

Title: Ethical Questions

Titles	Gambling	Gender Inequality	Drugs
Logic	<p>DISCLAIMER: The Teachers' Notes have been updated so that the resource can be used through Curriculum for Wales. However, the content of the articles has been archived and the information has not been updated. The articles are kept on the website as the content is still relevant to Curriculum for Wales: Religion, Values and Ethics.</p> <p>The four purposes of 'Curriculum for Wales - A curriculum for life' By learning about Ethical Questions in their Religion, Values and Ethics education lessons, there will be opportunities for learners to develop [as/into]:</p> <ul style="list-style-type: none"> • Ambitious, capable learners who can explain the ideas and concepts they are learning about; • Healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs; • Enterprising, creative contributors who give of their energy and skills so that other people will benefit; • Ethical, informed citizens who engage with contemporary issues based upon their knowledge and values. <p>RVE in The Curriculum for Wales By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to:</p> <ul style="list-style-type: none"> • Engage with and explore ultimate and philosophical questions • Undertake enquiries and engage with sources of wisdom and philosophies • Develop and express their own informed viewpoints • Use their knowledge and understanding of religious and non-religious worldviews to think critically about their own values • Explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history • Evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues • Explore the beliefs and practices of the people in their community, Wales and the wider world and respond sensitively to them • Develop secure values and establish their own ethical beliefs and spirituality • Discuss and reflect on their own perspectives and those of others 		

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	<p>The RVE lens By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to explore a range of RVE concepts through the sub lenses below:</p> <ul style="list-style-type: none"> • <u>Search for meaning and purpose;</u> • <u>The natural world and living things;</u> • <u>Identity and belonging;</u> • <u>Authority and influence;</u> • <u>Relationships and responsibility;</u> • <u>Values and ethics;</u> • <u>The journey of life;</u> <p>*Please note that RVE is locally determined through an agreed syllabus. Each local authority has its own agreed syllabus for RVE that schools must have regard to. All agreed syllabi have had regard to the Curriculum for Wales framework and RVE guidance referenced above and below.</p> <p>Useful Links:</p> <p>The RVE Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance</p> <p>Hwb Humanities Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities</p> <p>Statements of What Matters - https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/</p> <p>Cross-cutting Themes - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes</p>		

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Key Words	<p>Gambling - engaging in a game or activity in which a person bets money or property in the hope of earning money.</p> <p>Addiction - getting into the habit of doing something and being unable to stop.</p> <p>Love of money – placing money and cash as the most important thing in life.</p> <p>Sin – what is evil from a religious point of view.</p> <p>Torah – God’s law for the Jews / the first five books of the Jewish Bible.</p> <p>Talmud – a collection of works explaining the law of the Jews.</p>	<p>Dharma - the teachings of the Buddha.</p> <p>Discrimination - treating some people differently from others.</p> <p>Dukkha - the teaching that life is unsatisfactory / full of suffering.</p> <p>Enlightenment - transcending into another realm of reality, escaping this world’s life cycle.</p> <p>Feminism - fighting for equal rights for women.</p> <p>Gender inequality - discrimination on the basis of sex or gender causing one sex or gender to be routinely privileged or prioritized over another.</p> <p>Human rights - rights that all human beings should receive.</p> <p>Nirvana - full release of the suffering of this world.</p> <p>Patriarchal society - a general structure in which men have power over women.</p> <p>Prejudice - a preconceived opinion that is not based</p>	<p>Drug – any substance that is introduced into the body and changes the way the mind and body work.</p> <p>Rave – lively party featuring food and drugs.</p> <p>Fix – a dose of a drug that someone is addicted to.</p> <p>Dependence – the condition of not being able to do without some substance or drug.</p> <p>Getting addicted – becoming completely dependent on some drug and unable to do without it.</p> <p>Rastafarianism – a religion that developed in Jamaica during the 1930s.</p> <p>Haile Selassie – Emperor of Ethiopia 1930 – 1974. Rastafarians believe that he is God.</p> <p>Reincarnation – the belief that when the body dies the soul is reincarnated into another body.</p> <p>Ganja – Rastafarians’ name for the drug cannabis or marijuana.</p> <p>Rahit Maryada - Sikhism code of discipline.</p>

