

Appendix 1: Schemes of Work for Unit 1 (CD-ROM only)

This section contains schemes of work (programmes of study) for each topic in Unit 1 with suggested teaching tips and references to materials in the student's book *Believing and Living*. Throughout the scheme the key concepts, human experiences and teaching of religious traditions is clearly indicated.

Each of the topics is explored through ten lesson plans which incorporate:

- aims of the lesson
- links with the specification
- opportunities for assessment
- strategies for differentiation
- students' activities with direct reference to student's books

- suggestions for spiral learning (page 76 of the *Teacher's Resource File*)
- teaching and examination tips.

The schemes of work support personalised learning and clearly indicate contributions to community cohesion. Each lesson contains a range of student activities, starters and plenaries and strategies to raise achievement. They are suitable for specialist and non-specialist teachers and are easily adaptable with suggestions for differentiation throughout. Opportunities for the development of content and skills needed in the examination are also built into each lesson.

Unit 1 Topic 1 Relationships

The core of this topic concerns human relationships with a particular focus on love, attitudes to sex, marriage and other relationships including cohabitation and same-sex relationships.

Students will need to understand the range of conflicts involved in relationships and attitudes of religious traditions towards divorce and remarriage.

Timing

The topics can be taught in any order. The scheme has been written to cover ten lessons although there are many opportunities to cut some activities. If schemes are constructed for a shorter amount of time it is essential that exam technique and topic revision is still built into each lesson.

Rationale for planning

Many considerations have been taken in planning this scheme of work. It is not intended as the prototype but as a support document that schools can adapt to meet the specific needs of their students and an awareness of opportunities for spiral learning and revision.

The planning has followed important criteria essential for success at GCSE:

- Each of the three specification areas (key concepts, human experiences and religious beliefs/practices) has been built into each lesson plan with corresponding learning activities.
- Each lesson has opportunities for topic/specification revision. This is essential as many students lose marks because they fail to transfer their knowledge and understanding across questions.
- Each lesson has opportunities for developing exam technique. Throughout the topic students will focus in on the teaching tips and attempt questions and marking for each type of question asked. The final lesson gives students an attempt to complete a timed unit test. Within many of the activities there is a focus on the use of appropriate language.
- Each lesson incorporates strategies for differentiation. Many of the activities in the *Teacher's Resource File* specify differentiation strategies. In addition there are homework and extension activities within most lessons. Many lessons also have an open-ended thought breaker question. This can be planned into the lesson or given as an extension activity.

- Each lesson has starter/plenary activities. Short focused activities are included to help make connections with previous learning or summate learning from the lesson.
- Each lesson incorporates teacher's notes, which suggest difficulties that students may find in answering exam questions.

Generic revision activities

In addition to the references to specific worksheets and activities from the *Teacher's Resource File*, there are also sheets that students should use throughout the course and keep updated as a running record of the specification. These often refer to previous learning and therefore can be used depending upon the order in which the units have been completed. Of particular importance are:

- Find someone who has .../Find someone who believes (page 6)
- It's My View That ... (pages 10–12)
- Revision Sheet (pages 17–19)
- Take the Challenge (pages 20–21).

Resources

The resources directly related to in this scheme are:

- *Believing and Living* (referred to as the student's book in the schemes of work) by Craigen and White
- *WJEC GCSE Religious Studies Specification B Teacher's Resource File* (this resource) by Craigen and White
- Eclips (available from www.bbc.co.uk/wales/eclips)
- NGFL (available from www.ngfl-cymru.org.uk).

Schools will have a range of other resources that they will use to supplement the schemes.

Literacy mats

The template of the Literacy Mat on pages 82–83 of this Resource could be adapted and used throughout the topic.

Learning environment

The learning environment can be a resource for effective learning, particularly for visual students.

References are made in each topic of how key areas can be displayed through a Graffiti Wall (pages 84–85 of this Resource) or displays of learning.

Unit 1 Schemes of work: Topic 1 Relationships

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Relationships Lesson 1 Pages 34–38 of <i>Believing and Living</i>				
Responsibilities <i>What responsibilities do we have towards others?</i>	Recognise responsibilities in relationships and society.	<ul style="list-style-type: none"> Explore a range of pictures (e.g. pages 20, 75, 92 of the student's book): use each picture to analyse how responsibilities are shown to society. Complete the NGFL Relationships concept map. 	Responsibility and commitments to the planet (Unit 1, Topic 4).	Responsibility and commitment are concepts important to most units. Students can therefore often gain credit by applying their understanding of this throughout their exam answers. If other units have previously been studied key pictures of those units should be shown so students can reaffirm prior knowledge.
Commitment <i>What commitments do we have to others?</i>	Identify how responsibilities are shown through commitments.	<ul style="list-style-type: none"> Investigate page 35 of the student's book and select which they have responsibilities to and how they show a commitment. Complete the NGFL grids (see above) to show the connection between relationships and communities. 	Responsibility and commitments to others (Unit 1, Topic 2).	As above.
Love <i>What is love?</i>	Justify their views on love. Explain the key concepts of responsibilities/commitment and love.	<ul style="list-style-type: none"> Take the NGFL Love Test. Select one definition from the key concept of commitment and add a relevant example for a religious believer. Respond to the NGFL Different Types of Love sheet. Read three quotes about love, e.g. page 37 of the student's book (George Sand/Martin Luther King/Anais Nin). Select the one they most agree with and write a justification of no more than 30 words for their choice. Explain to a partner 'The difference between responsibility and commitment is ...' 		Love is a new key concept for the revised specification and one that is difficult to explain. Students should be given opportunities to justify what they consider is meant by love. Use of Greek terms is no longer a requirement but students would be given credit for their appropriate use.
Lesson 1 Thought breaker	Which comes first: responsibility, love or commitment?			
Lesson 1 Homework/extension activity	Students should place a copy of the Big Picture (page 29 of this Resource) in their books/files and surround it with relevant pictures/headlines as they complete the unit.			

KEY Key concepts *Human experiences* Religious traditions/beliefs/practices

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Relationships Lesson 2 Pages 39–44 of <i>Believing and Living</i>				
Lesson 1 revision	Identify the attributes of their perfect partners.	<ul style="list-style-type: none"> Play the NGFL game Cupid's Flush. 	Revision of key terms and importance.	
Assessment technique	Explain what is meant by love.	<ul style="list-style-type: none"> Complete the task on page 38 of the student's book with a time limit of 5 minutes. 	Recap on understanding of key concept.	Students should be given a short time to answer an exam question to prepare them for the exam.
<i>What is the role and purpose of sex?</i>	Understand the different roles and purposes of sex.	<ul style="list-style-type: none"> Investigate a range of attitudes on the importance of sex in a relationship. Complete NGFL Why Wait. 	Reinforces love, responsibility, commitment.	
<u>Religious attitudes to sex</u>	Identify the teachings about sex from two different traditions.	<ul style="list-style-type: none"> Explore information (e.g. pages 40–41 of the student's book) and complete What Might They Say? on page 16 of this Resource. 		
<u>Chastity</u> <u>Religious attitudes to celibacy</u>	Understand the reasons why some religious believers practise chastity and celibacy.	<ul style="list-style-type: none"> Explore www.lifeway.com/tlw/ and complete this template: <ul style="list-style-type: none"> I learnt that ... I was surprised that ... I agree that ... I disagree that ... Identify four responsibilities that Christian believers consider before making their commitment on pages 51–52 of the student's book. 		This activity could be completed as a homework or extension task.
Assessment technique	Recognise the importance of giving different views.	<ul style="list-style-type: none"> Practise the exam tip on page 38 of the student's book ensuring different views are given to gain full marks. 		
Lesson 2 Thought breaker	If love was a colour it would be ... Because ...			
Lesson 2 Homework/extension activity	Students complete response to thought breaker question which is then placed on a Graffiti Wall (see page 84 of this Resource) or thought wall area in the classroom.			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Relationships Lesson 3 Pages 50–52 of <i>Believing and Living</i>				
Unit revision	Identify the main features of the two traditions they are studying.	<ul style="list-style-type: none"> Scaffold their two religious traditions (see page 9 of this Resource). 		<p>Many marks are lost in the exams due to students confusing basic facts about the main traditions they are studying.</p> <p>It is important for students to identify at least three main points for each tradition. Credit is given where students state they are similarities as well as differences in attitude.</p>
<u>Attitudes to contraception from two religious traditions</u>	Identify the main teachings of two different traditions.	<ul style="list-style-type: none"> Read pages 51–52 of the student's book and complete a Venn diagram showing the similarities and differences of the two traditions. (See page 156 of this Resource.) 	Sanctity of life (Unit 2, Topic 2).	
Assessment technique	Select appropriate justifications to complete an evaluation.	<ul style="list-style-type: none"> Complete the group activity in Improving Evaluations on pages 186–87 of this Resource. 		This should be a timed activity.
<u>Contraception</u>	Apply their understanding of religious attitudes to contraception.	<ul style="list-style-type: none"> Justify orally which is the odd one out for believers from NGFL Sex. 		<p>Different pictures may be incorporated if required. All students should be encouraged to state and justify an answer.</p> <p>This plenary activity requires students to apply their learning and justify their decisions. There is no right or wrong.</p>
Lesson 3 Thought breaker	How would people's views on contraception be formed?			
Lesson 3 Homework/extension activity	Complete the evaluation question on page 44 of the student's book using the SWAWOS framework.			

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Key concepts Human experiences Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Relationships Lesson 4 Pages 42–45 of <i>Believing and Living</i>				
<i>Is marriage out of date?</i>	Identify why people choose to marry.	<ul style="list-style-type: none"> • Play the NGFL Marriage Fortune game. • Correct the answer on page 42 of the student's book to gain full marks. • Conduct a survey of four questions focusing upon the relevancy of marriage today. In your questions you must refer to three of the topic's key concepts. • Complete the NGFL Survey Grid (results can be displayed as a bar chart). • Complete the Explaining Religious Viewpoints activity on page 131 of this resource. 		<p>This interactive starter would give students an understanding of the role religion can play in decision making.</p> <p>Key focus of this activity is for students to recognise relevant questions to ask. This may be completed as homework. A bank of questions to select from might help some students.</p>
Exam technique	Make a response from a believer's viewpoint.	<ul style="list-style-type: none"> • Consider: Peaches Geldof said, 'I didn't go into marriage thinking it would last forever.' How might a religious believer respond? 		The quote by Peaches Geldof should be set as a 'c' type question. It should be a timed assessment (6 minutes).
Cohabitation Assessment technique	Explain why some people choose to cohabit.	<ul style="list-style-type: none"> • Correct the answer on page 42 of the student's book to gain full marks. 	Exam tip: focus use of religious language.	
<i>Is it necessary to marry in a place of worship?</i>		<ul style="list-style-type: none"> • Do the Balancing Arguments exercise on page 197 of this Resource and then complete the template on page 198. 		For some classes movement around the classroom may be inappropriate. The exercise can be completed by students working in groups of three.
Lesson 4 Thought breaker	What differences would it make if no one got married?			
Lesson 4 Homework/extension activity	Complete the survey of ten people of different ages and transform the results into a bar chart.			

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Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Relationships Lesson 5 Pages 46–49 of <i>Believing and Living</i>				
Assessment technique		<ul style="list-style-type: none"> Complete the student assessment activity on page 122 of this Resource. 		By students marking the specimen answers they will be able to understand the requirements to gain full marks. This exercise also shows the importance of reading the question.
<u>Courtship</u>	Identify the main aspects involved in preparation for marriage.	<ul style="list-style-type: none"> Create a spider diagram on main features of courtship from the two traditions studied. 		
<u>Religious marriage ceremonies</u>	Identify the main features of the marriage ceremonies in two different traditions.	<ul style="list-style-type: none"> Complete the template Selecting and Engaging with Key Features on page 151 of this Resource. Use the NGFL Interactive Marriage Order Service to assess knowledge. 		The template requires students to consider their own responses to the main features of a Christian wedding ceremony. The exercise should help students understand the main features rather than aspects of dress/music, etc. Many students lose marks by not being able to identify the main features.
<u>Marriage vows and the meaning of marriage</u>	Understand the meaning of wedding vows and the implications for the relationship.	<ul style="list-style-type: none"> Select the wedding vows from one religious tradition and highlight in different colours vows that refer to love/commitment/responsibility. 	This exercise reinforces an understanding of commitment/love and responsibility within relationships.	
Assessment technique	Use specific religious language in exam answers.	<ul style="list-style-type: none"> Complete the exam tip on page 49 of the student's book with a time limit of 6 minutes. 	Exam tip: focus on specific religious language.	Students are often more engaged in correcting answers than in writing their own.
Lesson 5 Thought breaker	John Selden (1584–1654) said, 'Marriage is nothing but a civil contract.' (See page 89 of this Resource.)			
Lesson 5 Homework/extension activity	Select one key religious term from each of the traditions studied and complete an acrostic to illustrate the main features of a marriage ceremony.			

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Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Relationships Lesson 6 Pages 53–55, 43–44 of <i>Believing and Living</i>				
<i>Why do some marriages succeed and others fail?</i>	Identify why some marriages succeed and some don't. Recognise the role that belonging to a religious tradition might make.	<ul style="list-style-type: none"> Identify difficulties within marriages and complete the NGFL axis template Problems with Marriage as a class or individually. Read page 54 of the student's book and rank order which might be the most effective actions by faith communities. 	Responsibility/vows/commitment/love.	This can be a particularly sensitive area. Students need to be aware that detailed explanations of their own family relationships do not gain credit in the examination.
Conflict Reconciliation	Explain what is meant by the terms conflict and reconciliation.	<ul style="list-style-type: none"> Read the definitions of conflict and reconciliation on page 54 of the student's book and write a cartoon strip beginning with a conflict and showing how it was reconciled. Produce a frozen statue in groups of two or three (see page 4 of this Resource). 	Peace and conflict (Unit 2, Topic 1).	
Adultery	Identify the main teachings concerning adultery of two religious traditions.	<ul style="list-style-type: none"> Construct an acrostic on adultery for their second religious tradition using the information on pages 43–44 of the student's book. Complete NGFL Interactive Traffic Lights on their attitude to adultery in teams for each of their religious traditions. Give extra game points when teams use key concepts or religious language in their descriptions. 		Students should be able to refer to the Ten Commandments in their answers to Christian and Jewish attitudes to adultery.
Lesson 6 Thought breaker	What would happen if everyone had to stay married for life?			
Lesson 6 Homework/extension activity	Revision of key concepts for a test next lesson. All key concepts for the unit have now been introduced.			

