



R.E.

Some Ideas for Use in the Classroom

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Introduction

The following activities provide suggestions for lessons using the Truetube site to support your teaching of RE. They are, in the main, generic so that you can choose the issues and films that match the interests of your students and/or curriculum. Aimed mainly at Key Stage 3 they can be extended for use in GCSE lessons.

The activities are summarised and the suggested films are those that relate most closely to the tasks described. Many of the other films on the site could be used instead and teachers may choose to update the list as the site develops. The activities are mapped to the new (2007) QCA Programmes of Study for RE and Draft GCSE Subject Criteria in sections 3 and 4 of this document.

The Appendices provide key facts on each of the main religions and a list of useful contacts and web links. You can find more about each of the individual issues on the Truetube website www.truetube.co.uk

If you would like to comment on these materials, email teachers@truetube.co.uk



Summarised Activities



Activity 1

Use the TrueTube films as stimuli to explore the impact of religions and belief on the way people live their lives.

Explore the reasons, based on faith that those interviewed gave for their behaviour/actions.

Ask students to select a second major religion and, using evidence from teachings/beliefs, to predict how members of that faith would respond to a similar situation. Students should explain their reasons.

Examples of suitable stimuli films

The section that provides the most obviously relevant films is **Faith: The World Needs More Religion**



Bhaktivedanta Festival 2007



Cleaner Medina



Real Story: Asad



Real Story: Danya



Real Story: Brother Michael



Real Story: Ethan



Jordan on Religion



Norman Kember



Vox pops

In addition the introductory section **Choose Your Cause** includes the film *Exodus* describing how one person's faith lead them out of a life of crime and provided purpose.



Activity 2

Ask students to suggest how faith might provide a positive alternative to the problems young people face in relation to peer and media pressures, for example, gang culture and body image.



Watch the films and analyse the reasons young people give for joining gangs or becoming anorexic. Get students to suggest what two different faiths might offer instead and to say what in the belief and texts might offer support and direction.



Students could create a film to persuade young people that faith can provide a positive force in their lives. They need to think carefully about audience, purpose and how best to present the message.

Upload best films to TrueTube.

Examples of suitable stimuli films

Community: No Good Can Come From Gangs (all films)



Body Image: Size 0 is Anorexic (all films)





Activity 3

Work with students to identify the key issues in the films and then to explore the similarities and differences in how two faiths' might respond to one of the issues portrayed in the films, for example:

- poverty
- environmental issues/climate change
- crime and punishment
- immigration/race
- marriage
- moral values
- social responsibility.



Ask students to find examples to support your ideas from the teachings/texts and descriptions of beliefs.



Finally ask students to think about what they could do to help improve the situation and how this relates to their personal beliefs. They can compare ideas with those who have made a difference in the films.

Examples of suitable stimuli films

See full catalogue of films:



Black History Month



Community



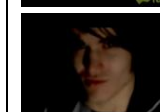
Race and Culture



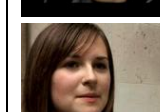
Faith



Body Image



Fame and Fortune



Love and Sex



Crime and Punishment



Environment



Activity 4

Many issues and problems explored in the films and described by the young people are to do with sense of self and identity within a community. Ask students to discuss how they think faith might help provide a meaning to these individual's lives.

Ask students to script/role-play a conversation with one of the characters summarising the issues they have and describing from a particular faith perspective how belief might help. These could be filmed and uploaded to TrueTube.

Examples of suitable stimuli films

Community: Never Give to a Beggar

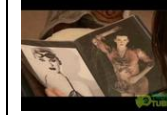


Real Story: Billie



Real Story: Mick

Body Image: Size 0 is Anorexic



Real Story: Victoria Hale



Real Story: Georgia

Race & Culture: Immigrants will Never Belong



Drama



Activity 5

Ask the class whether they think religious texts and joint acts of worship are the best way to teach young people a sense of moral purpose. They may need to be introduced to/reminded of the diversity of religious expression.

Ask them to imagine that if they were the leader of a particular faith group how they would choose to communicate with young people. They can get some ideas by analysing the films that made most impact on them (style, power of message, medium, celebrity, music etc).

Ask groups to make a film to communicate with peers on an issue that matters to them. In presenting their films to the group ask them to explain their reasons.

Examples of suitable stimuli films

Environment: One Person Can't Make a Difference to the Environment



Cycle Hero,



MC Natty,



The Organic Debate,



Razorlights Johnny Borrell



Online March

Comminuty: Never Give to a Beggar



NCH Real Stories,



What's a Beggar



Ken Loach

Faith: The World Needs More Religion



Duncan Williams



Activity 6

Ask students to assess how far they agree with the beliefs expressed in any of the films and to explain their reasoning.

Talk about what they think informs people’s opinions and, in particular, their own. They could list the influences on their lives and place them in rank order. They can then compare these with the influences cited by the young people in the film. If there is time, they could leave comments on the message boards in response to what the young people say about their influences.

Finally ask them to speculate about how their influences might change as they get older, that is, who or what will gain in influence and what will reduce. They could interview parents or other significant adults to help inform this view. These interviews could be filmed and uploaded to TrueTube.

