unit test. Must bring in a revision resource.	Pop quiz on topic.
How can I show my knowledge and understanding of the topic evil and suffering?	L.O-To assess our knowledge on the latest topic.	All will be able to answer a question on the latest topic. Most will be able to explain their answers using PPE. Some will be able to describe why people may disagree with their view point.	Set assessment protocol.	Students to complete assessment.		Pupils to research one world religious view on the problem of evil and suffering and to bring in a piece of scripture to support this.	Learners to self-assess how well they feel they did on the assessment.
How can I improve my assessment on evil and suffering?	L.O-To improve our end of unit test.	All will be able to reflect on their test and see areas for improvement. Most will be able to pick a question to re-draft. Some will be able to add religious scripture to strengthen their answer.	Instructions on general class mistakes.	Read assessment and re-draft question. Learners to research scripture which they can add to support answer.	Re-draft of question.	Pupils to create a mind map for revision of all the topics they have done so far.	Learners read through each other's work for ideas on how to improve their own.
What do Buddhist believe is the cause of suffering? How do Buddhist believe suffering can be overcome?	Explore what Buddhist teaches about suffering. Considering how Buddhist believe suffering can be overcome.	All will be able outline the story of kisagomati. Most will be able explain the story and draw on the main teachings. Some will be able evaluate the story and the impact on the life of a Buddhist.	Starter: : 1) Look at photos A-D 2) Which of the photos sum up the four sights that Buddha saw when he left the palace. 3) What do these photos show about suffering?	Main: <ul style="list-style-type: none"> Activity 1: Pupils have to read the story of Kisagomati and then answer questions Optional: Get pupils to re-write the story for a modern audience Explain Dukkha and the four noble truths Activity 2: Pupils have to complete worksheet 	B style question	Think of at least 3 jobs that a Buddhist would consider as 'right livelihood'. (Earn your living in ways that help others rather than harming living things).	Plenary: Pupils have make a list of 5 things that make them really happy. Do any of them bring pain or suffering to others?



<p>How do Christians and Muslims cope with suffering?</p>	<p>Learning about Christian teachings regarding suffering.</p> <p>Exploring ways that Muslims cope with suffering.</p>	<p>All will be able to describe what the bible is.</p> <p>Most will be able to explain how Christians use the Bible.</p> <p>Some will be able to evaluate the relevance of the bible to daily life.</p>	<p>Starter: : 1) Pupils have to look at a image of the crucifixion of Jesus 2) List the ways Jesus was made to suffer 3) Were his suffering physical or mental? How might the suffering of Jesus help Christians who are suffering?</p>	<p>Main:</p> <ul style="list-style-type: none"> • Activity 1: Pupils have to complete worksheet. • Activity 2: 2 quotes from the Qur'an, pupils have to discuss and answer questions. (worksheet). 	<p>D style question</p>	<p>Investigate how Christians or Muslims put these beliefs into action.</p>	<p>Plenary: Pupils have to compare both teachings and write one similarity and one difference.</p>
<p>What can we do to help suffering?</p>	<p>Learn about how people respond to suffering.</p> <p>Reflect on how the work of religious charity demonstrates the teaching of religion.</p>	<p>All will be able to identify three key features of a church.</p> <p>Most will be able to say what features are important for Christians.</p> <p>Some will be able to evaluate the significance of these features.</p>	<p>Starter:, : Pupils have to look at six images In pairs, pupils have to write list examples of what people can do to help others. Share ideas with the rest of the class. Explain about religious people support in the work of charities.</p>	<p>Main:</p> <ul style="list-style-type: none"> • Activity 1: Pupils have to design an attention grabbing leaflet, to get people to donate or help out in their charity organisation. • Activity 2: Pupils have to write a paragraph to offer support to a person that is involved in a tragedy. Example of tragedy – illness, war, tsunami, earthquake, road accident, poverty, bullying, or cyclone. Pupils have to include in their message the teaching of a religion. 		<p>Revision for assessment next lesson.</p>	<p>Plenary Why do you think that charities, such as Muslim Aid and SEWA provide spiritual and practical help to people? Or How can people respond to suffering?</p>