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Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Relationships Lesson 7 Pages 56–59 of <i>Believing and Living</i>				
Topic revision	Identify the key concepts for the topic.	<ul style="list-style-type: none"> Use Follow On to show an understanding of the key concepts of the topic. Adapt from pages 57–58 of this Resource. 	Key concepts.	<p>This forms a test that very quickly allows the teacher to ascertain who has an understanding of the key concepts. The activity should happen at least twice and be timed for further challenge.</p> <p>This exercise can be organised so that students are placed in groups and use a range of different resource materials. Then they can teach each other in a marketplace activity (see Is it Fair? Lesson 3).</p>
<u>Divorce and Separation</u>	Understand the many considerations a couple would make when considering divorce. Describe the main teachings of two traditions concerning divorce.	<ul style="list-style-type: none"> Read the background information on Tod and Janet from NGFL and using the options envelopes discuss the considerations the couple will make. Read the information on pages 56–59 concerning one religious attitude to divorce. After 10 minutes students must have selected four main points that they explain to their partner. Their partner will have selected the main points about the second religious tradition. Students in pairs or individually can then complete the Venn diagram on pages 156–57 of this Resource. Compare and contrast different religious views in NGFL Traffic Light activity. 		
Assessment technique	Relate their understanding of the topic content.	<ul style="list-style-type: none"> Complete the marking exercise on page 122–23 of this Resource. 	Topic content.	This exercise will reinforce the learning of the lesson and ensure students understand what is required of 'b' type questions.
Lesson 7 Thought breaker	'Marriages are too easy. That's why there are so many divorces.' How many responses can you think of in 5 minutes? Try to get an even number that agree and disagree.			
Lesson 7 Homework/extension activity	Piece Together activity from pages 23–25 of this Resource.			

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Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Relationships Lesson 8 Pages 59–60 of <i>Believing and Living</i>				
<p>Remarriage</p> <p><i>Should people be allowed to remarry?</i></p> <p><i>Should it be in a religious building?</i></p>	<p>Give a full definition of the key concept. Offer various arguments. Express an understanding of the importance of places of worship.</p>	<ul style="list-style-type: none"> Read page 59 of the student's book and the source material on special places in this Resource. Respond to the following quote: 'Remarriages should never happen in religious buildings. They are sacred places.' 	<p>Commitment, responsibility, purpose of vows (Unit 2, Topic 3). Role of places of worship.</p>	<p>Students will need to know that 'marry again' will not gain them full marks.</p>
<p>Assessment technique</p>	<p>Take part in a peer review to adjust their evaluations.</p>	<ul style="list-style-type: none"> Complete the evaluation question on page 55 of the student's book with a time limit of 5 minutes. Before starting the task, 3 minutes should be given for students to write down key points and terms they will use. After the 5 minutes students swap answers with two other students and make a note of any relevant points they hadn't included in their answers. 	<p>(Unit 2, Topic 3) Role of places of worship.</p>	<p>This is a 'd' type question so students should give two reasons why a religious believer might agree or disagree.</p> <p>The pairing of students will be important for the success of this activity. Where possible try to group students so that they will have different interests.</p>
<p>Lesson 8 Thought breaker</p>	<p>'Many bring their clothes to church rather than themselves.' Proverb (page 90 of this Resource).</p>			
<p>Lesson 8 Homework/ extension activity</p>	<p>Revise key concepts for a test next lesson, using Word Bingo and Follow On activities on pages 40–54 and 55–73 of this Resource.</p>			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Relationships Lesson 9 Pages 40–44, 50, 59 of <i>Believing and Living</i>				
Topic revision	Identify key concepts of the topic.	<ul style="list-style-type: none"> Play Word Bingo (pages 40–54) and Follow On (pages 55–73) in this Resource. 	Whole topic.	
Same-sex relationships	Identify key religious teachings concerning same-sex relationships.	<ul style="list-style-type: none"> Identify three main teachings from each of the religious traditions studied. 	Is it Fair? Unit 1, Topic 2 Conflict with authority Unit 2, Topic 4.	The placing of this lesson might be more appropriate after the lesson on marriages. The teaching of this topic should not compromise the teacher with regard to the school's ethos and foundation.
<i>Should same-sex marriages be allowed in a place of worship?</i>	Give a range of views concerning same-sex marriages in place of worship.	<ul style="list-style-type: none"> Study the two pictures on page 50 of the student's book. Select three quotes from page 59 of the student's book that might be stated by the people in each of the pictures and complete the task on page 60. 		It is important for students to focus upon the role of places of worship and to be able to use appropriate language in their responses.
Topic revision		<ul style="list-style-type: none"> Complete the Revision Sheet on pages 23–25 of this Resource. 		The difference should be made between gay marriage, blessings and civil partnerships.
Lesson 9 Homework/extension activity	Students in three groups create a PowerPoint of six pictures. Group 1 reflect the key concepts of the unit. Group 2 reflect the main religious practices or beliefs of the unit. Group 3 reflect the main human experiences of the unit.			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Relationships Lesson 10 Pages 2–33 of <i>Believing and Living</i>				
Topic revision	Explain how their independent learning presentations from homework lesson 9 relate to the unit.	<ul style="list-style-type: none"> Show PowerPoints at various points through the lesson. Identify and select the relevant course content on page 29 of this Resource. 	This exercise will help students have a clear framework of the requirements of the specification.	The PowerPoint presentations should be shown throughout the lesson. Images could be printed off to create wall displays.
Assessment technique		<ul style="list-style-type: none"> Complete Test It Out from page 60 of the student's book. Allow 5-minute reading and note time and 20 minutes for answering time. Students can use the SWAWOS framework on page 175 of this Resource. 		Students should have 5 minutes of reading time before writing any answers. During this time they should highlight key words in the questions and write notes in the SWAWOS framework.

Unit 2 Topic 3 Religious Expression

The core of this unit concerns the ways that faith is expressed through actions, art, pilgrimage, ways of dressing and sharing of beliefs. It is the impact of holding a belief that is of central importance. If students are following the short course the topic can be a useful final study as there are many opportunities for spiral learning. Alternatively, it can be a useful first area of study as it gives an overview of the importance and impact of faith which runs through each topic.

When studying pilgrimage and places of worship the key focus must be how faith is shown. Students in the examination will not be asked for a detailed description of worship or a particular place of pilgrimage but how it expresses the faith of a believer.

Timing

The topics can be taught in any order. If schemes are constructed for a shorter amount of time it is essential that exam technique and topic revision is still built into each lesson.

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- Each lesson has opportunities for topic/specification revision. This is essential as many students lose marks because they fail to transfer their knowledge and understanding across questions.
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- Each lesson incorporates strategies for differentiation. Many of the activities in the *Teacher's Resource File* specify differentiation strategies. In addition there are homework and extension activities within most lessons. Many lessons also have an

open-ended thought breaker question. This can be planned into the lesson or given as an extension activity.

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Learning environment

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Unit 2 Schemes of work: Topic 3 Religious Expression

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religious Expression Lesson 1 Pages 68–69, 79 of <i>Believing and Experiencing</i>				
Identity	Recognise how their own beliefs impacts on their actions.	<ul style="list-style-type: none"> Copy the quote by James Berry on page 88 of this Resource. Draw an outline of a person underneath the quote. Inside the outline write down the main beliefs and on the outside write or draw how this is expressed, for example I believe my family is important/I express this by caring for them. I believe animals have the same rights as humans/I express this by being a vegetarian. 	Unit 1, Topic 4 Humanity. Soul.	This is a central concept throughout the unit. Students from all religious and non-religious traditions can identify the way that a belief in something affects actions. The role of religious charities can be taught as lesson 2 or as a summation of the topic. This allows students to collect information concerning our choice of religious charities or organisations. The teacher's guidance on community cohesion on pages 114–17 of this Resource should support resource selection and planning.
Faith	Understand that having a faith is expressed in a range of different ways.	<ul style="list-style-type: none"> Identify how faith is expressed through the hexagon on page 68 of the student's book. Watch Eclip Don't take my faith, and identify how Dot shows her faith is important. 	Throughout both units.	This is the overall content of the topic. In Eclip Don't take my faith, Dot explains why her faith is so important to her and a part of her identity.
Lesson 1 Thought breaker	Identity theft!!! If someone stole your identity what would they take?			
Lesson 1 Homework/ extension activity	Collect a range of pictures showing different things that people wear and explain what they express.			