Examples of suitable stimuli films

See full catalogue of films:



Black History Month



Community



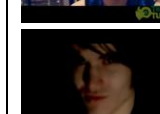
Race and Culture



Faith



Body Image



Fame and Fortune



Love and Sex



Crime and Punishment



Environment



Activity 7

Ask students whether they think politics should be informed/influenced by religious belief. Ask for reasons.

Ask students to research the link between Parliament, the Queen and the Church of England as well as other countries where religion plays a prominent political role. If there is time, students could also explore how religious influence has changed over time.

Based on this research, hold a poll to see whether students are disestablishment or anti-disestablishment. Divide the class according to their views and ask them to collect the reasons for their position.

Share ideas and make a film.

Examples of suitable stimuli films

Faith: The World Needs More Religion



Shambo the Cow



Real Story: Nikolai



Real Story: Nick Pullar



Norman Kember

Crime & Punishment: Should We Have capital Punishment in the UK? – Wanna Know More



Bishop of Lichfield



Activity 8

Look at the range of the films with the class, or ask groups to explore certain themes/topics. Based on what they see across the range and the number of times that religion is mentioned, ask them to say what impact they think religion has on the lives of young people in the contemporary world. They could also speculate on the potential impact of this.

They should consider how representative the films are of a general world view as well as how well they reflect their own views and beliefs. In order to assess this they could conduct their own surveys and make a film to upload to TrueTube. This would allow a comparison of regional differences.

Examples of suitable stimuli films

See full catalogue of films:



Black History Month



Community



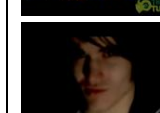
Race and Culture



Faith



Body Image



Fame and Fortune



Love and Sex



Crime and Punishment



Environment



Activity 9

Watch films on Truetube

Ask students to define 'authority'.

Ask students to list all forms of influential authority in their lives and define the impact it has on them. What do they think informs each form of authority to which they respond? How do these authorities make decisions?

Next ask the group to consider how society defines authority and what makes *some* media characters more authoritative than others. To help answer this question, students could think about why individuals in the films have been chosen to speak.

Move on to explore the authority provided by religious belief and related texts, as well as its place in the modern world. Discuss how and why the authority has already changed or might change in the future.

Examples of suitable stimuli films

All films useful in terms of what individuals have to say and why – obvious examples of different forms of *authority* found in:

Race & Culture: Do We really Need a Black History Month?



Alex Pascall OBE,



Ashley Walters AKA Asher D



Dr Hakim Adi Part 1

Environment: One Person Can't Make a Difference to the Environment



Real Story Rajbir Dhillon,



DJ Lucio,



Josie Appleton



Online March

Community: No Good Can Come From Gangs



Real Story MC Skitzo



Real Story Denny Mendoza

Body & Image: Beauty is More Important than Intelligence



Real Story Joanna Jepson



Professor Susie Orbach



Activity 10

Ask students to choose some films on Truetube on issues which are important to them.

Ask students to consider what influences the way they behave towards others and how they come to judgements about people.

Select a range of the young people represented in the films and ask students to say what they think of them, how they would behave towards them and what they might say to them if required. How do the people selected say that others behave?

Ask students to think about the last time they needed help and what happened. Move on to explore how they would feel if they were in the position of the young people in the film. Explore the effects that prejudice has on the people in the films.

Ask students to research what different religions have to say about the way we should treat others and also find out which charities that help the less fortunate have their roots in a religious movement.

Alternatively, ask students to create a table listing the names of the major faiths and examples of charities related to each – they should explain what each charity does and how it relates to the religion’s system of belief/teachings. Use research to explain how students think that offering a service to other people can be considered a religious act.

Students should select the films based on a couple of the issues that matter to them:



Black History Month



Community



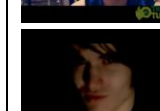
Race and Culture



Faith



Body Image



Fame and Fortune



Love and Sex



Crime and Punishment



Environment



Activity 11

Ask students to watch example films on Truetube

Ask students to find out what guidance two different religious groups might give on protecting the environment. They should research religious texts and, if possible, interview members of the chosen faith groups.

If they are willing these interviews could be filmed and uploaded to TrueTube.

Examples of suitable stimuli films

All films in

Faith: The World Needs More Religion



Environment: One Person Can't Make a Difference to the Environment





Activity 12

Ask students to watch example films on Truetube

In response, ask students to film a formal debate with the motion: This house believes that the media has more chance to change the world for the better than religion.

In preparing for the debate, individuals should consider, for example:

- responsibilities and how they are defined
- what informs the media and religion's sense of right and wrong
- reach/impact/methods of communication
- purpose

Examples of suitable stimuli films

Masterclass: *How to Get Yourself Heard*



Multiple perspectives are presented in the groups of films exploring a topic, however, individual films where two or more points of view are explored, include:

Community: *Never Give to a Beggar*



Drama



Debate

Race & Culture: *Immigrants will Never Belong*



The Big Fight

Body & Image: *Beauty is More Important than Intelligence*



The Debate

Celebrities Have a Duty to Behave



The Debate

Sex & Love: *No Love No Sex*



The Debate

Crime & Punishment: Should we Have Capital Punishment in the UK?



