
Scheme of work

Religious Studies – Thematic studies

Religious, philosophical and ethical studies in the modern world: Theme D – Religion, peace and conflict

To help teachers in planning a course of study for the new GCSE Religious Studies A specification (8062), we have provided a possible scheme of work. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Provided the specification content is covered, teachers can adopt any approach they wish.

Assumed coverage

The scheme of work which follows is based on 120 guided learning hours for the full GCSE.

Each of the themes studied should be covered in approximately 15 hours.

Teach alongside: The two religions studied for Component 1 and the other three thematic studies from Component 2.

Religion, violence, terrorism and war					
Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 1	Peace and justice	Religious teachings about peace and justice	Students will be able to understand the religious teachings about the meaning and significance of peace and justice.	<p>Ice breaker. Ask students what they think peace and justice means. Students could be given information on religious teachings on peace and justice and work in pairs to decipher what these teachings mean.</p> <p>Working individually students could design their own peace symbol.</p> <p>Differentiation and extension More able students could be given the teachings and be required to summarise the meaning themselves. Less able could be given the teachings and clues to help them understand the meaning.</p>	<p>Religious quotes on peace and justice.</p> <p>Dictionaries</p> <p>Pictures of different peace symbols used around the world.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 2	Forgiveness and reconciliation	Religious teachings about forgiveness and reconciliation.	Students will be able to understand the religious teachings about the meaning and significance of forgiveness and reconciliation.	<p>Students could produce key word cards and their meanings on the first four key words of peace, justice, forgiveness and reconciliation</p> <p>Students might watch a video or situation scenarios about forgiveness. Depending on the religions chosen, students could look at various teachings about forgiveness, for example, the story of the prodigal son, teaching from the bible.</p> <p>Differentiation and extension</p> <p>Students might be asked to write down a time they forgave someone and how they reconciled their differences.</p> <p>Students could watch a video of a Holocaust survivor and how they forgave the perpetrators, as an example to bring in another religious view.</p>	<p>Key word card –blanks</p> <p>Video on forgiveness</p> <p>Relevant religious teachings stories on forgiveness.</p> <p>A relevant textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 3	Violence including violent protest	Religious understanding of attitudes to violence and violent protests.	Students will have knowledge and religious understanding of violence and violent protests. Students will understand attitudes from Christianity and at least one other religion to violence and violent protests.	<p>Students could look at a stimulus of violence or a violent protest and write down their thoughts and feelings using the 5w's, where, why, what, who, when. Ideas for a stimulus could be: rounding children up during the Holocaust, black and white people being mistreated in USA. Questions could then be asked relating to the stimulus.</p> <p>Students might study quotes from Christianity and another faith on violence. Students could then empathise as a religious person, by writing a diary account of their feelings and thoughts of the event.</p> <p>Students could in groups' answer a question related to this topic and then go round a carousel adding answers to other related questions.</p> <p>Differentiation and extension: As an extension students could compare their diary with an exert from the diary of Anne Frank.</p>	<p>Stimulus pictures</p> <p>A selection of relevant exam questions</p> <p>Use of the internet</p> <p>Text books on religious attitudes to violence.</p> <p>5W sheet</p> <p>Exert from diary of Anne Frank – annefrank.org.uk</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 4	Terrorism	Religious understanding of and attitudes to terrorism	Students will have knowledge and understanding of the religious attitude to terrorists and terrorism.	<p>Students could look at a PowerPoint on terrorism, what does terrorism mean? eg, freedom fighter or terrorist and consider examples of terrorism through history. Students could look at video clips of reports of terrorist attacks and answer questions relating to what happened in these attacks.</p> <p>A debate could be prepared on a particular scenario where terrorism might be involved, showing a religious view and a non-religious view.</p> <p>Students could look at specific teachings related to terrorism and how people interpret them in different ways.</p> <p>Differentiation and extension: Higher ability students could be given more specific teachings or situation scenarios to comment on. Less able students might be asked to write down their thoughts on terrorism using specific examples.</p>	<p>PowerPoint or Video clips eg, of 9/11 Information sheets on specific teachings. Question sheets Resource sheets on examples of terrorism.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 5	War	Religious attitudes to war, including the reasons for war including greed, self-defence and retaliation.	The focus is on understanding why people go to war.	<p>Students could start the lesson by listening to an appropriate song about war and note down what the artist is saying about it.</p> <p>In small groups, students could list the reasons why people go to war or they could do a sorting exercise matching why a war might happen with the reasons and then fill in a reasons grid.</p> <p>Students could list the films that depict war and the consequences.</p> <p>Differentiation and extension Higher ability students could list the consequences of war. Less able students could do a sorting exercise depicting what happens because of war.</p>	<p>Song and lyrics.</p> <p>Lists for the sorting activities.</p> <p>Reasons grid.</p> <p>A relevant textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 6	Nuclear war	Religious attitudes to the use of weapons of mass destruction.	Students will understand the religious attitudes towards the possibility of a nuclear war.	<p>Students could look at a suitable PowerPoint on attitudes to nuclear war and the consequences of nuclear war including references to the sanctity of life. Students might discuss nuclear war and the consequences. Students could look at the religious teachings from Christianity and one other faith and see how they might apply to weapons of mass destruction.</p> <p>Differentiation and extension Higher ability students could research Hiroshima and Nagasaki and the devastating consequences and why some people believed it was the right thing to do. The less able students could do a sorting activity looking at the different weapons of mass destruction.</p>	<p>PowerPoint Resources on nuclear war. Debate materials Various religious teachings on war. Sorting activity A relevant textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 7	The just war theory	What are the criteria for a just war: holy war?	Students will have knowledge of the just war theory	<p>Students could produce a mind map of reasons why people go to war? Students might do a card sort of just war views versus pacifist views. The criteria of the Just War theory to be recorded.</p> <p>Differentiation and extension Students could produce a poster on the 'Just war theory' and who initiated it.</p>	<p>Mind map template Card sort List of the just war theory criteria. A relevant textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 8	The holy war	What are the criteria for a 'holy war'?	Students will have knowledge of what is regarded as a holy war.	<p>Discussion about whether any war could be called 'holy'. What are the criteria which some religions believe are necessary for a war to be 'holy'? Compare and contrast the holy war criteria with that of the just war.</p> <p>Differentiation and extension: All students to attempt an exam question on either the Just War or Holy War. Differentiation by outcome.</p>	<p>List of the holy war criteria for the religions who advocate the idea.</p> <p>A relevant textbook.</p>