KEY Key concepts *Human experiences* Religious traditions/beliefs/practices

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religious Expression Lesson 2 Pages 76–79 of <i>Believing and Experiencing</i>				
<i>How can faith be expressed through what people wear?</i>	Express the different ways that clothes, etc., reflect a belief.	<ul style="list-style-type: none"> Use pictures to create a group collage or PowerPoint to show what people wear and why they wear it. 	Unit 2, Topic 4 Conflict between belief and authority	This topic can be enhanced through effective use of artefacts. Students should be encouraged to use specific key terms for items of clothing.
<u>Expressing faith through what is worn</u>	Identify how faith is expressed through what is worn.	<ul style="list-style-type: none"> Watch Eclip Sikh Policeman and identify why the policeman wants to wear the helmet. Watch Eclip The Cross and the Hijab. Read the two news items on page 79 of the student's book and complete the task. Read Amal's situation on page 96 of this Resource. How would a believer respond to each of the comments on page 98? Try to include at least five key concepts from the unit in your response. Read the extract on page 207 of this Resource and explain how Muhammad Ali's views were influenced by the key concepts of faith, identity and sacred. 	Unit 1, Topic 3 Unit 2, Topic 4 Conflict between belief and authority	In the first Eclip, the Sikh policeman talks about the importance of wearing a turban. If possible invite a speaker to reflect on how their faith is shown through what is worn. In the Eclip The Cross and the Hijab stories are explored concerning the right to wear religious symbols at work.
Lesson 2 Thought breaker	What would happen if everyone had to wear a uniform to show where they came from or what age they were?			
Lesson 2 Homework/extension activity	Students should place a copy of the Big Picture (on page 35 of this Resource) in their books/files and surround it with relevant pictures/headlines as they complete the unit.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religious Expression Lessons 3 and 4 Pages 80–89 of <i>Believing and Experiencing</i>				
<i>Why worship in special buildings?</i>	Explain the range of benefits of worship in special buildings. Understand faith isn't practised just by attending a special place of worship.	<ul style="list-style-type: none"> Read page 81 from the student's book and identify two quotes for and against the importance of special buildings. Complete the evaluation task. Complete Responding from a Believer on pages 128–29 of this Resource. 	Unit 1, Topic 3.	This topic makes an excellent contribution to learning outside the classroom. As a contribution to community cohesion students could focus on the impact within their own local community. There are opportunities here for visits to places of worship or virtual tours. Students often lose marks by giving generic secular answers.
Exam technique		<ul style="list-style-type: none"> Complete the Explaining Religious Viewpoints activity on page 138 of this Resource. 		
Community Sacred	Explain with appropriate examples these key concepts.	<ul style="list-style-type: none"> Complete the activity in Be the Marker on page 124 of this Resource. Select a picture from any page of the student's book and write a caption that appropriately incorporates the concepts community and sacred. 	Unit 1, Topic 3.	A difficult concept. Students should be able to distinguish between something being special and something being sacred in their exam answers.
<i>What makes a place conducive to worship?</i> <i>How can art express one's faith?</i>	Identify distinctive elements that make a place conducive to worship. Refer to a range of different pictures through which the faith of the artist is expressed.	<ul style="list-style-type: none"> Through a visit or virtual tour identify key features of places of worship. In groups write a letter and design a template for a place of worship that will be supportive of a particular group of people, for example the elderly, people with disabilities, young adults, etc. See Representing Christ on page 102 of this Resource. Use the Levels of Response Grids to complete the evaluation task on page 82 of the student's book. 	Unit 1, Topic 3.	This is an excellent opportunity for a cross-curriculum arts project. Reference should also be made to calligraphy as an expression of faith.
Lessons 3 and 4 Thought breaker	What would be missed if believers only worshipped at home? Complete the Evaluations activity on page 174 of this Resource to mark and extend the answer.			
Lessons 3 and 4 Homework/extension activity	Fill in the Structuring a Religion template on page 9 of this Resource. Complete the student activity on page 175 of this resource to mark and extend the answer.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religious Expression Lesson 5 Pages 80–89 of <i>Believing and Experiencing</i>				
<u>Expressing faith through symbols in a place of worship</u>		<ul style="list-style-type: none"> • Watch Eclip The New Church Window and identify how faith has been expressed. • Complete the jigsaw on page 80 of the student's book and put in own responses for a special place for them. 	Unit 1, Topic 3	<p>If the previous homework task has not been completed then students should begin by revising the structure of a religion (see pages 8–9 of this Resource). This is important so that they understand how specific symbols represent key beliefs.</p> <p>In Eclip The New Church Window, the <i>Vicar of Dibley</i> unveils her new stained-glass window.</p>
<u>Purpose and place of symbolism in places of worship</u>		<ul style="list-style-type: none"> • Read pages 82–89 of the student's book. If you could only select two symbols for each place of worship which would you select and why? • You need to sell two of the symbols on a 'believer's eBay'. Write your advert. Remember you are a believer writing for other believers. 	Unit 1, Topic 3	<p>In the examination students often lose marks because they are unable to use correct language of symbols or explain their significance with the tradition. It is preferable to introduce students to only three (maximum) symbols from each tradition studied but ensure they have a full understanding of their role.</p>
Lesson 5 Thought breaker	Which is the odd one out and why? Symbol Sacred Sign			
Lesson 5 Homework/extension activity	Revision of key concepts for a test next lesson.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religious Expression Lessons 6 and 7 Pages 90–99 of <i>Believing and Experiencing</i>				
Topic revision		<ul style="list-style-type: none"> Play a key concept revision game, for example Word Bingo on page 40 of this Resource or Follow On on page 55 of this Resource. 	Key concepts. Sacred. Faith.	Students should be able to apply their understanding of key concepts previously studied to their understanding of pilgrimage.
<i>What makes a journey special?</i> Pilgrimage		<ul style="list-style-type: none"> Complete My Special Journey on page 151 of this Resource. 		
Attitudes to pilgrimage	Analyse the importance of pilgrimage for believers. To know the attitude of two faith traditions to pilgrimage.	<ul style="list-style-type: none"> Read pages 92–95 of the student's book. Draw and complete a Venn diagram for the two religious traditions being studied. Use the Improving Evaluations statements from page 194 of this Resource and give specific examples from the two traditions you are studying. 		Although it is important for students to be able to refer to specific places of worship, questions will be asked about the attitudes of traditions to pilgrimage. It is important that students show an awareness that there is a wide range of spectrum.
<i>Can pilgrimage help a person's spiritual growth?</i> <i>Is pilgrimage out of date?</i>	Analyse the ways that pilgrimage can help spiritual development.	<ul style="list-style-type: none"> Read each of the postcards on pages 92–98 of the student's book, which reflect how a pilgrim has grown spiritually. Taking key aspects such as identity/community/devotion/hope/faith/wonder, students should be able to give examples of how pilgrimage has developed that aspect. Complete the Snakes and Ladders board game on pages 201–02 of this Resource. In groups select key justifications for pilgrimage for question 3 of the Improving Evaluations activity on page 191 of this Resource. 		Although time-consuming the Snakes and Ladders activity can be an excellent form of revision. Within the students' design template they have to show an understanding of the tradition and incorporate key religious language.
Lessons 6 and 7 Thought breaker	Read Little Fish Story on page 91 of the student's book. In pairs answer the following: The motto of the story is ...			
Lessons 6 and 7 Homework/extension activity	Complete Helen's evaluation question on page 99 of the student's book.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religious Expression Lesson 8 Pages 100–103 of <i>Believing and Experiencing</i>				
<u>Expressing faith through sharing faith with others</u> Evangelism	Identify the benefits and drawbacks of sharing faith with others.	<ul style="list-style-type: none"> • Study the pictures on page 100 of the student's book. Identify the different ways in which faith is shared. • Decide which are: <ul style="list-style-type: none"> – raising an awareness of the religion – creating harmony in society – an unacceptable intrusion into people's lives. 	Interfaith dialogue (Unit 2, Topic 1).	
<i>Is there a purpose to inter-faith dialogue?</i> <i>Is it right for people to share their faith with others?</i> <i>How should the media be used for religious purposes?</i>		<ul style="list-style-type: none"> • Students can brainstorm the different ways religion is presented on television. • Read the dialogue between Leanne and Tom on page 102 of the student's book, then complete the task. 	Unit 2, Topic 1 Interfaith dialogue	Reference should be made to the way that the media sometimes stereotypes religious believers.
Lesson 8 Thought breaker	What difference would it make if TV wasn't allowed to show religious programmes?			
Lesson 8 Homework/extension activity	Prepare a PowerPoint with a maximum of eight slides to answer: 'Can a religion give a purpose to life?'			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religious Expression Lesson 9 Pages 69–75 of <i>Believing and Experiencing</i>				
<i>Why do people support others? How can a belief drive actions?</i>	Identify a range of reasons why people choose to support others.	<ul style="list-style-type: none"> Study the examples on pages 69–75 of the student's book. 	There are opportunities through both specifications to explore the work and impact of faith organisations.	It may be appropriate to begin a study of the topic with this lesson as it counters the stereotype that believers don't have an effective role in society.
<p><u>The work of a religious charity or organisation</u></p> <p>Exam technique</p>	Recognise appropriate examples of religious organisations.	<ul style="list-style-type: none"> Produce a PowerPoint/poster/booklet which uses the IMPACT framework (page 107 of this Resource) to explain how the work of a religious charity shows faith in action. Mark the answer on page 125 of this Resource and improve the answer to gain full marks. 		<p>Students will need to focus on how the work of the charity shows faith in action. Local, national or international charities can be chosen but it is important to remember that the focus must be on how faith is expressed in actions and the charity is <i>religious</i>.</p> <p>The Marketplace Activity on page 235 of this Resource could also be used, allowing students to focus on charities of their own choice.</p>
Lesson 9 Homework/extension activity	Revision for end of topic test.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religious Expression Lesson 10 Pages 67–104 of <i>Believing and Experiencing</i>				
Revision	Students can explain the key concepts and make informed evaluations.	<ul style="list-style-type: none"> • Explain the PowerPoints completed on 'Can a religion give a purpose to life?' from lesson 8. • Complete Test It Out on page 104 of the student's book. Allow 5 minutes reading and note time and 20 minutes' answering time. Students can use the SWAWOS framework from page 175 of this Resource. 	Revision topic.	

Unit 2 Topic 2 Religion and Medicine

Central to this topic is the sanctity of life. This concept is relevant to many other topics and so allows opportunities for spiral learning. The topic explores the moral dilemmas that have to be made concerning medical ethics and the role of the doctor within such decisions. Three specific issues are expected to be explored: abortion, euthanasia and IVF.

This topic includes many sensitive issues (see pages 112–113 of this Resource).

Timing

The topics can be taught in any order. If schemes are constructed for a shorter amount of time it is essential that exam technique and topic revision is still built into each lesson.

Rationale for planning

Many considerations have been taken in planning this scheme of work. It is not intended as the prototype but as a support document that schools can adapt to meet the specific needs of their students and an awareness of opportunities for spiral learning and revision.

The planning has followed important criteria essential for success at GCSE:

- Each of the three specification areas (key concepts, human experiences and religious beliefs/practices) has been built into each lesson plan with corresponding learning activities.
- Each lesson has opportunities for topic/specification revision. This is essential as many students lose marks because they fail to transfer their knowledge and understanding across questions.
- Each lesson has opportunities for developing exam technique. Throughout the topic students will focus on the teaching tips and attempt questions and marking for each type of question asked. The final lesson gives students an opportunity to complete a timed unit test. Within many of the activities there is a focus on the use of appropriate language.
- Each lesson incorporates strategies for differentiation. Many of the activities in the *Teacher's Resource File* specify differentiation strategies. In addition there are homework and extension activities within most lessons. Many lessons also have an open-ended thought breaker question. This can be planned into the lesson or given as an extension activity.

- Each lesson has starter/plenary activities. Short focused activities are included to help make connections with previous learning or summative learning from the lesson.
- Each lesson incorporates teacher's notes which suggest difficulties that students may find in answering exam questions.

Generic revision activities

In addition to the references to specific worksheets and activities from the *Teacher's Resource File*, there are also sheets that students should use throughout the course and keep updated as a running record of the specification. These often refer to previous learning and therefore can be used depending upon the order that the units have been completed in. Of particular importance are:

- Find someone who has .../Find someone who believes ... (page 6)
- It's My View That ... (pages 10–12)
- Revision Sheet (pages 17–19)
- Take the Challenge (pages 20–21).

Resources

The resources directly related to in this scheme are:

- *Believing and Experiencing* (referred to as the student's book in the schemes of work) by Craigen and White
- *WJEC GCSE Religious Studies Specification B Teacher's Resource File* (this resource) by Craigen and White
- Eclips (available from www.bbc.co.uk/wales/eclips)
- NGFL (available from www.ngfl-cymru.org.uk).

Schools will have a range of other resources that they will use to supplement the schemes.

Literacy mats

The template of the Literacy Mat on pages 82–83 in this Resource could be adapted and used throughout the topic.

Learning environment

The learning environment can be a resource for effective learning, particularly for visual students. References are made in each topic of how key areas can be displayed through a Graffiti Wall (pages 84–85 of this Resource) or displays of learning.

Unit 2 Scheme of work: Topic 2 Religion and medicine

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Medicine Lessons 1–2 Pages 44–47 of <i>Believing and Experiencing</i>				
<p>Sanctity of life <i>Why is life so special?</i> Sanctity of life</p>	Explain what is meant by the sanctity of life. Recognise the key religious teachings	<ul style="list-style-type: none"> Play It's My View That ... on page 12 of this Resource. Revise previous learning on Sanctity of life with the template on page 77 of this Resource. Read 'The Gift of Life' on page 209 of this Resource. Why does the poet think life is special? 	Unit 1, Topic 4 What makes us human? Unit 2, Topic 4 Conscientious objectors. Capital punishment.	Many of the issues are related with this topic. This activity will encourage students to make connections and cross transfer appropriate religious and technical language. Sanctity of life is an important concept in many topics.
Exam technique	Complete 'a' and 'b' type questions to gain full marks.	<ul style="list-style-type: none"> Amend the exam answer on pages 44 and 45 of the student's book. 		.
<i>What are the moral issues that must be considered?</i>		<ul style="list-style-type: none"> Investigate a case study, for example on page 47 of the student's book, and identify the moral issues that need to be considered. 		<p>The concept of sanctity of life is interrelated to the beliefs and practice of any religious tradition. It is important to remind students of a basic structure for each of the religious traditions studied.</p> <p>Any case studies can be used that illustrate the range of decisions that need to be made concerning issues of medical ethics. The template provides students with the wider considerations that must be made for each example of medical ethics.</p>
Lessons 1–2 Thought breaker	The life of a human is worth the life of ten dogs and 100 rats. Do you agree?			
Lessons 1–2 Homework/ extension activity	Students should place a copy of the Big Picture (on page 34 of this Resource) in their books/files and surround it with relevant pictures/headlines as they complete the unit.			

KEY Key concepts *Human experiences* **Religious traditions/beliefs/practices**

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Medicine Lessons 3–4 Pages 46–54 of <i>Believing and Experiencing</i>				
				This section of lessons are all interrelated. It is important before looking at specific examples that students have had the chance to consider and apply issues of medical ethics to a range of situations and are confident in their use of key terms.
Quality of life <i>Dilemmas faced by scientific advancements</i> <i>What are the moral issues that must be considered?</i> <i>Whose choice?</i> <i>Role of the individual.</i>	Explain what is meant by quality of life. Identify how advances in science create moral issues.	<ul style="list-style-type: none"> Look at the pictures and captions on page 48 of the student's book. Which are life saving? Which improve quality of life? Make a spider diagram or collage of scientific advancements such as examples of advanced medication, technology, etc. Complete the Facts to Consider template on page 182 of this Resource based on the thought breaker (below). 	Unit 1, Topic 2 Contraception. Unit 1, Topic 4 Animal rights.	There are opportunities to discuss what is meant by quality of life. Strategies to structure effective discussion can be found in Managing Group Discussion in RE on pages 110–11 of this Resource. Using the Facts to Consider template students have to apply relevant key concepts and evidence.
Free will Medical ethics Conscience	Apply issues of medical ethics to a range of circumstances.	<ul style="list-style-type: none"> Select three of the pictures and speech bubbles on page 48 of the student's book and write a caption using either free will, medical ethics or conscience. Use the Spiral Learning templates on pages 78 and 80 of this Resource to show the importance of key concepts in other topics. 		Many students may want to refer to Jehovah Witness, Christian Scientist and Rastafarian views on medical issues. These are credited in examinations.
Medical ethics of religion <i>How does a religion hinder or help?</i>	Identify the key teachings on medical ethics from two different faith traditions.	<ul style="list-style-type: none"> Select two different situations, either from pages 48, 53, 54 and 56 of the student's book or from recent newspaper cases. Write a response from each of the faith traditions studied. Use the Believer's Template on page 129 of this Resource to support your answers. 	Unit 2, Topic 3 How believers help when people are suffering.	It is important that students remember that although there may be a general religious teaching, for many believers the decision would be left to the individual.
				Although all religions would consider sanctity of life is important, their views upon specific scientific advancements can change.