The Debate



Vox pops on the Death Penalty

Wanna Know More



Centre for Capital Punishment Studies



House of Commons Debate



Activity 13

Ask students to choose some films on Truetube on issues which are important to them.

Ask students to summarise the things that the young people in the films say give their lives meaning.

In pairs, or groups, students can discuss what gives their life meaning and why. Could any of the things mentioned have religious significance?

Groups/pairs of students could be asked to research one topic/theme and share findings with class

Students should select the films based on a couple of the issues that matter to them



Black History Month



Community



Race and Culture



Faith



Body Image



Fame and Fortune



Love and Sex



Crime and Punishment



Environment



Activity 14

Ask students to watch example films on Truetube

Explore the judgements that are made about different people in the films. Ask whether some people are presented more positively than others, why and how? Explore the difference between fact and opinion in the media and how bias is achieved. Ask students to summarise what they think the films have to say about the way we treat people.

Explore, with students, the significance of the statement:
'If civilisation is to survive we must cultivate the science of human relationships – the ability of all people of all kinds, to live together, in the same world at peace.' (Franklin Roosevelt)

Ask students to research other quotations that say something about how we treat people/relationships and to check whether the speakers are members of a particular faith group.

In groups, students select a quotation that has a particular resonance for them and make a film to encourage people to consider the impact of what has been said/the guidance given, and how, if appropriate, it relates to a system of belief.

Examples of suitable stimuli films

Most films and topics could provide a stimulus for this exploration, but these sections might provide a good starting place:

Community: Never Give to a Beggar



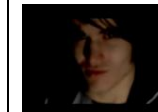
Race & Culture: Immigrants will Never Belong



Body & Image: Beauty is More Important than Intelligence



Fame & Fortune: Celebrities Have a Duty to Behave



Crime & Punishment: Should We Have Capital Punishment in the UK?





Activity 15

Ask students to watch films in the Faith section of Truetube

In response, ask students of particular faith groups to create a film on an issue of their choice (as suggested by the Truetube films or one that has particular significance for them) in which they ask young people of other faiths to add their comments to the message board. They can return often to the site to see what responses they get.

Students might choose to respond to the films in the section

Faith: The World Needs More Religion





Activity 16

Ask students to watch some of the example stimuli films

Many of the films focus on problems in the modern world, although they also showcase examples of positive action. Much of the general media presents young people in a bad light too. Talk with students about why the prevalent images in the media might be negative.

Ask students to identify the positive role models in the films and to list the qualities that they admire. They could be encouraged to make comments about these qualities on the TrueTube message boards. In pairs students can discuss their own and their partner's qualities (and how they are demonstrated) as well as the ones they wished they possessed.

Ask students to create a public relations film to redress the balance by showcasing all the positive things young people do and in which they are involved. Focus on achievements and how they can make the world a better place.

Examples of suitable stimuli films

Examples of positive role models can be found in the *Start a Revolution*, *Masterclass* and *Choose Your Cause* sections. Other individuals include:

Body & Image: Size 0 is Anorexic



Emma from Hollyoaks



Real Story Georgia

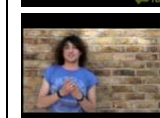
Environment: One Person Can't Make a Difference to the Environment



Real Story: Rajbir Dhillon,



Real Story: Holly Kate



Online March

Community: No Good Can Come From Gangs



Real Story: Jason Grant



Real Story: Jason Allen



Real Story: Denny Mendoza



Activity 17

Ask students to watch some films from the catalogue available on Truetube

Ask students to consider the events or happenings that upset or anger them and to list them under three headings: local, national and international. Discuss with them which of these issues are explored in the TrueTube films and which are not, or are not dealt with in sufficient detail. They should then research what is being done and by whom to address the issues, how two major faith groups respond, and also where they feel there are gaps in the responses. Examples could include:

- abortion
- euthanasia
- family life
- divorce
- gender
- poverty
- animal rights
- the environment
- torture
- war and conflict
- genetic engineering
- education and religion



In groups make a film about an issue not covered already on TrueTube or an issue that they consider to need more exploration. Upload to the site.

Examples of suitable stimuli films

See full catalogue of films:



Black History Month



Community



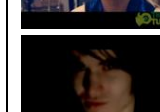
Race and Culture



Faith



Body Image



Fame and Fortune



Love and Sex



Crime and Punishment



Environment



Activity 18

Ask students to watch some films from the catalogue available on Truetube

Ask students to choose one or two religious leaders from the past and to consider what they think would anger him or her today. Create a script in which the students interview the person and ask for their views on contemporary issues as suggested by the films on Truetube. Explore how the leaders from the past might respond to each other's ideas, as well as to the comments/actions of the young people in the films.

Examples of suitable stimuli films

See full catalogue of films:



Black History Month



Community



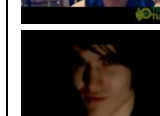
Race and Culture



Faith



Body Image



Fame and Fortune



Love and Sex



Crime and Punishment



Environment



Activity 19

Explore with students some of the dramatised, rather than real life, films. Ask why the students think the issue is approached in a dramatic way? Compare them to religious stories intended to communicate/teach in a way that people can understand.