Religion and belief in 21 st century					
Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 9	Religion and belief as a cause of war and violence	Why does religious belief sometimes cause war and violence?	Students will gain an insight into – does religion and belief cause war and violence?	<p>Students could look at examples of religious wars in history eg, Crusades and modern situations where there is religious intolerance and persecution.</p> <p>Students could discuss why religion can become a cause for war when most religious teachings suggest that believers should promote peace.</p> <p>Differentiation and extension Students could write a poem or Haiku on the dangers of intolerance.</p>	<p>Examples of wars or unrest caused by religious belief. Images</p> <p>Examples of religious teachings about war.</p> <p>A relevant textbook.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 10	Religious understanding of and attitudes to pacifism	What does pacifism mean? What do religions understand about pacifism?	Students will gain knowledge of the religious attitudes to pacifism in Christianity and at least one other faith.	<p>Students might want to watch some clips of people who were pacifist's eg, Gandhi. Students could record and learn some specific religious teachings from Christianity and at least one other faith, which refers to peace.</p> <p>Differentiation and extension Students could answer an exam question on pacifism.</p>	<p>Video clips Religious teachings about peace. A relevant textbook. Exam questions and mark scheme including levels of response.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 11	Religion and peace-making in the 21 st century	To look at the work of individuals who helped make peace because of their religious teachings.	Students will have knowledge and understanding of individuals who helped make peace due to their beliefs.	<p>Students could research religious believers who helped to make peace and produce a leaflet on their chosen individual.</p> <p>Students could partake in 'be the expert' group work, where they have a chosen individual and report to the rest of the group on him or her.</p> <p>Differentiation and extension Students might be asked to use the Internet to find out more of the work of the chosen individuals.</p>	Resource material on specific individuals who have helped to worked for peace eg, Dalai Lama. A relevant textbook.

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 12	Religious responses to victims of war.	To look at a present day religious organisation that helps victims of war.	Students will gain knowledge on organisations that help victims of war.	<p>Students could discuss what happens to the victims of war and produce a list. Students could use the internet to research organisations that help victims of war and then produce their own PowerPoint on the specific organisation.</p> <p>Differentiation and extension Students might be asked to research the suffering of the Jews in the Holocaust.</p>	Use of the internet. Text books

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 13	Recap and revision on unit.	What have we learnt from this unit?	Students will recap on what they have learnt throughout the unit.	<p>Students could produce various learning resources to help them prepare for a test on this unit for example, key word cards, mind maps, resource leaflets, be the examiner task etc.</p> <p>Differentiation and extension Prepare for an exam on this unit in the next lesson.</p>	<p>Card Text books Internet Be the examiner questions and mark scheme.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lessons 14 and 15	Examination practice	To look at possible questions on the topic of Religion, Peace and Conflict.	Students will gain knowledge of possible exam questions and technique.	<p>Students might attempt to answer various questions. This could be done in various ways eg, write one sentence and then pass it on to the next person to do the second and so on. After an appropriate number, some answers could be read to the class. Using the levels of response the completed work could be graded and the reasons for the marks awarded given. Some questions could be answered entirely by the individual students. Instant feedback could be given if some of the answers are read out. Some could be collected in by the teacher for marking.</p> <p>Differentiation and extension The questions asked could be chosen as appropriate for the ability of the students attempting them.</p>	Exam questions. Mark scheme and levels of response.