<p><i>How do doctors make ethical decisions? Does it depend on the situation?</i></p> <p>Hippocratic Oath</p>	<p>Explain the different considerations doctors have when making decisions.</p>	<ul style="list-style-type: none"> • If possible ask a doctor to explain to students how they make medical decisions or use an internet support. • Create a concept map to show the different considerations doctors make. 	<p>Unit 2, Topic 4 Clashes between authority and personal conviction.</p>	
<p>Assessment technique</p>	<p>Develop evaluation answers.</p>	<ul style="list-style-type: none"> • Complete the question on page 54 of the student's book using the template from Improving Evaluations on page 193 of this Resource. 		
<p>Lessons 3–4 Thought breaker</p>	<p>The average Japanese woman can expect to live to be 84. The average Botswanian will reach just 39. Why?</p>			
<p>Lessons 3–4 Homework/ extension activity</p>	<p>Explain a reason for and against the view that doctors should do what the patient wants, not what the doctor's religious tradition teaches. (Arguments will be placed on the Graffiti Wall on page 84 of this Resource.)</p>			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Medicine Lessons 5–6 Pages 63–64 of <i>Believing and Experiencing</i>				
IVF <i>Is it right to spend so much money on IVF?</i>	Identify religious attitudes to IVF. Explain and evaluate the moral issues connected with IVF.	<ul style="list-style-type: none"> • Create posters showing 'What they might say' on page 16 of this Resource. <ul style="list-style-type: none"> – Each poster should have the main view as the central focus and incorporate a relevant sacred text to support the view. • Work in groups to complete the dilemma on page 147 of this Resource. 	Unit 1, Topic 2 Is it Fair?	Students are expected to put into practice their understanding of medical ethics from lessons 3, 4 and 5. IVF is a difficult topic for many students to understand. In addition to the definition of IVF, students need to understand the moral implications and the influence these have on belief traditions.
Exam technique	Apply key religious and moral arguments to an evaluation.	<ul style="list-style-type: none"> • In pairs play Be the Expert! on page 144 of this Resource then complete the evaluation using the SWAWOS framework on page 175 of this Resource. 		
Lessons 5–6 Thought breaker	'We are co-creators with God, not puppets on a string waiting for something to happen.' Leo Booth			
Lessons 5–6 Homework/ extension activity	Complete the task on page 63 of the student's book.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Medicine Lesson 7 Pages 55–57 of <i>Believing and Experiencing</i>				
<i>Rights of the unborn child?</i>		<ul style="list-style-type: none"> Complete the task on page 57 of the student's book. 	Unit 2, Topic 4 Human rights.	This exercise requires students to apply their previous learning to a case study.
Abortion Who should make the decision?	Identify main teachings within two traditions.	<ul style="list-style-type: none"> Use the Venn diagram on pages 166–67 of this Resource to distinguish the main differences and similarities between traditions. Use the template on page 169 of this Resource to indicate how different traditions' views are formed. 		Students often have views concerning abortion but often omit references to whose decision it should be. The activities in this lesson should give students a wider perspective. It is important that the distinctive beliefs concerning abortion are understood.
Exam technique	Use the marking scheme to mark and improve explanation answers.	<ul style="list-style-type: none"> After reading the case study on pages 56–57 of the student's book complete the task. Do the abortion question in Be the Marker on page 125 of this Resource. 		
Lesson 7 Thought breaker	Since 1977 there have been 80,000 acts of violence or disruption outside abortion clinics. What other issues would cause as much unrest?			
Lesson 7 Homework/extension activity	Revision of key concepts for a test next lesson.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Medicine Lesson 8 Pages 58–62 of <i>Believing and Experiencing</i>				
<i>Whose life is it anyway?</i>		<ul style="list-style-type: none"> • Play Follow On on page 65 of this Resource. • Do the Balancing Arguments exercise on page 197 of this Resource then complete the template on page 198. 	Unit 1, Topics 3, 4 Sanctity of life. Creation. Nature of God.	Although this question refers to many issues it needs to be considered specifically in the context of euthanasia.
<u>Euthanasia</u>		<ul style="list-style-type: none"> • Use the statements in Explaining Religious Viewpoints on page 136 of this Resource to complete the evaluative question. • Complete NGFL Activity 16 Euthanasia Debate. • Consider the range of issues in the task on page 60 of the student's book. 		Euthanasia Debate is a value line activity using a range of different views concerning sanctity of life and euthanasia. Students can often get confused concerning specific medical terms connected with euthanasia.
Exam technique	Improve evaluation skills by using the mark scheme to mark and improve answers.	<ul style="list-style-type: none"> • Improve performance in evaluation questions on page 174 of this Resource. 		
Lesson 8 Homework/extension activity	Complete the useful definitions and examples for this unit on page 149 of this Resource. Students can use this when answering Test it Out in the final lesson.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Medicine Lesson 9 Pages 58–62 of <i>Believing and Experiencing</i>				
<i>Is it ever right to take a life?</i>		<ul style="list-style-type: none"> • Play Just a Minute on page 3 of this Resource. • Complete an evaluation using SWAWOS framework on page 175 of this Resource. • Pupils can present different case studies and, using the template on page 127 of this Resource, justify what decisions believers from the traditions they are studying would make. 	Unit 2, Topic 1 War and conflict. Unit 2, Topic 4 Capital punishment. Sanctity of life. Punishment. Unit 1, Topic 4 Creation. Nature of God.	This activity would give students a range of views before starting a timed evaluation. This evaluation would allow students to use a wide range of evidence and religious language from other topics. Concept maps prepared from the previous lesson could be used as a support.
Lesson 9 Thought breaker	Read the quote by Joan Baez on page 214 of this Resource.			
Lesson 9 Homework/extension activity	Complete the Revision Sheet on pages 18–19 of this Resource.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Medicine Lesson 10 Pages 43–66 <i>Believing and Experiencing</i>				
Exam technique		<ul style="list-style-type: none"> Complete Test it Out on page 66 of the student's book. Allow 5 minutes reading and note time and 20 minutes' answering time. Students can use the SWAWOS framework from page 175 of this Resource. 		

Appendix 2: Schemes of Work for Unit 2 (CD-ROM only)

This section contains schemes of work (programmes of study) for each topic in unit 2 with suggested teaching tips and references to materials in the student's book *Believing and Experiencing*. Throughout the scheme the key concepts, human experiences and teaching of religious traditions is clearly indicated.

Each of the topics is explored through ten lesson plans which incorporate:

- aims of the lesson
- links with the specification
- opportunities for assessment
- strategies for differentiation

- students' activities with direct reference to student's books suggestions for spiral learning (page 76 of this Resource)
- teaching and examination tips.

The schemes of work support personalised learning and clearly indicate contributions to community cohesion. Each lesson contains a range of student activities, starters and plenaries and strategies to raise achievement. They are suitable for specialist and non-specialist teachers and are easily adaptable with suggestions for differentiation throughout. Opportunities for the development of content and skills needed in the examination are also built into each lesson.

Unit 2 Topic 1 Religion and Conflict

At the core of this topic are issues connected with peace, conflict and reconciliation. Students are required to know religious traditions' attitudes to peace, war and the use of non-violent protest. The content requires an exploration of an individual or community who is working for peace. Local or global examples can be used but the focus must be on the strategies being used to promote peace.

The nature and purpose of suffering will be explored and the ways in which religious traditions can support those who are suffering.

Timing

The topics can be taught in any order. The scheme has been written to cover ten lessons although there are many opportunities to cut some activities. If schemes are constructed for a shorter amount of time it is essential that exam technique and topic revision is still built into each lesson.

Rationale for planning

Many considerations have been taken in planning this scheme of work. It is not intended as the prototype but as a support document that schools can adapt to meet the specific needs of their students and an awareness of opportunities for spiral learning and revision.

The planning has followed important criteria essential for success at GCSE:

- Each of the three specification areas (key concepts, human experiences and religious beliefs/practices) has been built into each lesson plan with corresponding learning activities.
- Each lesson has opportunities for topic/specification revision. This is essential as many students lose marks because they fail to transfer their knowledge and understanding across questions.
- Each lesson has opportunities for developing exam technique. Throughout the topic students will focus in on the teaching tips and attempt questions and marking for each type of question asked. The final lesson gives students an attempt to complete a timed unit test. Within many of the activities there is a focus on the use of appropriate language.
- Each lesson incorporates strategies for differentiation. Many of the activities in the *Teacher's Resource File* specify differentiation strategies. In addition there are homework and extension activities within most lessons. Many lessons also have an open-ended thought breaker question. This can be

planned into the lesson or given as an extension activity.

- Each lesson has starter/plenary activities. Short focused activities are included to help make connections with previous learning or summative learning from the lesson.
- Each lesson incorporates teacher's notes, which suggest difficulties that students may find in answering exam questions.

Generic revision activities

In addition to the references to specific worksheets and activities from the *Teacher's Resource File*, there are also sheets that students should use throughout the course and keep updated as a running record of the specification. These often refer to previous learning and therefore can be used depending upon the order that the units have been completed in. Of particular importance are:

- Find someone who has .../Find someone who believes ... (page 6)
- It's My View That ... (pages 10–12)
- Revision Sheet (pages 17–19)
- Take the Challenge (pages 20–21).

Resources

The resources directly related to in this scheme are:

- *Believing and Experiencing* (referred to as the student's book in the schemes of work) by Craigen and White
- *WJEC GCSE Religious Studies Specification B Teacher's Resource File* (this resource) by Craigen and White
- *Eclips* (available from www.bbc.co.uk/wales/eclips)
- *NGFL* (available from www.ngfl-cymru.org.uk).

Schools will have a range of other resources that they will use to supplement the schemes.

Literacy mats

The template of the Literacy Mat on pages 82–83 of this Resource could be adapted and used throughout the topic.

Learning environment

The learning environment can be a resource for effective learning, particularly for visual students. References are made in each topic of how key areas can be displayed through a Graffiti Wall (pages 84–85 of this Resource) or displays of learning.

Unit 2 Schemes of work: Topic 1 Religion and Conflict

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Conflict Lesson 1 Pages 1–14 of <i>Believing and Experiencing</i>				
<i>Peace</i>	Identify what peace means within their own lives.	<ul style="list-style-type: none"> • Complete Find Someone Who Has ... on page 7 of this Resource. • Consider the statement by Dalai Lama on page 88 of this Resource. • Watch Eclip Peaceful Park and identify how the Buddhist Monk shows he is at peace within himself. 		<p>This topic is beginning with peace to emphasise that this is the natural state.</p> <p>Through this exercise teachers will be able to identify those students for whom issues of war are particularly sensitive.</p> <p>Although Eclip Peaceful Park is about a Buddhist monk it is relevant for students studying other traditions. The focus of the clip should be to identify inner peace.</p>
<u>Peace</u>	Demonstrate an understanding of the attitudes to peace from two religious traditions.	<ul style="list-style-type: none"> • Take the idea of 'You cannot create peace with a clenched fist', then draw round an open hand twice and write the teachings about peace from each of the traditions in each. • Look at the picture on page 5 of the student's book. Design a visual response from your religious tradition that reflects a summary of the key religious teachings in the traditions studied. 		
Lesson 1 Thought breaker	Is peace just the absence of war?			
Lesson 1 Homework/extension activity	Students should place a copy of the Big Picture (page 33 of this Resource) in their books/files and surround it with relevant pictures/headlines as they complete the unit.			

KEY Key concepts *Human experiences* Religious traditions/beliefs/practices

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Conflict Lesson 2 Pages 5–9 of <i>Believing and Experiencing</i>				
Conflict	Analyse causes of conflict.	<ul style="list-style-type: none"> Look at the headlines on page 4 of the student's book. For each decide what has caused the conflict. Use a range of newspapers/magazines to find examples of each cause of conflict today. 	Unit 1, Topic 1 Relationships.	
<i>Is it ever right to fight?</i>	Explain a range of evidence to support or disagree with an argument.	<ul style="list-style-type: none"> Complete Just a Minute on page 3 of this Resource. Do the Balancing Arguments exercise on page 197 of this Resource then complete the template on page 198. 	Unit 2, Topic 2 Conscience. Unit 2, Topic 4 Human rights.	
Just War <i>Can a war ever be just?</i>	Explain what is meant by the Just War Theory and be able to apply it.	<ul style="list-style-type: none"> Read pages 8, 9 and 15 of the student's book and discuss with a partner what might be a 'just cause'. Use the Fact or Opinion template on pages 180–81 of this Resource to answer: 'A third of the world's population is at war.' Fact or opinion? 		Before students investigate the attitudes of religious traditions to war it is important that they have an understanding of the Just War Theory.
Lesson 2 Thought breaker	If peace was a flavour it would taste like ... If war was a colour it would look like ... (see page 39 of this Resource)			
Lesson 2 Homework/extension activity	Write answers to the thought breaker questions on the graffiti wall.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Conflict Lesson 3 Pages 9–14 of <i>Believing and Experiencing</i>				
		<ul style="list-style-type: none"> Complete the Scaffolding activity on page 9 of this Resource for the two traditions studied. 		Students often lose marks in the examination for incorrect information concerning the basic beliefs of the traditions being studied.
<u>Attitudes to conflict and war</u>	Identify the main teachings and beliefs of two different religious traditions.	<ul style="list-style-type: none"> Various case studies can be explored, for example Eclip Troubles in Northern Ireland. Draw round an open hand twice. In each hand write down the key attitudes on conflict and war from each of the traditions being studied. The title should be 'Many (for example Christian) believers believe that ...' 	Conflict. Authority. Sanctity of life.	Eclip Troubles in Northern Ireland is a case study of conflict in Northern Ireland. Clips should be chosen that are sensitive and relevant to students. It is important that students recognise that although there are basic religious teachings there will be a diversity of practice within that tradition.
Topic revision	Apply relevant key concepts.	<ul style="list-style-type: none"> Complete Write Your Own Caption on page 94 of this Resource. 		
Lesson 3 Thought breaker	Look at the photo at the bottom of page 14 of the student's book. Consider: One question I would like to ask the soldier is ...			
Lesson 3 Homework/extension activity	From the two traditions you are studying select a religious text that would support a believer's attitude to war.			

Unit 2 **KEY** Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Conflict Lesson 4 Pages 3–7 of <i>Believing and Experiencing</i>				
<i>How can peace be kept?</i> <i>How can good relationships be developed?</i> <i>How can war be avoided?</i>	Justify and evaluate using a range of evidence.	<ul style="list-style-type: none"> • Create a collage or PowerPoint to illustrate: 'Since wars begin in the minds of men it is in the minds of men that peace must be constructed.' (UNESCO) • In pairs complete the task on page 5 of the student's book. 	Unit 1, Topic 1 Relationships	Opportunities for experiential activities, for example peace-building exercises, etc.
Interfaith dialogue	Explain what is meant by interfaith dialogue.	<ul style="list-style-type: none"> • Select statements to support an evaluation. • Answer question 1 in Improving Evaluations on page 191 of this Resource. 	Unit 2, Topic 3 Interfaith dialogue	
Lesson 4 Thought breaker	'Making peace is more important than keeping peace.' Give two reasons for and against this statement.			
Lesson 4 Homework/extension activity	Read the poem on page 7 of the student's book. Write a play script of the events of the poem using the words Just War, conflict and interfaith dialogue.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Conflict Lesson 5 Pages 26–29 of <i>Believing and Experiencing</i>				
Interfaith dialogue <i>How can different religions support peace by talking to each other?</i>	Understand how interfaith dialogue is supporting peace.	<ul style="list-style-type: none"> Hypothesise If interfaith dialogue was a sound ... on page 39 of this Resource. 	Sharing faith with others.	This lesson gives opportunities to use ICT to investigate specific interfaith activities, for example Corrymeela, Council of Christians and Jews (CCJ), or local interfaith initiatives (page 116 of this Resource has a range of appropriate websites).
Exam technique	Select key arguments.	<ul style="list-style-type: none"> Complete the Improving Evaluations activity on pages 191–92 of this Resource Create an acrostic of peacemakers that is made up from examples of how interfaith dialogue is supporting peace. 		
Lesson 5 Thought breaker	Read page 208 of this Resource. How would this ceremony support peacemaking?			
Lesson 5 Homework/extension activity	Look at the website www.community-spirit.co.uk . If you were the leader of a youth council project in your area: <ul style="list-style-type: none"> What would be your aims? How would you try to achieve them? 			