Ask students to say what the dramatisations they watch have taught them and how the film has been used to communicate. They could add comments to the message boards and/or rank the dramas.

Examples of suitable stimuli films

Body & Image: Size 0 is Anorexic



Emma from Hollyoaks

Environment: One Person Can't Make a Difference to the Environment



The Organic Debate

Community: Never Give to a Beggar



Drama



Ken Loach

Race & Culture: Immigrants will Never Belong



Drama



Activity 20

Watch the crime and punishment films with students and then explore why Christians and members of one other religion hold different beliefs about capital punishment. What do the students think and why?

Examples of suitable stimuli films

Crime & Punishment: Should We have Capital Punishment in the UK?



KS3 and 4 Programmes of Study (QCA 2007)

| KS3 Programme of Study Objectives | Activities | KS4 Programme of Study Objectives | Activities |
|---|--|---|--|
| 1 Key Concepts | | | |
| 1.1 Beliefs, teachings and sources | | | |
| 1.1a Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs. | 1, 2, 3, 6, 8, 9, 11, 14, 17, 18, 19, 20 | 1.1a Analysing teachings | 1, 2, 3, 9, 11, 14, 17, 18, 19, 20 |
| 1.1b Understanding and responding critically to beliefs and attitudes. | 2, 6, 7, 8, 11, 12, 13, 18, 20 | 1.1b Understanding and analysing beliefs | 1, 2, 6, 8, 11, 12, 18, 20 |
| 1.2 Practices and ways of life | | | |
| 1.2a Exploring the impact of religions and beliefs on how people live their lives. | 1, 2, 7, 10, 11, 12, 13, 14, 17 | 1.2a Explaining and evaluating the impact of religions and beliefs on how people live their lives. | 1, 2, 3, 9, 10, 11, 12, 13, 14, 15, 17 |
| 1.2b Understanding that religious practices are diverse, change over time and are influenced by cultures. | 7, 9, 11, 12, 18 | 1.2b Analysing the ways in which the impact of religions and beliefs can vary according to context | 2, 3, 7, 9, 10, 11, 12, 13, 18 |
| 1.3 Expressing meaning | | | |
| 1.3a Appreciating that individuals and cultures express their beliefs and values through many different forms. | 5, 10, 12, 13, 19 | 1.3a Interpreting and evaluating many different sources and forms of religious, spiritual, moral and cultural expression. | 5, 10, 12, 13, 18, 19 |
| 1.4 Identity, diversity and belonging | | | |
| 1.4a Understanding how individuals develop a sense of identity and belonging through faith or belief. | 4, 6, 8, 13 | 1.4a Explaining and analysing viewpoints on issues connecting personal and communal identity. | 2, 3, 4, 7, 9, 10, 13, 14 |
| 1.4b Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. | 1, 2, 3, 10, 14, 18 | | |
| 1.5 Meaning, purpose and truth | | | |
| 1.5a Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them. | 3, 6, 8, 10, 11, 15, 17, 18, 20 | 1.5a Analysing and synthesising insights on ultimate questions that confront humanity. | 3, 10, 11, 14, 17, 18, 20 |
| 1.6 Values and commitments | | | |
| 1.6a Understanding how moral values and a sense of obligation can come from beliefs and experience. | 1, 3, 6, 8, 10, 11, 13, 14, 15, 17 | 1.6a Synthesising evidence and arguments about moral values and how they can relate to beliefs and experience. | 1, 3, 6, 8, 10, 11, 14, 17 |
| 1.6b Evaluating their own and others' values in order to make informed, rational and imaginative choices. | 6, 8, 9, 10, 14, 15, 16, 17, 20 | 1.6b Evaluating their own and others' values in order to make informed, rational and imaginative choices. | 6, 8, 9, 10, 13, 14, 15, 16, 17, 20 |