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		<p>on reason or actual experience.</p> <p>Sangha - the Buddhist community.</p> <p>Sanskrit - an ancient Indian language.</p> <p>Spirituality - the quality of being concerned with the human spirit or soul as opposed to material or physical things.</p> <p>Suffragettes - a woman seeking the right to vote through organized protest.</p> <p>Taliban - Islamic fundamentalist group.</p> <p>The Buddha - the founder of Buddhism.</p> <p>The Lotus Sutra – a religious Buddhist text.</p> <p>The United Nations - an intergovernmental organization whose stated purposes are to maintain international peace and security.</p>	<p>Guru Granth Sahib - the highest authority of Sikhism - contains the teachings of the ten Guru Sikhs.</p> <p>Gurmukh – the name for someone in Sikhism who lives according to God's will.</p> <p>Manmukh - the Sikh name for someone who is selfish and ignores God's will.</p> <p>Ganges – a river in India that is considered by many Hindus and Sikhs to be the most sacred river in the world.</p> <p>Khamr – the word in Islam for anything that clouds the mind.</p> <p>Haram – things that are forbidden in Islam.</p> <p>Taliban – Islamic fundamentalist group ruling Afghanistan since 2021.</p> <p>Heroin – a drug made from opium.</p> <p>Opium - a drug in the opiate poppy and forms the basis of the drug heroin.</p>
Search	Gambling	Dharma	Drug

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words	Addiction Love of money Sin Torah Talmud Synagogue	Discrimination Dukkha Enlightenment Feminism Gender inequality Human rights Nirvana Prejudice Sangha Sanskrit Spirituality Suffragettes Taliban The Buddha The Lotus Sutra The United Nations	Rave Fix Dependency Getting addicted Rastafarianism Haile Selassie Marcus Garvey Bob Marley Reggae Reincarnation Ganja Cannabis Heroin Sikhism Rahit Maryada Guru Granth Sahib

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			Gurmukh Manmukh Ganges Islam Muslim Khamr Haram Afghanistan Sharia Taliban Heroin Opium
Extended Tasks	Who can respond most effectively to moral questions? The various religions or other authorities?		
Classroom Tasks	1. Research how sports are sponsored by gambling companies. You can focus on one area like Professional Football. What changes are about to happen in	Find tasks on the bottom of the document.	1. Research further into the beliefs and practices of Rastafarianism and prepare a 2-minute presentation for the rest of

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	<p>gambling advertising in this area?</p> <ol style="list-style-type: none"> 2. A lot of television advertising and programme sponsorship now comes from gambling companies. Look for examples and discuss whether this is acceptable. 3. Gather some information about 'Gamblers Anonymous'. What good work is being done by them and others to help the gambling addict in Wales? 4. Draw a table with two columns: The Risks of Gambling / The benefits of gambling for the economy and for charities. 5. Write a letter to your local council opposing the establishment of some sort of lottery to raise extra money for council work, e.g. school and road maintenance. 6. Nowadays thanks to the Web, it is very easy to gamble anywhere and at any time. How have Christians and Jews responded to this? 		<p>the class.</p> <ol style="list-style-type: none"> 2. Draft a biography of Marcus Garvey and/or Bob Marley. 3. Listen to some of Bob Marley's songs – what religious ideas are expressed in those songs? 4. Draw a Venn diagram to show what is similar and what is different in the attitude of the three religions towards drug use. 5. Research further into what is happening in Afghanistan and produce a news report from the country presenting the situation regarding the opium trade. 6. Plan a TV question time with three on the panel answering questions about their attitude towards drugs - one is Sikh, one is Rastafari and the other is Muslim. 7. Group/class discussion - 'Drugs like cannabis should never be made legal.'

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			Or 'There is no difference between cannabis and alcohol.'
Further resources			

Task 1: Match the key term to the correct definition

Dharma

Transcending into another realm of reality, escaping this world's life cycle.

Enlightenment

Full release of the suffering of this world.

Dukka

An ancient Indian language.

Nirvana

The teaching that life is unsatisfactory/ full of suffering.

Sansgrit

The teachings of the Buddha.

Task 2: Use your knowledge from the article to fill in the Buddhism row.

- For other religions, research how women are viewed historically and treated today (teacher can decide if they use the internet, books etc). If unsure, leave some rows blank for discussion later.

Religion	How Women Were Viewed Historically	How Women Are Viewed Today
Buddhism	(Example: Women could join the Sangha but faced resistance)	(Example: Some still cannot be ordained as monks)
Christianity		
Islam		
Judaism		

Task 4: Reflection Questions


- What similarities or differences do you notice between religions in how they treat women?

- Do you think Buddhism is more or less equal compared to other religions? Why?

- Why do you think gender inequality still exists in many religions and societies?

Task 5: Equality Pledge

Write one action you think could improve fairness for everyone:

A hand-drawn scroll with a thick black outline. The scroll is unrolled, showing a central area with ten horizontal lines for writing. The top and bottom edges of the scroll are rolled up, with the top roll visible on the left side. The scroll has a slightly wavy, hand-drawn appearance.