Unit 2

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Conflict Lesson 6 Pages 33–41 of <i>Believing and Experiencing</i>				
<i>Why do the innocent suffer?</i>	Give justified reasons to answer the question.	<ul style="list-style-type: none"> • Watch Eclip London Bomb and complete the following: what, where, why, when, I wonder if ... • Look at the collage of suffering on page 39 of the student's book. Identify how innocent people suffer. • Choose one picture and answer the following questions: <ul style="list-style-type: none"> – What (is happening)? – Where (is it happening)? – Why (is it happening?) – When (is it happening)? – I wonder ... (one question you would want to ask about the picture). • Write the I wonder question on to a sticky note to be displayed on the graffiti wall (see page 84 of this Resource). 	Unit 1, Topic 3 Nature of God.	There are many clips available that will stimulate a discussion concerning suffering. It is important that the clips chosen are sensitive to the needs and experiences of the students. Eclip London Bomb is taken from the BBC news broadcast of the London suicide bombs.
<u>Suffering and the purpose and nature of suffering</u>	Identify the teachings from two different religious traditions.	<ul style="list-style-type: none"> • Complete a Venn diagram to show differences in the traditions studied. • In the Eclip Diane Modahl Background, she explains about the struggle to clear her name of illegally taking drugs. After watching the clip students can write a letter to Diane from a believer's perspective, offering advice and support. 	Unit 2, Topic 4 Human rights.	There are many similarities between the attitudes to war of religious traditions. It is important that in an exam students use language distinctive of the traditions they are studying, for example Bible or Qur'an rather than special books.
<u>How can faith support those suffering?</u>	Apply their understanding of personal, local and global faith activities to support those suffering.	<ul style="list-style-type: none"> • Watch Eclip Diane Modahl Questioning Faith and write about the importance of Diane's faith. • Investigate the picture on page 14 of the student's book. Complete Write Your Own Caption on page 94 of this Resource. 		Although this area looks at the positive role of faith it may be appropriate to show how when believers suffer they question and sometimes lose their faith.
Lesson 6 Thought breaker	Can life be all 'ups' and no 'downs'? See page 33 of the student's book.			
Lesson 6 Homework/ extension activity	Using the Believer's template on page 128-29 of this Resource, students can create a concept map showing the many ways that faith can support those suffering.			

Unit 2

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Conflict Lesson 7 Pages 16–19 of <i>Believing and Experiencing</i>				
Exam technique Pacifism Non-violent protest <i>How can non-violent protest be used?</i> <u>Attitudes to non-violent protest</u>	Identify key trigger words.	<ul style="list-style-type: none"> Look at pictures on pages 16–17 of the student's book. Explain how each of these are examples of non-violent protest. 		It is important that students don't consider that pacifism and non-violent protest mean that believers do nothing.
Lesson 7 Thought breaker	If pacifism was a colour it would be ... Because ...			
Lesson 7 Homework/extension activity	Read the Einstein quote from page 213 of this Resource. Give two arguments from the religious tradition you are studying for or against his view.			

Unit 2

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Conflict Lesson 8 Pages 20–25 of <i>Believing and Experiencing</i>				
<u>Individual or community working for peace</u>	Collate a range of material from different sources. Explain how an individual or community works for peace.	<ul style="list-style-type: none"> • Watch Eclip Corrymeela Community. • Draw an outline of two doves. In one dove write facts about the Corrymeela community and in the other identify the ways that the Community works for peace. 	Campaigner for human rights. Conflict between personal conviction and authority.	<p>This can be treated as individual research or a class activity. To help students understand the focus of the specification content it would be beneficial to watch Eclip Corrymeela Community.</p> <p>This individual or community can be religious or non-religious. The focus of the questions set will always be about their work for peace.</p>
Topic revision		<ul style="list-style-type: none"> • Complete as a film clip or IMPACT framework on page 107 of this Resource. Main points could be completed in a dove outline. 		
Exam technique	Assess exam answers.	<ul style="list-style-type: none"> • Assess the exam answer 'Religions can't create peace' on page 173 of this Resource using the marking scheme. 		
Lesson 8 Thought breaker	'Peace is a group effort.' How?			
Lesson 8 Homework/extension activity	Read 'The Forgotten People' on page 205 of this Resource then write a paragraph describing what the message of the poem is.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Conflict Lesson 9 Pages 19, 29–32 of <i>Believing and Experiencing</i>				
Topic revision	Identify main content from the topic.	<ul style="list-style-type: none"> Complete Give Me Five on page 15 of this Resource. 	Topic revision.	
Reconciliation Reconciliation	Explain what is meant by reconciliation.	<ul style="list-style-type: none"> Complete the task on page 19 of the student's book. 		It is important for students to understand that reconciliation requires making up after a disagreement.
<i>Is forgiveness possible?</i> <i>How do people forgive?</i> Reflect on the different stages involved in being able to forgive.	Know the teachings of two different traditions.	<ul style="list-style-type: none"> Read pages 29 and 31 of the student's book. How did Gee Walker's faith help her forgive? 		
Lesson 9 Thought breaker	What did Gee Walker mean when she said, 'Unforgiveness is a heavy weight'?			
Lesson 9 Homework/extension activity	Revision of key concepts for a test next lesson.			

Unit 2 **KEY** Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Religion and Conflict Lesson 10 Pages 1–42 of <i>Believing and Experiencing</i>				
Exam technique		<ul style="list-style-type: none"> Complete the exam tip and Test It Out on page 42 of the student's book using religious language terms in the exam tip. Allow 5 minutes for reading and note time and 20 minutes' answering time. Students can use the SWAWOS framework from page 175 of this Resource. 		Students should have 5 minutes of reading time before writing any answers. During this time they should highlight key words in the questions and write notes in SWAWOS framework.

Unit 1 Topic 4 Our World

The core of this topic is the purpose of human experience within humanity and care for the world. The idea of the soul is central to an understanding of the distinctiveness of humanity and purpose on the earth. Students are expected to apply their knowledge of religious creation stories to the impact of how the earth should be cared for. Examples showing how faith believers and organisations are using their talents to actively care for the world are a central feature of the topic.

Timing

The topics can be taught in any order. The scheme has been written to cover ten lessons although there are many opportunities to cut some activities. If schemes are constructed for a shorter amount of time it is essential that exam technique and topic revision is still built into each lesson.

Rationale for planning

Many considerations have been taken in planning this scheme of work. It is not intended as the prototype but as a support document which schools can adapt to meet the specific needs of their students and an awareness of opportunities for spiral learning and revision.

The planning has followed important criteria essential for success at GCSE:

- Each of the three specification areas (key concepts, human experiences and religious beliefs/practices) has been built into each lesson plan with corresponding learning activities.
- Each lesson has opportunities for topic/specification revision. This is essential as many students lose marks because they fail to transfer their knowledge and understanding across questions.
- Each lesson has opportunities for developing exam technique. Throughout the topic students will focus on the teaching tips and attempt questions and marking for each type of question asked. The final lesson gives students an attempt to complete a timed unit test. Within many of the activities there is a focus on the use of appropriate language.
- Each lesson incorporates strategies for differentiation. Many of the activities in the *Teacher's Resource File* specify differentiation strategies. In addition there are homework and extension activities within most lessons. Many lessons also have an open-

ended thought breaker question. This can be planned into the lesson or given as an extension activity.

- Each lesson has starter/plenary activities. Short focused activities are included to help make connections with previous learning or summative learning from the lesson.
- Each lesson incorporates teacher's notes, which suggest difficulties that students may find in answering exam questions.

Generic revision activities

In addition to the references to specific worksheets and activities from the *Teacher's Resource File*, there are also sheets that students should use throughout the course and keep updated as a running record of the specification. These often refer to previous learning and therefore can be used depending upon the order that the units have been completed in. Of particular importance are:

- Find someone who has .../Find someone who believes ... (page 6)
- It's My View That ... (pages 10–12)
- Revision Sheet (pages 17–19)
- Take the Challenge (pages 20–21).

Resources

The resources directly related to in this scheme are:

- *Believing and Living* (referred to as the student's book in the schemes of work) by Craigen and White
- *WJEC GCSE Religious Studies Specification B Teacher's Resource File* (this resource) by Craigen and White
- *Eclips* (available from www.bbc.co.uk/wales/eclips)
- *NGFL* (available from www.ngfl-cymru.org.uk).

Schools will have a range of other resources that they will use to supplement the schemes.

Literacy mats

The template of the Literacy Mat on pages 82–83 of this Resource could be adapted and used throughout the topic.

Learning environment

The learning environment can be a resource for effective learning, particularly for visual students. References are made in each topic of how key areas can be displayed through a Graffiti Wall (pages 84–85 of this Resource) or displays of learning.

Unit 1 Schemes of work: Topic 4 Our World

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Our World Lesson 1 Pages 2–6 of <i>Believing and Living</i>				
<i>What makes us human?</i> Humanity	Reflect on and identify the distinctive features of human beings and humanity.	<ul style="list-style-type: none"> • Watch Eclip What Makes Us Human and answer the following question: 'I know I am human because ...' • Complete NGFL What makes me me? • Complete NGFL What makes us human? 	Unit 2, Topic 2 Sanctity of life. Unit 2, Topic 4 Human rights.	In Eclip <i>The Rise of the Cybermen</i> , Doctor Who takes a look at the difference between the cybermen and human beings. Ranking pyramid activity.
Assessment technique	Develop explanations for 'a' type questions.	<ul style="list-style-type: none"> • Answer the questions on page 5 of the student's book. 		In addition to giving an explanation of the key concept students should always be encouraged to give an example.
Soul	Engage with ultimate questions concerning the nature and purpose of the soul.	<ul style="list-style-type: none"> • Read Bart Sells His Soul on page 210 of this Resource. • Complete an acrostic for SOUL using relevant words. 		
Lesson 1 Thought breaker	If I sold my soul on eBay the advert would say ...			
Lesson 1 Homework/extension activity	Students should place a copy of the Big Picture (page 32 of this Resource) in their books/files and surround it with relevant pictures/headlines as they complete the unit.			

KEY Key concepts *Human experiences* **Religious traditions/beliefs/practices**

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Our World Lesson 2 Pages 5–7 of <i>Believing and Living</i>				
Revision	Use a wide range of specialist language.	<ul style="list-style-type: none"> Complete Word Chain on page 3 of this Resource. With the first word as the name of the tradition, students then make a chain of link words from that religion. Each new word must begin with the end letter from the previous word. 	Understanding of the religious tradition.	This lesson focuses on teaching and beliefs of the traditions studied. This activity reminds students of the structure and main features. Further challenge can be incorporated by making it a competition (greatest number of words) or race against time.
<p><u>Place and purpose of humankind in the world</u></p> <p><i>Why are we here?</i></p>	Explain believers' and non-believers' views.	<ul style="list-style-type: none"> Complete NGFL Why Are We Here? Complete the Venn diagram on pages 162–63 of this Resource to show religious teachings from two different traditions concerning purpose of humankind in the world. Complete NGFL Why Do Humans Exist? Complete NGFL Purpose of Humans on the Earth. Read the poem on page 20 of the student's book. In pairs, students find a picture to illustrate a specific line in the poem. This can be made into a PowerPoint, which can begin many lessons. 	Service to others. Role of faith in action (Unit 2 Topic 3).	<p>Why Are We Here? is a Jigsaw activity looking at the answers from two different traditions.</p> <p>Why Do Humans Exist? is a Fence activity in which students consider which particular statements would come from different traditions.</p> <p>Purpose of Humans on the Earth is a Family Fortunes style activity.</p> <p>The poem activity prepares students for the homework/extension task. Their images can be compiled into a PowerPoint that can be used at the start/end of lessons or visually displayed around the room for the unit.</p>
Lesson 2 Thought breaker	If humanity was a sound it would sound like ... Because ...			
Lesson 2 Homework/extension activity	Homework/extension activity. Find a relevant image for a specific line of the poem. Students must be prepared to justify their choices.			

Unit 1 **KEY** Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Our World Lesson 3 Pages 7–8 of <i>Believing and Living</i>				
<p><i>How can we use our talents?</i></p> <p><i>Why should we use our talents?</i></p> <p><u>Religious teachings on use of talents</u></p>	<p>Identify their talents and how they can be used.</p>	<ul style="list-style-type: none"> • Complete NGFL 'Why are we here?' • Use the template for Balancing Arguments on pages 197–98 of this Resource to answer 'It's up to us to make money – doesn't matter if we use talents or not.' 		<p>This lesson can focus on the individual talents of the class and how they are used. Students should be able to recognise that everyone has talents.</p> <p>Why are we here? is a jigsaw activity matching bible quotes and purpose of humankind.</p>
Lesson 3 Thought breaker	'The Earth is the Lord's.' Psalm			
Lesson 3 Homework/extension activity	Read page 32 of the student's book. Select one person or community who has used their talents for the planet. Student's book pages 22–31 will provide support. Prepare a PowerPoint presentation of five slides showing the importance of what they have done.			