| KS3 Programme of Study Objectives | Activities | KS4 Programme of Study Objectives | Activities |
|---|--|--|-------------------------------------|
| 2 Key Processes | | | |
| 2.1 Learning about religion | | | |
| 2.1a investigate the impact of religious beliefs and teachings on individuals, communities and societies, the reasons for commitment and the causes of diversity | 1, 2, 3, 7, 9, 10, 11, 12, 14, 15, 17, 20 | 2.1a investigate and interpret significant issues in the light of their own identities, experiences and commitments | 2, 3, 6, 8, 10, 15, 17 |
| 2.1b apply a wide range of religious and philosophical vocabulary consistently and accurately, recognising both the power and limitations of language in expressing religious ideas and beliefs | 1, 5 | 2.1b present coherent, detailed arguments about beliefs, ethics, values and issues, with independence and critical awareness of their methods of study | 1, 3, 14, 15, 17, 20 |
| 2.1c explain religious beliefs, practices and commitments, including their transmission by people, texts and traditions | 5, 9, 10, 12, 18 | 2.1 c use and develop specialist vocabulary and critical arguments, with awareness of their power, limitations and ambiguity | 18 |
| 2.1d evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues | 1, 2, 3, 9, 10, 11, 14, 15, 17, 18, 19, 20 | 2.1d use and evaluate the rich, varied forms of creative expression in religious life | 5, 12, 14, 19 |
| 2.1e interpret a range of sources, texts, authorities, and forms of religious and spiritual expression from a variety of contexts | 1, 2, 5, 11, 14, 17, 18, 19, 20 | | |
| 2.1f analyse religious beliefs, arguments and ideas. | 6, 10, 14, 15, 17 | | |
| 2.2 Learning from religion | | | |
| 2.2a reflect on the relationship between beliefs, teachings, world issues and ultimate questions | 1, 2, 3, 9, 12, 15, 17, 18, 19 | 2.2a reflect critically on their opinions in the light of their learning about religions, beliefs and questions | 2, 3, 6, 8, 9, 10, 15, 17, 20 |
| 2.2b evaluate beliefs, commitments and the impact of religion in the contemporary world | 1, 3, 5, 7, 9, 10, 11, 12, 14, 17, 18, 20 | 2.2b develop their independent values and attitudes on moral and spiritual issues related to their autonomy, identities, rights and responsibilities | 3, 6, 8, 10, 11, 15, 16, 17, 20 |
| 2.2c express insights into the significance and value of religion and other world views for human relationships personally, locally and globally | 1, 2, 3, 10, 11, 12, 14, 17 | 2.2c evaluate issues, beliefs, commitments and the influence of religion, including philosophical, spiritual and ethical perspectives | 2, 7, 9, 10, 11, 12, 14, 15, 17, 18 |
| 2.2d express their own beliefs and ideas, using a variety of forms of expression, including creative forms and reasoned arguments. | 2, 5, 6, 8, 10, 11, 15, 16, 17, 18, 20 | 2.2d use skills of critical enquiry, creative problem-solving and communication through a variety of media to respond to issues of identity, meaning and values in a wide range of contexts. | 2, 4, 5, 14, 16, 17, 18 |

| Programme of Study Objectives KS3 | Activities | Programme of Study Objectives KS4 | Activities |
|---|---|---|---|
| 3 Range and content | | | |
| 3a Christianity | 1, 2, 3, 10, 11, 17, 18, 19, 20 | 3a opportunities to study Christianity, either directly as a religion or indirectly through philosophical or ethical issues, or both | 1, 2, 3, 6, 8, 10, 11, 17, 18, 19, 20 |
| 3b at least two other principal religions | 1, 2, 3, 10, 11, 17, 18, 19, 20 | | |
| 3c a religious community of local significance, where appropriate | | 3b opportunities to study one or more other principal religions, either directly as religions or indirectly through philosophical or ethical issues, or both | 1, 2, 3, 6, 8, 10, 11, 17, 18, 19, 20 |
| 3d a secular world view, where appropriate. | 7, 20 | | |
| 3e beliefs and concepts: the key ideas and questions of meaning in religions and beliefs, including issues related to God, truth, the world, human life, and life after death | 1, 3, 6, 8, 9, 13, 14, 15, 17, 18 | 3c opportunities to study a range of philosophical and ethical issues that are of relevance to young people's experience or aspirations and that make reference to some religious and philosophical traditions. | 1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20 |
| 3f authority: different sources of authority and how they inform believers' lives | 1, 2, 4, 6, 8, 9, 12, 14, 17, 18, 19, 20 | | |
| 3g religion and science: issues of truth, explanation, meaning and purpose | 11 | | |
| 3h expressing spirituality: how and why understanding of the self and human experiences is expressed in a variety of forms | 2, 4, 5, 12 | | |
| 3i ethics and relationships: questions and influences that inform ethical and moral choices, including forgiveness and issues of good and evil | 1, 6, 8, 9, 10, 11, 14, 15, 17, 20 | | |
| 3j rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship | 2, 3, 6, 7, 8, 10, 11, 13, 14, 15, 17, 18, 20 | | |
| 3k global issues – what religions and beliefs say about health, wealth, war, animal rights and the environment | 2, 3, 6, 8, 10, 11, 17, 20 | | |
| 3l interfaith dialogue – a study of relationships, conflicts and collaboration within and between religions and beliefs | 15, 18, 20 | | |

| Programme of Study Objectives KS3 | Activities | Programme of Study Objectives KS4 | Activities |
|---|--|---|--|
| 4 Curriculum opportunities | | | |
| 4a encounter people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and moral issues, where possible | <i>range of views presented in films</i> | 4a access the sources, images and sounds that are key to their study, using texts and ICT as appropriate | 1, 2, 3, 4, 5, 15, 16 |
| 4b visit places of major religious significance, where possible | | 4b discuss, explore and question concepts, images and practices | 1, 2, 7, 14, 15, 16, 17, 18 |
| 4c use ICT to enhance understanding of religion | 1, 2, 3, 4, 5, 15, 16 | 4c visit places of worship, inter-faith centres or other centres, observing or taking part in worship or rituals, as appropriate | |
| 4d discuss, question and evaluate important issues in religion and philosophy, including ultimate questions and ethical issues | 3, 6, 8, 14, 15, 17, 18, 20 | 4d discuss, reflect on and develop arguments about philosophical and ethical issues | 1, 6, 8, 14, 15, 16, 17, 18, 20 |
| 4e reflect upon and carefully evaluate their own and others' beliefs and values, using reasoned, balanced arguments | 1, 2, 6, 8, 15, 16, 17, 20 | 4e engage in community projects, dialogue or social action, reflecting on its importance for themselves and others | 2, 6, 7, 8 |
| 4f use a range of forms of expression to communicate their ideas and responses | 2, 4, 5, 15, 16, 19 | 4f encounter people from different religious, cultural and philosophical groups, who can express a range of convictions on religious and moral issues, where possible | <i>range of views presented in films</i> |
| 4g explore the connections between RE and other subject areas. | 5, 7 | 4g evaluate concepts, practices and issues, paying attention to beliefs and experience, and using reasoned, balanced arguments | 1, 6, 8, 9, 15 |
| | | 4h use a range of forms of expression to communicate their ideas and responses, including exploring and recording how their thoughts, feelings and experiences have changed | 2, 5, 15, 16, 18, 19 |
| | | 4i explore the connections between RE and other subject areas | 5, 7 |

GCSE Subject Criteria (QCA Draft June 2007)

Religious Studies aims to challenge young people and to equip them to lead constructive lives in the modern world. By exploring religions and beliefs, students have opportunities to reflect on fundamental questions related to belief, to engage with them intellectually and to respond personally. Religious Studies also enhances students' spiritual and moral development, and helps them to contribute to social and community cohesion. Religious Studies also enhances students' spiritual and moral development and their understanding of different cultures locally, nationally and in the wider world. It helps them to contribute to social and community cohesion.

| Aims and Learning Outcomes | | Assessment Objectives | | |
|---|---|---|--|--|
| Religious studies aims to: | | GCSE specifications in religious studies must require that all candidates demonstrate the following assessment objectives in the context of the content and skills prescribed. All specifications must require candidates to demonstrate their ability to: AO1 Use relevant evidence, reasoned argument and/or personal experience to express responses and insights on theological, philosophical, moral or spiritual questions AO2 Explain and analyse, using relevant knowledge and understanding the significance, impact and engagement of religion(s) with religious and human questions AO1 and AO2 are interrelated and connections should be made wherever possible. | | |
| <ul style="list-style-type: none"> challenge young people and equip them to lead constructive lives in the modern world | 2, 3, 4, 6, 8, 10, 11, 12, 14, 16, 17, 20 | | | 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 14, 16, 17, 20 |
| <ul style="list-style-type: none"> explore religions and beliefs, giving students opportunities to reflect on fundamental questions related to belief, to engage with them intellectually and to encourage personal response | 1, 3, 5, 6, 9, 10, 14, 17, 18, 20 | | | 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 14, 16, 17, 20 |
| <ul style="list-style-type: none"> enhance students' spiritual and moral development, and help them to contribute to social and community cohesion | 1, 3, 6, 8, 10, 11, 14, 16, 17 | | | 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 17, 20 |
| <ul style="list-style-type: none"> enhance students' understanding of different cultures locally, nationally and in the wider world | 1, 3, 4, 11, 20 | | | |
| GCSE specifications in religious studies must encourage students to: | | | | |
| <ul style="list-style-type: none"> develop their interest in and enthusiasm for the study of religion, and relate it to the wider world | <i>All</i> | | | |
| <ul style="list-style-type: none"> develop knowledge, understanding and skills appropriate to the study of religion | 1, 2, 3, 4 | | | |
| <ul style="list-style-type: none"> adopt an enquiring, critical and reflective approach to the study of religion | 1, 3, 5, 6, 8, 11, 12, 14, 17, 20 | | | |
| <ul style="list-style-type: none"> reflect on and develop their own values, opinions and attitudes in light of their learning. | 2, 5, 6, 8, 10, 11, 12, 14, 16, 17, 20 | | | |

Appendix A: Key Facts



Islam

The name of this religion means both peace and submission. Followers of the religion believe in one God, and follow the teachings of his prophets, including Muhammad.

Background

Started In Arabia in seventh century CE and often symbolised by a crescent moon
Founded by the Prophet Muhammad (570-633 CE)

Important Texts

The Qur'an is the source of Islamic teaching and law. The Hadith contains the collected teachings, sayings and actions of Muhammad.

Worship

Muslims worship anywhere, but usually at home or in a mosque.

Beliefs

- Submission to the will of Allah
- Complete acceptance of teachings and laws of Allah
- One God (Allah) who created the universe
- Every action done in the knowledge that it fulfils the will of Allah is an act of worship
- Life is a constant fight against temptation
- 5 Pillars of Islam – declaration of faith (belief in Allah and following teachings of Muhammad); prayer (five times a day); Zakah (percentage of earnings donated to poor); fasting (during month of Ramadan); Hajj (pilgrimage)

Special Dates, Festivals and Events

Ramadan – holy month of fasting

Eid – Celebration at end of Ramadan **Id-ul-Fitr** – celebrations include a festival prayer, substantial breakfast and the giving of alms to the poor

Hajj – pilgrimage to Mecca at least once in life



Christianity

Religion based on the teachings of Christ, believed to be the son of the one God. Followers believe that Christ was sent to Earth to save humans from their sins. He died on the cross for them.