Unit 1

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Our World Lessons 4 and 5 Pages 9–17 of <i>Believing and Living</i>				
Creation <u>Creation stories and their meaning</u>	<p>Explain what is meant by creation and explain the creation stories of two different traditions.</p> <p>Use specialist language to create an evaluation framework.</p>	<ul style="list-style-type: none"> • Show PowerPoint of images from homework task in Lesson 2. Students suggest appropriate music. • Identify the different ways that the earth is being exploited. • Complete NGFL Big Bang Film Reel • Complete NGFL Evolution Film Reel • Complete NGFL Genesis Carousel • Complete NGFL Christian interpretations of creation Venn diagram (many resources are available that tell the creation stories from different faith traditions) • Complete NGFL Creation • Complete NGFL Reporter's Notebook • Analyse the comments made and justify their own views using the Explaining Religious Viewpoint activity on page 134 of this Resource. 	<p>Religious traditions.</p> <p>Unit 2, Topic 2 Sanctity of life.</p>	<p>Using a resource created by the class supports motivation as they develop skills to take responsibility for their own learning and select resources which they have engaged with.</p> <p>In the activities, students place theories of evolution and big bang into a correct sequence, and drag and drop descriptions of the events of creation in Genesis.</p> <p>Creation is a values line activity looking at different views on creation. Students match statements of belief regarding creation.</p>
<u>Stewardship issues in terms of current exploitation of the planet</u> Stewardship	<p>Identify a range of ways in which the planet is exploited.</p>	<ul style="list-style-type: none"> • Complete NGFL Whack Attack – creation • Complete NGFL Caring for the World • Using the following quote from page 88 of this Resource: 'We must learn to look at nature as something sacred ... or we will have no future', imagine the speaker was going to complete the sentence and give examples. What might he say? 	<p>Unit 2, Topic 3 Sacred.</p>	<p>Students select the correct definitions for key terms.</p> <p>This is an activity where students have to consider which traditions would believe in different statements.</p>
<p>Assessment technique</p>	<p>Understand the requirement of assessment grids in the specification.</p>	<ul style="list-style-type: none"> • Use assessment grids to mark the two examination answers on page 24 of the student's book. Complete the second exam answer to gain full marks. 		
<p>Lessons 4–5 Thought breaker</p>	<p>How would you explain the difference between making and creating to a Year 4 student? Remember to use examples.</p>			
<p>Lessons 4–5 Homework/ extension activity</p>	<p>Revise key concepts for assessment in the next lesson.</p>			

Unit 1 **KEY** Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Our World Lesson 6 Pages 20–24 of <i>Believing and Living</i>				
Environment Stewardship Dominion	Relate understanding of key concepts to specialist language.	<ul style="list-style-type: none"> Complete an acrostic on different words related to the term 'environment'. 	Unit 2, Topic 2 Sanctity of life.	In this 5-minute activity students are required to relate their knowledge and understanding.
<i>How should we use natural resources?</i> <i>Why should we care for the world?</i>	Identify a range of issues concerning the exploitation of the planet.	<ul style="list-style-type: none"> Watch Eclip Overcrowded Motorway from <i>Doctor Who</i>. Complete a SWOT analysis (Situation/What could be Done/On the other hand/Targets for the future). 	.	In the Eclip from <i>Doctor Who</i> , the world that the Doctor and Martha have entered is so polluted that it is life threatening.
<u>Care for the world and the environment</u>	Suggest strategies to care for the planet. Identify, using specialist language, the teachings of two religious traditions.	<ul style="list-style-type: none"> Refer to the PowerPoint in Lesson 2 and for each image consider how humanity can care for the earth. From the PowerPoint identify how dominion has ended in exploitation and how people could exercise stewardship. Complete NGFL Caring for the World Christianity and Islam. From pages 22–31 of the student's book identify the main teachings concerning care for the planet. For each tradition identify and use at least five specialist language terms. Watch Eclip Who's Responsible? Create a response to Bill Oddie from a believer's viewpoint. Complete NGFL On the Fence – Caring for the World. 		In NGFL activity Caring for the World, students read the text on the screen in a given time. In Eclip Who's Responsible, Bill Oddie explains the importance of the natural world and the damage that human beings are doing. He also looks at who is responsible. Through the activity students are preparing for 'b' type questions where they need to place themselves in the shoes of believers. In NGFL activity On the Fence students identify statements from different traditions.
Assessment technique	Use levels to identify how to raise their own standards.			There are many similarities between religious traditions so it is important to focus on key specialist language. If possible this should be a paired activity so students can discuss their views.
Lesson 6 Thought breaker	The answer is Genesis. What was the question?			
Lesson 6 Homework/ extension activity	Chief Seattle, Chief of the Duwamish Native Americans, said: 'If we give you our land, please teach your children what we have taught our children ... that the earth is our Mother.' How would you explain to students in a local primary school how they should treat the earth?			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Our World Lesson 7 Pages 2–33 of Believing and Living				
<u>Animal rights</u>	Respond to visual stimuli	Examine the picture on page 21 of the student's book. Write a response to the following questions: what? when? where? why? I wonder if ...	Unit 2, Topic 4 Human rights	In the exam paper students are expected to refer to visual stimuli in each unit. It is important that students are trained to 'read' the visual image.
Assessment technique	Select a range of appropriate arguments to complete an evaluation.	<ul style="list-style-type: none"> Complete Improving Evaluations question 4 on page 186 of this Resource. Select arguments for and against the statements and use the SWAWOS framework on page 175 to complete the evaluation. 		
<i>How should animals be treated?</i>	Justify a range of views including those of believers.	<ul style="list-style-type: none"> Play Just a Minute on page 3 of this Resource. One student begins their views on the topic. At the first repetition, pause or mistake another takes over. 		<p>Students often have very clear views on how animals should be treated. Through this activity students listen to others' views</p> <p>Some students should be chosen to give the response from a believer's viewpoint. A selection of these students can be planned in to support differentiation.</p>
Lesson 7 Thought breaker	What would be the difference if there were no animals in the world?			
Lesson 7 Homework/extension activity				

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Our World Lesson 8 Pages 2–33 of <i>Believing and Living</i>				
Topic revision	Identify the key concepts for the topic.	<ul style="list-style-type: none"> Play Word Bingo on page 40 of this Resource. 	Key concepts.	<p>Students may want to carry out individual research concerning the individual or community. Use of ICT could be built into the lesson.</p> <p>In addition to the key concepts for this unit, the concepts from units previously studied can be incorporated. It is hoped that students use the appropriate key concepts in their work on an individual or community.</p>
<u>Examples of a religious individual or community using talents for care of the planet</u>	Explain the work and impact of a religious individual or community in their care for the planet.	<ul style="list-style-type: none"> Read page 23 of the student's book, then complete an IMPACT framework, as on page 107 of this Resource. Different examples are then suggested and students must identify whether they fulfil the exam criteria of 'religious individual or community using talents for care of the planet'. Read and discuss page 32 of the student's book. Identify local, national or international individuals and communities in an individual task. Present their individual work in whatever format is appropriate. Complete the IMPACT framework on page 107 of this Resource. 		<p>Exams will often ask students to explain the work and impact of religious individuals or organisations. Many marks are lost when students identify people who don't reflect a particular religious tradition or meet the other criteria. This independent learning task is particularly suited to times of the year when wider school activities can result in part classes.</p> <p>By completing the template students will focus on exam criteria needs.</p>
Lesson 8 Thought breaker	What is the odd one out? Caring Stewardship Dominion			
Lesson 8 Homework/extension activity	Create a PowerPoint™ presentation of the religious individual or community using talents to care for the planet.			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Our World Lesson 9 Pages 20–24 of <i>Believing and Living</i>				
Topic revision	Apply their understanding of the main teachings, issues and religious language in the unit.	<ul style="list-style-type: none"> Read the dialogue between Safia and Helen on page 26 of the student's book. In pairs create a further dialogue between Helen and a believer from a religious tradition being studied by the class. Include the following words within the dialogue: stewardship, dominion, environment, sacred texts, humanity. References must also be made to a creation story from one tradition. NGFL Believing that God created the world is outdated. 	Topic revision.	<p>The main point of the exercise is for students to show an understanding of the teaching and practice of one of their traditions studied and to be able to apply many key concepts.</p> <p>For some pairs it will be appropriate for them to use direct texts from sacred texts to reinforce their views.</p> <p>This activity could take place in the final lesson as a summation of the topic. The topic test could therefore take place in Lesson 9 to allow students time for peer or self-marking in the lesson.</p> <p>The NGFL Activity is a table-formatting activity that requires students to read a range of statements and identify whether they are for or against the argument.</p>
Lesson 9 Thought breaker	'We must learn to look at nature as something sacred ... or we will have no future.' See page 88 of this Resource.			
Lesson 9 Homework/ extension activity	Revise for Test it Out in student's book page 33.			

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Our World Lesson 10 Pages 2–33 of <i>Believing and Living</i>				
Assessment technique		<ul style="list-style-type: none"> Complete Test It Out on page 33 of the student's book. Allow 5 minutes reading and note time and 20 minutes' answering time. Students can use the SWAWOS framework from page 175 of this Resource. 	This exercise helps students have a clear framework of the requirements of the specification.	Students should have 5 minutes reading time before writing any answers. During this time they should highlight key words in the questions and write notes in SWAWOS framework.

Unit 1 Topic 3 Looking for Meaning

The focus of this topic is issues about God, life and death. Students study religious beliefs and teachings about the nature of God and how believers respond to God, and religious teachings on death and the afterlife and funeral and mourning rites. There is a focus on appreciating a range of beliefs and attitudes. This topic involves some difficult concepts and sensitive areas and some suggestions on ways to engage with these are provided.

Timing

The topics can be taught in any order. The scheme has been written to cover ten lessons although there would be many opportunities to cut some activities. If schemes are constructed for a shorter amount of time it is essential that exam technique and topic revision is still built into each lesson.

Rationale for planning

Many considerations have been taken in planning this scheme of work. It is not intended as the prototype but as a support document which schools can adapt to meet the specific needs of their students and an awareness of opportunities for spiral learning and revision.

The planning has followed important criteria essential for success at GCSE:

- Each of the three specification areas (key concepts, human experiences and religious beliefs/practices) has been built into each lesson plan with corresponding learning activities.
- Each lesson has opportunities for topic/specification revision. This is essential as many students lose marks because they fail to transfer their knowledge and understanding across questions.
- Each lesson has opportunities for developing exam technique. Throughout the topic students will focus on the teaching tips and attempt questions and marking for each type of question asked. The final lesson gives students an attempt to complete a timed unit test. Within many of the activities there is a focus on the use of appropriate language.
- Each lesson incorporates strategies for differentiation. Many of the activities in the *Teacher's Resource File* specify differentiation strategies. In addition there are homework and extension activities within most lessons. Many lessons also have an open-ended thought breaker question. This can be

planned into the lesson or given as an extension activity.

- Each lesson has starter/plenary activities. Short focused activities are included to help make connections with previous learning or summative learning from the lesson.
- Each lesson incorporates teacher's notes which suggest difficulties that students may find in answering exam questions.

Generic revision activities

In addition to the references to specific worksheets and activities from the *Teacher's Resource File*, there are also sheets that students should use throughout the course and keep updated as a running record of the specification. These often refer to previous learning and therefore can be used depending upon the order that the units have been completed in. Of particular importance are:

- Find someone who has .../Find someone who believes ... (page 6)
- It's My View That ... (pages 10–12)
- Revision Sheet (pages 17–19)
- Take the Challenge (pages 20–21).

Resources

The resources directly related to in this scheme are:

- *Believing and Living* (referred to as the student's book in the schemes of work) by Craigen and White
- *WJEC GCSE Religious Studies Specification B Teacher's Resource File* (this resource) by Craigen and White
- *Eclips* (available from www.bbc.co.uk/wales/eclips)
- *NGFL* (available from www.ngfl-cymru.org.uk).

Schools will have a range of other resources that they will use to supplement the schemes.

Literacy mats

The template of the Literacy Mat on pages 82–83 of this Resource could be adapted and used throughout the topic.

Learning environment

The learning environment can be a resource for effective learning, particularly for visual students. References are made in each topic of how key areas can be displayed through a Graffiti Wall (pages 84–85 of this Resource) or displays of learning.

Unit 1 Schemes of work: Topic 3 Looking for Meaning

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Looking for meaning Lesson 1 Pages 64, 69–70 of <i>Believing and Living</i>				
	Recognise that many people have different beliefs within their community.	<ul style="list-style-type: none"> Complete Find Someone Who Believes ... on page 6 of this Resource. 		This activity develops an awareness of the range of people's beliefs. It may be appropriate to complete in class time or as a homework activity.
GOD	Select key questions.	<ul style="list-style-type: none"> Play or read 'One of Us' by Joan Osborne on page 200 of this Resource. What three questions would be most important to ask God? 		
The existence of God Ideas about God <i>What influences people's understanding of God?</i>		<ul style="list-style-type: none"> Read the different religious traditions and non-faith stances on page 69 of the student's book, then complete the task. 	Creation and the Big Bang.	This activity requires the selection of key religious terms which can be reinforced throughout the unit.
Exam technique	Use stimulus to support the answering of analysis questions.	<ul style="list-style-type: none"> Answer the 'b' type question on page 64 of the student's book. 		
<i>Why do some people not believe?</i>		<ul style="list-style-type: none"> Read 'Agnostic Acrostic' on page 203 of this Resource. Complete an acrostic for an atheist and a believer. 		
<i>Why do some people believe?</i>	Explain from a believer's viewpoint the importance of faith in God.	<ul style="list-style-type: none"> Read the quote by Ja Rule on page 89 of this Resource. How might a believer respond to his comment? 		
Lesson 1 Thought breaker	'People use God as their crutch. I don't need no crutch. I may not be religious but there's still a spiritual side to me.' Ja Rule, American hip-hop singer.			
Lesson 1 Homework/extension activity	Students should place a copy of the Big Picture (page 31 of this Resource) in their books/files and surround it with relevant pictures/headlines as they complete the unit.			