Background

Started in Palestine (now Israel) after the death of Jesus in approximately 29CE and symbolised by the crucifix
Founded by Jesus Christ (Born approximately 4BCE)

Important Texts

Bible – particularly 27 books of New Testament (written by his followers after his death). Christians also follow the 39 books of the Old Testament produced before the birth of Christ.

Worship

Christians generally meet to worship in a church on a Sunday. Worship takes different forms, but generally comprises readings from the Bible, prayers, hymns and a sermon. The service is generally lead by a priest or vicar.

Beliefs

Roman Catholics accept the teachings of the Pope believed to be the successor to St Peter regarded as the founder of the church in Rome.

Protestant and Orthodox Christians base their belief on the Bible as the word of God. Christian beliefs are set out in the Apostles, a part of the Bible and include:

- a belief in the unity of God the father, son and holy ghost, referred to as the Holy Trinity
- God is the father and creator of all things
- Jesus, Son of God, was born to the Virgin Mary, lived on earth and died on the cross to save humanity from sin; he now reigns in Heaven with his father and will return to judge both the living and dead.
- the Holy Spirit is God's inspiration and power in a person's life
- belief in forgiveness so that anyone who is truly sorry for what they have done should be forgiven
- belief in life after death for believers

Special Dates, Festivals and Events

Christmas – thanksgiving for birth of Jesus

Lent – time when Jesus went into the wilderness after his baptism to prepare for his ministry – many Christians fast/give up certain luxuries during this time of year in order to reflect on Christ's sacrifice

Good Friday – day of reflection on crucifixion of Christ

Easter – celebration of Christ's resurrection

Saints days – these are celebrated by different denominations at different times during the year

Pilgrimage – Christians visit a wide range of sites throughout the world, many in the Holy Land (Israel) and associated with Christ's life, others include the locations of visions and miracles such as Lourdes. Catholics may visit Rome home of the Pope leader of the Catholic Church.



Judaism

Began in the Middle East over 3,500 years ago. Based on a belief in one God with whom his followers have an understanding. That is, in exchange for all the good that God has done for them, his followers keep His laws and lead holy lives.

Background

Started over 3,000 years ago and symbolised by the Star of David

Judaism began when God made an agreement with Abraham – the covenant – a promise that God would look after his people and keep them safe

Important Texts

The Hebrew Bible comprises many books. The Torah is the name of the first five books and it provides guidance and rules on how to live life. Some of the books in the Hebrew Bible correspond to books in the Christian Old Testament. Another important text is the Talmud which contains the ideas and teachings of Jewish scholars and is often consulted when people are unsure how to react or behave in a situation. The Midrash is a collection of writings that helps to explain the stories of the Hebrew Bible.

Worship

Jews worship in a synagogue which is often also a place for teaching children about Judaism. Shabbat (remembering that God built world in six days and rested on seventh) often celebrated here on Saturday.

Beliefs

- Shema: ‘...The Lord is our God, the Lord is one! And you shall love the Lord your God with all your heart and all your soul and with all your might.’
- God is everywhere
- Follow the Ten Commandments and laws known as Mitzvot
- eat only Kosher foods

Special Dates, Festivals and Events

Rosh Hashanah – marks the creation of the world and is a time of reflection on things done wrong includes **Yom Kippur** (Day of Atonement) when ask God for forgiveness – includes fasting and praying.

Sukkot – week long festival thanking God for the things he has given his people and commemoration of time when Jews lived in temporary dwellings

Hannukah (Festival of Lights) – eight days of celebration at the start of December– celebrates Jewish defeat of Greeks, the reclaiming of the temple and lighting of the Menorah (seven branched candle)

Pesach (Passover) – in remembrance of God’s power bringing plague to Egyptians and saving his people from slavery

Shavuot – celebration to remember how Moses was given the Torah by God



Hinduism

A religious, philosophical and cultural system that has many gods and goddesses. Each is seen as a different form of the one supreme source of life called Brahman.

Background

One of world's oldest religions beginning in Indus Valley over 3,000 years ago and symbolised by the Aum (representing the first sound at the start of creation)

Important Texts

Many important texts including:

- Vedas – oldest writings comprising hymns, stories, poetry, religious and social laws
- Upanishads – hymns and poems that explore questions about life
- Ramayana – poem with religious significance
- Mahabharata – poem with religious significance including the Bhagavad Gita

Worship

Hindus worship daily at home often in front of a shrine to the family's chosen deity. They also worship in temples or mandirs – these are often seen as the home of a particular god the image of which (murti) is looked after by the priest

Beliefs

- religion as a way of life – duties and codes (dharma)
- reincarnation – soul (atman) goes through cycle of birth, death and rebirth
- each living being, including animals, have a soul and so many Hindus are vegetarian
- karma – the law of cause and effect – the way you live your life affects how you will be reborn
- aim to escape cycle of reincarnation to achieve moksha – where the soul becomes one with Brahman/supreme being/soul
- achieve moksha through: knowledge, yoga and bhakti (love for God shown through love and service)

Special Dates, Festivals and Events

Celebrations of:

- lives of gods and goddesses on particular days
- seasons

Diwali – in remembrance of lives of Rama and Sita – signifies the new year and a festival of lights

Holi – spring festival to remember tricks and jokes that Krishna played and to have fun

Raksha Bandhan – festival held in July or August - a time for brothers and sisters to show their love – exchange of gifts

Pilgrimages to the River Ganges – sprinkle ashes and say prayers for the dead



Sikhism

Religious movement founded in the sixteenth century in the Punjab region of India. Based on the teachings of Guru Nanak, this religion stresses the importance of doing good actions rather than just carrying out rituals.

Background

Began in the fifteenth century in India and represented by the Khanda
Founded by Guru Nanak Dev Ji (1469-1539)

Important Texts

Guru Granth Sahib Ji records the teachings of Guru Nanak Dev Ji as well as the nine subsequent gurus

Worship

Sikhs worship at home and in the gurdwara

Beliefs

- there is one God, the creator who has no beginning or end and is all-loving
- reincarnation – aim of life to break free of cycle and be reunited with God
- five ‘k’s – kachera – shorts representing freedom in battle defending the faith; kara – steel bracelet symbolising that God has no beginning or end; kesh – uncut hair – as a gift from God hair is left uncut to show devotion to Him; kirpan – short sword representing a Sikh’s duty to defend the faith; kangha – wooden comb to keep hair – gift from God – in good condition.
- all religions are pathways to one God

Special Dates, Festivals and Events

Diwali –festival of light

Baisakhi – celebrating formation of Sikh community

Gurpurbs – festivals to remember the gurus

Pilgrimages to the Golden Temple in the Punjab, India



Buddhism

Philosophy based on the belief that all life is joined. Followers of this spiritual tradition believe that desire, or wanting things, causes suffering. However, this can be overcome by the right way of life.

Background

Began in India around 2,500 years ago and symbolised by the Wheel of Dharma
Founded by Siddhartha – the Buddha (563-483 BCE)

Important Texts

The Pali Canon and The Perfection of Wisdom describe the life and teachings of the Buddha

Worship

Buddhists worship anywhere but mainly in the home or in a temple

Beliefs

- the Buddha found the answer to suffering- by following his teaching individuals can find peace
- four noble truths: life always involves suffering; the cause of suffering is wrong-thinking or ignorance (desire drives out truth); suffering caused by ignorance can be counteracted by finding truth and by doing so achieving peace; peace (nirvana) can be found by following the eight fold path including – morality wisdom and meditation

Special Dates, Festivals and Events

Many different celebrations but all Buddhists celebrate the full moon in May marking the Buddha's birth, his enlightenment and death.

Appendix B

Useful Information and Contacts

The following websites were active at the time of publication, but before using with students it is worth checking their current availability and the suitability of the coverage for your particular class.

RE Online

An RE portal with lots of links to other sites. All sites have been grouped by topic, religion and key stage, and chosen for their relevance.
www.REonline.org.uk

RE Directory

Especially for teachers, this site is maintained by the RE Council for England and Wales.
www.theredirectory.org.uk

RE Quest

A site teaching about Christianity in RE.
<http://www.request.org.uk>

Religion and Ethics

A multi-faith site created by the BBC.
<http://www.bbc.co.uk/religion>

The National Association for Teachers of RE

NATRE, the subject teacher association for RE professionals in primary and secondary schools and higher education, provide a focal point for their concerns, a representative voice at national level and publications.
<http://www.natre.org.uk/>

Christian Aid

Resources for teachers and students, offering practical classroom materials and ideas for primary and secondary schools.
<http://www.christian-aid.org.uk/learn/index.htm>

Religious Education and Environment Programme (REEP)

Includes materials and features for primary and secondary levels, as well as new collective worships related to the features, web links, and contact details for some important sources of RE material. http://www.reep.org/resources/secondary_activities.html
This link gives up-to-date information on TV and radio programmes with a religious or moral theme or issue:
<http://www.reep.org/newsreviews/thisreep.html>

RE Online

Provides links to resources for more than 20 world religions and belief systems, material on ethical and moral issues, RE teacher support, a news service, and 'Interact' with discussion groups and contacts.

<http://www.reonline.org.uk/>

RE Today

Provides teaching materials and background papers.

<http://www.retoday.org.uk/about.htm>

Culham

This site provides a wide range of materials for teaching about Christianity.

www.culham.ac.uk

The Hindu Universe

American interactive site offering resources and detail on Hindu faith.

Hindu Council

A national body of UK Hindus and their organisations to formulate a united consensus on policy for the purposes of the UK's interfaith relations and laws in order to maintain and uphold the cultural values of Hindus.

<http://www.hinducounciluk.org/education.asp>

Network of Sikh Organisations UK

A national body of Sikh organisations in the UK established to: enhance cooperation between Sikhs; promote interfaith cooperation; work for equality of opportunity and better understanding of Sikhism in the general public; assist Sikh communities with social and cultural problems.

<http://www.nsouk.co.uk>

Sikhnet

American interactive site offering resources and detail on Sikh faith.

Reform Judaism

Information on the Jewish faith, including beliefs and vision.

http://www.reformjudaism.org.uk/rsgb-artman/publish/rj_welcome.shtml

Buddhanet

This site contains information on Buddhism and has links to other Buddhist sites and information.

<http://www.buddhanet.net/e-learning/>