KEY Key concepts *Human experiences* **Religious traditions/beliefs/practices**

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Looking for meaning Lesson 2 Pages 63–68 of <i>Believing and Living</i>				
<u>The nature of God</u>	Identify the beliefs about the nature of God from two different religious traditions.	<ul style="list-style-type: none"> Complete NGFL Activity What is God Like? 		Drag and drop pairing activities on key characteristics of God.
Symbolism	Problem solve and suggest answers	<ul style="list-style-type: none"> Why might many traditions use symbolism when referring to God? In groups compile a list of ten reasons. Select the most appropriate answer and justify the view. 	Unit 2, Topic 3 Ways of expressing key concepts	This content allows the use of a variety of stories to explore symbols from different faith traditions. It also allows different pictures and visual representations to be studied.
<u>Symbolism and imagery</u>	Understand the use of symbolism and imagery and how this relates to key beliefs about God in two different traditions.	<ul style="list-style-type: none"> Identify symbols used within the faith traditions you are studying and explain how they represent a belief about the nature of the divine. Complete Representing Christ on pages 100–103 of this Resource. 	Humanity, soul, God, revelation, faith, awe.	Recognition should be made of the symbolic word when referring to God, for example the 99 attributes of Allah.
<i>Why do some people use symbols?</i>	Apply learning to answer an exam question.	<ul style="list-style-type: none"> Complete the 'b' type exam question on page 123 of this Resource. 		
Lesson 2 Thought breaker	More people can identify the golden arches of McDonald's than the Christian cross. So what?			
Lesson 2 Homework/extension activity	Write an explanation for a Year 7 pupil which shows the difference between a symbol and a picture or a sign.			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Looking for meaning Lesson 3 Pages 71–73, 79 of <i>Believing and Living</i>				
<i>How do people experience God?</i>	Recognise a range of different ways that people experience God.	<ul style="list-style-type: none"> Read pages 71–73 of the student's book. Create a concept map or PowerPoint presentation to show 'how people experience God'. 		
Exam technique	Select relevant comments that can be used as justifications.	<ul style="list-style-type: none"> Complete the Explaining Religious Viewpoints activity on page 133 of this Resource. 		
Revelation Awe	Give full explanations of the key concepts and be able to apply them in exam answers.	<ul style="list-style-type: none"> Complete If awe was a sound it would sound like ... from The If Page on page 39 of this Resource. Complete If revelation was a symbol it would look like ... from The If Page on page 39 of this Resource. 		These are two difficult concepts that students will need to understand to be able to use in their exam answers.
Exam technique	Use the SWAWOS framework to support evaluation answers.	<ul style="list-style-type: none"> Complete the task on page 78 of the student's book. 		The task requires students to recap on previous learning and respond to stimuli. This topic requires a consideration about the afterlife and funeral rites. Strategies for teaching about loss and bereavement in the classroom can be found on pages 112–13 of this Resource. To introduce students to the topic the results from the previous homework task should provide the teacher with evidence of students who will find the subject matter particularly difficult.
Lesson 3 Thought breaker	Look at the photo in the middle of page 72 of the student's book. Make suggestions for the following questions: Who?; What (is she doing)?; Why?; One question I would like to ask her is			
Lesson 3 Homework/ extension activity	Produce a sticky note to go on the graffiti wall with the title, 'If death was an animal it would be ... because ...'			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Looking for meaning Lesson 4 Pages 74–76 of <i>Believing and Living</i>				
<i>How do people respond to God?</i>	Select key information using religious language.	<ul style="list-style-type: none"> Look at the pictures on pages 74–75 of the student's book. Summarise what is happening in each picture. Each summary should be no more than 20 words and should include a key concept from the unit. 	Key concepts.	Students can use the Big Picture sheets to remind them of the key concepts studied so far.
Vocation	Analyse ways people show vocation.	<ul style="list-style-type: none"> Read the André Agassi quote on page 91 of this Resource. Then write the quote in the middle bubble of the template on page 93 of this Resource and suggest four different ways in which Agassi could show his faith. 		
<i>How do religious believers respond to God through vocation?</i>	Illustrate with examples on understanding of vocation.	<ul style="list-style-type: none"> Create a collage to show how believers respond to God through vocation. From faith traditions you are studying construct five questions that you would want to ask someone who is showing vocation in their lives. 		
Community	Understand the meaning of the key concept.	<ul style="list-style-type: none"> Select either of the Check it Out definitions from page 76 of the student's book and give ten examples from your local and school community. 	Unit 2, Topic 3.	
Lesson 4 Thought breaker	If vocation was a logo, what would it look like?			
Lesson 4 Homework/extension activity	Revision of key concepts for a test next lesson.			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Looking for meaning Lesson 5 Pages 61–88 of <i>Believing and Living</i>				
<i>How important is worship?</i> Exam technique	Use SWAWOS framework to complete an evaluation.	<ul style="list-style-type: none"> Complete the task and evaluation on page 78 of the student's book. Use the SWAWOS framework on page 175 of this Resource. 		This is a timed activity to support exam technique.
<i>How do religious believers respond to God through worship?</i>	Recognise viewpoints of religious believers.	<ul style="list-style-type: none"> Create a concept map to show the different ways believers respond to God through worship 	Unit 2, Topic 3 Ways of expressing faith.	The homework or extension activity supports learning outside the classroom.
Acts of worship	Explain key features of acts of worship from two different traditions.	<ul style="list-style-type: none"> 		
Lesson 5 Thought breaker	'Every day people are straying away from the Church and going back to God.' (See page 90 of this Resource.)			
Lesson 5 Homework/extension activity	Visit a local place of worship and look closely at the noticeboard. Identify the different activities that take place and highlight those that you consider worship.			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ..	Spiral learning and recap	Teacher's notes
Looking for meaning Lesson 6 Pages 80–88 of <i>Believing and Living</i>				
Revision Afterlife		<ul style="list-style-type: none"> Complete Word Chain on page 3 of this Resource. 	Religious traditions.	Students' responses from Lesson 3 homework activity should support planning. See Teacher's Notes on pages 112–13 of this Resource.
<i>How important is a belief in the afterlife?</i>	Consider a range of arguments.	<ul style="list-style-type: none"> Watch Eclip Is Death the End? Play Just A Minute on page 3 of this Resource. Complete NGFL Venn diagram on key religious beliefs. 	Sanctity of life.	Eclip Is Death the End? is a scene from <i>Extras</i> where one of the actors is worried that dressing up as nuns will be offensive to God. There follows a conversation about believing in God and life after death.
Religious teachings on death and afterlife	Identify similarities and differences in the beliefs of two religious traditions.	<ul style="list-style-type: none"> Watch Eclip Near Death Experience. Read pages 81–82 of the student's book and complete the Venn diagram on page 160 of this Resource. Complete NGFL Venn diagram on key religious beliefs. 		In Eclip Near Death Experience Kathleen Gardner gives an account of an out of body experience. Many students have a view concerning a belief in the afterlife.
Exam technique	Use levels to gain full marks in description type questions.	<ul style="list-style-type: none"> Look at the two specimen answers on page 88 of the student's book. Amend one of the answers to gain full marks. 		
Topic revision	Identify key beliefs concerning life after death.	<ul style="list-style-type: none"> Students hold up small whiteboards or pieces of paper in reply to: <ul style="list-style-type: none"> What might x tradition say about what happens after you die? What might x tradition say about what is God like? What might x tradition say is the best way to serve God? 		Through this plenary activity students pick out the key teaching or belief. The use of small whiteboards or pieces of card allows the teacher to instantly assess students' understanding.
Lesson 6 Thought breaker	What difference would it make if it was proved there was an afterlife?			
Lesson 6 Homework/ extension activity	Complete Fill the Box activity sheet on page 170 of this Resource.			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Looking for meaning Lesson 7 Pages 80–88 of <i>Believing and Living</i>				
	Recall key features of faith traditions.	<ul style="list-style-type: none"> Complete Give Me Five activity on page 14 of this Resource. 		As this lesson focuses on the two traditions studied it is important to ensure the key features have been remembered by students.
<u>Religious funeral and mourning rites</u> <i>How important are funeral rites?</i>		<ul style="list-style-type: none"> Use a range of mourning cards on page 112 of this Resource. Create an advice booklet for the tradition you are working in. Share with a partner who has been writing one from the second tradition to create an interfaith advice book. Explore a range of mourning and bereavement cards then complete a Venn diagram to show similarities in practices and beliefs and differences within the traditions. 	Beliefs of religious traditions. Suffering. How faith communities can support those suffering.	This activity will support students' development of appropriate religious language. It is important that students recognise the difference between belief and practice.
Exam technique	Identify relevant evidence to use in 'd' type questions.	<ul style="list-style-type: none"> Complete NGFL Christian Funeral. Complete NGFL Christian/Muslim Funeral Rites Venn diagram activity. Mark the specimen question on page 154 of this Resource and suggest ways the answer could be improved. 		Drag and drop activity which helps students to recognise the differences between two Christian traditions.
Lesson 7 Thought breaker	'When you're dead, you're dead.' How might a religious believer respond?			
Lesson 7 Homework/extension activity	Complete a Venn diagram to show the differences between the religious traditions studied. Use pages 160-161 of this Resource for support.			

Unit 1

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Looking for meaning Lesson 8 Pages 61–88 of <i>Believing and Living</i>				
Topic revision	Apply an understanding of key terms, beliefs and practices. Select key arguments to form an evaluation.	<ul style="list-style-type: none"> • Create a game to show how religious believers look for meaning using page 127 of this Resource. • Play Word Bingo, adapted from page 40 of this Resource. • Complete evaluation question 3 in Improving Evaluations activity on page 186 of this Resource. 	Unit revision.	In groups students could create a board game for each tradition studied. Page 127 of this Resource shows the skills developed and ways to assess the activity.
Lesson 8 Homework/extension activity		<ul style="list-style-type: none"> • Complete an evaluation using results from the Improving Evaluations activity on page 186 of this Resource. 		

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Looking for meaning Lesson 9 Page 77 of <i>Believing and Living</i>				
<i>What is the value of religion in a secular society?</i>	Explain a range of ways that religion is relevant in a secular society.	<ul style="list-style-type: none"> Prepare a PowerPoint to show the role of religion in secular society today using page 77 of the student's book as a framework. 	Unit 2, Topic 4 Clashes between personal conviction and authority.	Suggestions might be needed and the Big Picture sheet should be a revision help.
Lesson 9 Thought breaker	Display the quotes from Jung and Nehru from page 90 of this Resource. Explain in your own words what each is saying.			
Lesson 9 Homework/extension activity	Revise for an end of unit assessment.			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Looking for meaning Lesson 10 Pages 61–88 of <i>Believing and Living</i>				
Topic revision Exam technique		<ul style="list-style-type: none"> Complete Test it Out on page 88 of the student's book. Allow 5-minute reading and note time and 20 minutes for answering time. Students can use the SWAWOS framework on page 175 of this Resource. 		

Unit 1 Topic 2 Is it Fair?

The core of this topic is the way which human beings live out their lives. Students study religious beliefs and teachings about human dignity and justice and injustice. There is a focus on attitudes towards the use of wealth and the importance of social responsibility in making a fairer society. A particular religious organisation or person needs to be studied with the emphasis on how their work seeks justice. The role of the media in raising and responding to related issues is an area to be explored.

The topic incorporates many similar areas and it is important that the relationships between these areas are shown through spiral learning. Of particular importance is how a belief in human dignity impacts on how people are treated and the importance of charity and seeking justice.

Timing

The topics can be taught in any order. The scheme has been written to cover ten lessons although there are many opportunities to cut some activities. If schemes are constructed for a shorter amount of time it is essential that exam technique and topic revision is still built into each lesson.

Rationale for planning

Many considerations have been taken in planning this scheme of work. It is not intended as the prototype but as a support document from which schools can adapt to meet the specific needs of their students and an awareness of opportunities for spiral learning and revision.

The planning has followed important criteria essential for success at GCSE:

- Each of the three specification areas (key concepts, human experiences and religious beliefs/practices) has been built into each lesson plan with corresponding learning activities.
- Each lesson has opportunities for topic/specification revision. This is essential as many students lose marks because they fail to transfer their knowledge and understanding across questions.
- Each lesson has opportunities for developing exam technique. Throughout the topic students will focus in on the teaching tips and attempt questions and marking for each type of question asked. The final lesson gives students an attempt to complete a timed unit test. Within many of the activities there is a focus on the use of appropriate language.
- Each lesson incorporates strategies for differentiation. Many of the activities in the *Teacher's*

Resource File specify differentiation strategies. In addition there are homework and extension activities within most lessons. Many lessons also have an open-ended thought breaker question. This can be planned into the lesson or given as an extension activity.

- Each lesson has starter/plenary activities. Short focused activities are included to help make connections with previous learning or summative learning from the lesson.
- Each lesson incorporates teacher's notes, which suggest difficulties that students may find in answering exam questions.

Generic revision activities

In addition to the references to specific worksheets and activities from the *Teacher's Resource File*, there are also sheets that students should use throughout the course and keep updated as a running record of the specification. These often refer to previous learning and therefore can be used depending upon the order in which the units have been completed. Of particular importance are:

- Find someone who has .../Find someone who believes ... (page 6)
- It's My View That ... (pages 10–12)
- Revision Sheet (pages 17–19)
- Take the Challenge (pages 20–21).

Resources

The resources directly related to in this scheme are:

- *Believing and Living* (referred to as the student's book in the schemes of work) by Craigen and White
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Schools will have a range of other resources that they will use to supplement the schemes.

Literacy mats

The template of the Literacy Mat on pages 82–83 of this Resource could be adapted and used throughout the topic.

Learning environment

The learning environment can be a resource for effective learning, particularly for visual students. References are made in each topic of how key areas can be displayed through a Graffiti Wall (pages 84–85 of this Resource) or displays of learning.

Unit 1 Schemes of work: Topic 2 Is it fair?

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Is it fair? Lesson 1 Pages 89–91 of <i>Believing and Living</i>				
Lesson 1 Revision Exam technique	Give justified views on a range of topics.	<ul style="list-style-type: none"> Give a range of justified views playing It's My View That ... on page 11 of this Resource. 		There are many opportunities in this topic for students to express their own views. It's My View That ... acts as a revision support but also develops the skill of using evidence to justify arguments with evidence. Guidance material on effective discussion work can be found in Managing Group Discussion in RE on pages 110–11 of this Resource.
<i>What is fair?</i> <i>What is unfair?</i> Injustice Equality	Explain the meaning of the key concepts with appropriate examples.	<ul style="list-style-type: none"> Explore the student's book to find examples of fairness/unfairness and injustices. Justify each example. For instance, page 90 of the student's book shows injustice because the picture illustrates hungry and homeless people. The picture shows there is no equality of provision when you compare the poverty in the picture to the fact that at Christmas the average nine-year-old has £600 spent on them. Analyse the Facts to Consider on page 180 of this Resource. Rank in order which you think are the top three to show injustice or unfairness. Read the newspaper article on page 216 of this Resource. How might a believer respond? 		This topic requires students to consistently justify their views. Literacy Mats (pages 81–83 of this Resource) are particularly useful for giving students a range of sources and key terms to use in their justification. Literacy mats would also give a shared language as many students find it difficult to use appropriate language for some of the issues studied in this topic. The facts to consider give students a range of different injustices and examples of unfairness.
Lesson 1 Thought breaker	What would be your five golden rules to make the world fairer?			
Lesson 1 Homework/ extension activity	Students should place a copy of the Big Picture (page 30 of this Resource) in their books/files and surround it with relevant pictures/headlines as they complete the unit.			

KEY Key concepts *Human experiences* Religious traditions/beliefs/practices

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Is it fair? Lessons 2–5 Pages 92–106 of <i>Believing and Living</i>				
				This material covers the equivalent of four lessons. How much of the material would need to be covered would depend upon students' prior knowledge from Citizenship/PSHE.
<i>How should we treat others?</i> Human dignity Authority	Identify the different ways we should treat other people.	<ul style="list-style-type: none"> Complete an acrostic for the word dignity. Read pages 94–105 of the student's book for the traditions you are studying. Write five bullet points from each tradition studied to answer the question 'How should we treat others?' 	Unit 2, Topic 1 Golden Rule.	The concept of dignity is very difficult. Students should consider how dignity is shown through thoughts and actions. There is often a misconception that the amount of wealth that someone has reflects in their dignity.
Religious responses to injustice	Explain why and the different ways that believers may respond to injustice. Identify the importance of sacred texts as an authority.	<ul style="list-style-type: none"> Look through the student's book, for example page 92, to see different ways that believers might respond to injustice. If students could only choose one form of protest, which do they think would be most successful and why? 	Unit 2, Topic 4 Importance of sacred texts. Injustice. Conscience.	
Exam technique	Recognise the importance of interrogating stimuli before answering questions.	<ul style="list-style-type: none"> Read the exam tip on page 92 and answer the three questions on page 93 of the student's book. 		The task requires students to focus on stimuli to support their answers. Students should focus on the pictures for 3 minutes and then select key concepts and language they will use in their answers for a further 5 minutes. Actual writing time for the task should be 20 minutes.
Discrimination Prejudice Identity	Explain the difference between prejudice and discrimination. Recognise the importance of identity.	<ul style="list-style-type: none"> Explain the difference between prejudice and discrimination using fewer than 20 words. Design a logo that explains identity. Write a short story connecting the key concepts of identity, prejudice and discrimination. Complete the exam question in Explaining Religious Viewpoints on page 132 of this Resource. Explain what religious believers mean by identity. Use the template on page 127 of this Resource to help. 	Unit 2, Topic 4 Human rights.	Many students in examinations lose marks because they confuse the definitions of prejudice and discrimination.

<p><i>Why do people treat others differently?</i></p> <p><i>Why are people prejudiced?</i></p>		<ul style="list-style-type: none"> Rank in order the reasons for prejudice on page 108 of the student's book. Where possible try to give examples. Watch <i>Eclip Racist or Not?</i> Identify the reasons why Jade Goody behaved as she did. 	Unit 2, Topic 4 Human Rights.	<p>The choice of resources to use for prejudice and discrimination would need to be sensitive and relevant to the needs of the students.</p> <p><i>Eclip Racist or Not?</i> is the much publicised <i>Celebrity Big Brother</i> clip with Jade Goody and Shilpa Shetty.</p>
	<p>Explain why people are prejudiced giving relevant answers. Recognise the role that identity can play in preconceptions that can lead to prejudice. Appropriately use a range of key concepts in justifications.</p>	<ul style="list-style-type: none"> Read <i>Does My Head Look Big In This?</i> on page 96 of this Resource. Justify the responses of parents, friends and the headteacher to Amal's decision. Responses should include key concepts of authority, injustice, discrimination, prejudice and identity. 		<p>There are many examples of teenage fiction that explore issues of identity and prejudice. In <i>Amal's Decision</i> (pages 95–99 of this Resource), Amal, a teenage Australian, makes the decision to wear the hijab. This activity gives opportunities for role play and hot-seating.</p>
<p>Lessons 2–5 Thought breaker</p>	<p>If prejudice was an object it would be ... Because ...</p>			
<p>Lessons 2–5 Homework/ extension activity</p>	<p>Use a range of different resources to prepare for the Marketplace Activity described in the next lesson. Devise your own identity card showing three key features of your identity.</p>			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Is it fair? Lesson 6 Pages 108–112 of <i>Believing and Living</i>				
<u>Racial, social and gender divisions</u>	Collaboratively select key features from a range of sources. Peer teach and learn the religious beliefs and practices of two religious traditions concerning racial, social and gender divisions.	<ul style="list-style-type: none"> Take part in Marketplace Activity (see Teacher's notes, right). Divide the class into six different groups and carry out a Marketplace Activity for the traditions using pages 109–112 of the student's book. Each group to create a page poster reflecting what a faith tradition believes about either race/social or gender divisions using pages 109–112 and the focused charities. 	In presentations at least two key concepts for the unit should be used.	Marketplace Activity is an excellent strategy for active learning. Students in groups study one particular area, for example attitudes to gender divisions in Christianity. They can use a range of resources but they must produce an A4 poster that summarises the key teachings and practices of the tradition. It is most successful if students are able to present their findings in a concept map. Students then present their findings to the other groups as they rotate round the different presentations in 5-minute intervals. This activity encourages individual research, group collaboration and learning to teach skills. The concept maps can be collated and reproduced as revision aids.
Lesson 6 Thought breaker	Not everyone deserves to be treated equally. Do you agree?			
Lesson 6 Homework/extension activity	Complete a Venn diagram of teachings on racial, social and gender divisions. Pages 158–59 from this Resource could be used as a support.			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Is it fair? Lesson 7 Pages 113–122 of <i>Believing and Living</i>				
<i>What do we need? What do we want?</i>	Distinguish between needs and wants. Recognise that perceived needs aren't static but can reflect the country/age, etc.	<ul style="list-style-type: none"> Show a picture of someone smoking a gold leaf cigar (see page 216 of this Resource). Explain the context. Put the following words in their responses: equality, injustice, fair, unfair. Complete the tasks on page 114 of the student's book. 	Equality, justice, fair, unfair. (Unit 2 Quality of life.)	
<i>What should be people's attitudes towards wealth?</i>	Justify views.	<ul style="list-style-type: none"> Watch: <ul style="list-style-type: none"> Eclip 'What's Best for the Poor?' from <i>Robin Hood</i> Eclip Earthquake in Columbia <i>The Vicar of Dibley</i> Eclip New Church Window <i>The Vicar of Dibley</i> From each clip identify different attitudes to wealth. 		<p>In Eclip What's Best for the Poor? from <i>Robin Hood</i>, Robin and the Sheriff argue about the best way to treat the poor.</p> <p>In Eclip Earthquake in Columbia from <i>The Vicar of Dibley</i>, Geraldine and Hugo watch a news broadcast about an earthquake. The clip focuses attention on charity, attitudes to wealth, helping others.</p> <p>In Eclip New Church Window from <i>The Vicar of Dibley</i>, Geraldine unveils her new church window and explores attitudes to wealth and charity.</p>
Use of wealth	Explain different religious attitudes to the use of wealth.	<ul style="list-style-type: none"> Read the information on pages 116–121 of the student's book and, for each of the traditions studied, make a concept map concerning the attitude to wealth and how it should be used. 		
Exam technique	<p>Be able to justify levels awarded for specimen answers.</p> <p>Analyse religious believers' responses to a range of questions.</p>	<ul style="list-style-type: none"> Analyse the specimen answers on page 122 of the student's book and justify which level you would give to each answer. Write a response on a personal whiteboard or piece of paper as to how a believer from one of the traditions studied would respond. Discuss What Might They Say? on page 16 of this Resource using the following statements: 	Use of levels.	Write a response on a personal whiteboard or piece of paper as to how a believer from one of the traditions studied would respond.

		<ul style="list-style-type: none"> – ‘Money is the most important thing in life.’ – ‘The lottery is only fun.’ – ‘It doesn’t matter how you get your money as long as you get it.’ – ‘What’s mine is mine.’ 		
Lesson 7 Thought breaker	What difference would it make if everyone was rich?			
Lesson 7 Homework/ extension activity	Complete the SWAWOS evaluation framework on pages 176–78 of this Resource.			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Is it fair? Lesson 8 Pages 113–122 of <i>Believing and Living</i>				
Lesson 8 Revision	To recognise key concepts.	<ul style="list-style-type: none"> Play Word Bingo/Follow On with key concepts from topics studied on pages 40 and 55 of this Resource. 	Topic revision.	This material covers the equivalent of two lessons.
<u>Social responsibility</u> <u>Charity</u>	Explain why believers consider it important to support others.	<ul style="list-style-type: none"> Read pages 94–105 of the student's book and watch: <ul style="list-style-type: none"> Eclip 'Dot finds a baby' from <i>EastEnders</i> Eclip <i>The Vicar of Dibley</i> Answer the question: Why do believers consider it important to care for others? Use the Believer's Template from page 127 of this Resource to support answers. 	Religious attitudes to injustice.	In the Eclip from <i>EastEnders</i> , Dot discovers an abandoned baby in church and decides to take it home. This clip can be used to show that charity can be actions as well as the giving of money and the role of altruistic actions. In Eclip from <i>The Vicar of Dibley</i> , Geraldine tries to raise money for a stained glass window that has been destroyed by a storm.
Exam technique	Improve responses to 'b' type questions.	<ul style="list-style-type: none"> Do the social responsibility question in Be the Marker on page 124 of this Resource. Give marks for the answer on social responsibility and suggest ways to improve it. 		
<u>Religion and the media</u> <i>How does the media influence attitudes?</i>	Identify how the media can be responsible and irresponsible.	<ul style="list-style-type: none"> Create as a group a list of ten golden rules that the media should obey, for example: <ul style="list-style-type: none"> No racism Show people in need everywhere in the world, not just in Britain. Consider media responsibility: No bad language before 9p.m., etc. 		
Lesson 8 Thought breaker	Martin Luther King Jr said, 'We shall have to repent in this generation not so much for the evil deeds of the wicked people but for the appalling silence of the good people.' What issues do you think the media is too silent about?			
Lesson 8 Homework/ extension activity	Students complete a response to the thought breaker question which is then placed on a Graffiti Wall (see page 84 of this Resource).			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Is it fair? Lesson 9 Pages 89–122 of <i>Believing and Living</i>				
Lesson 9 Revision	Recognise definitions of key concepts	<ul style="list-style-type: none"> Use Follow On – Supporting a Shared Language on pages 118–20 of this Resource. 		This activity would ensure that students recognise the individual or organisation they select must have a focus on justice.
			Examples of believers selected for study in other units.	Students can use someone they have studied for other topics in either specification but the criteria must be a religious organisation or person and the focus of their activities must be their work for justice.
<u>Example of a person or religious organisation who has worked for justice</u>	Explain the impact of a religious organisation or person who has worked for charity.	<ul style="list-style-type: none"> Produce a booklet using the IMPACT framework on page 107 of this Resource to explain how the religious person or organisation has worked for justice. 		Many units focus on the role of individuals or organisations. For those using the life of Martin Luther King Jr as an example, see page 106 of this Resource.
Lesson 9 Thought breaker	Read the resource from Pastor Niemoller on page 204 of this Resource. Who would you expect to speak up for you? Who would you speak up for?			
Lesson 9 Homework/extension activity	Complete the evaluation question 'Not all humans deserve to be treated fairly' from page 186 of this Resource.			

Unit 1 KEYKey concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Is it fair? Lesson 10 Pages 89–122 of <i>Believing and Living</i>				
Exam technique	Apply their knowledge and understanding of the topic to a range of different activities.	<ul style="list-style-type: none"> Complete Test It Out on page 122 of the student's book. Allow 5 minutes for reading and note time and 20 minutes for answering time. Students can use the SWAWOS framework on page 175 of this Resource. 	Revision of topic.	

Unit 2 Topic 4 Authority – Religion & State

At the core of this unit is the role of authority in people's lives. Through this topic students will consider a range of different authorities such as the law, duty and sacred texts. This topic expects students to recognise the importance of human rights and to be able to describe the work of one religious believer who has campaigned for human rights. Within an examination of capital punishment students will be able to draw on their understanding of the sanctity of life from Topic 2. There will be many issues in the news connected with clashes between personal conviction and other authorities.

Timing

The topics can be taught in any order. If schemes are constructed for a shorter amount of time it is essential that exam technique and topic revision is still built into each lesson.

Rationale for planning

Many considerations have been taken in planning this scheme of work. It is not intended as the prototype but as a support document that schools can adapt to meet the specific needs of their students and an awareness of opportunities for spiral learning and revision.

The planning has followed important criteria essential for success at GCSE:

- Each of the three specification areas (key concepts, human experiences and religious beliefs/practices) has been built into each lesson plan with corresponding learning activities.
- Each lesson has opportunities for topic/specification revision. This is essential as many students lose marks because they fail to transfer their knowledge and understanding across questions.
- Each lesson has opportunities for developing exam technique. Throughout the topic students will focus in on the teaching tips and attempt questions and marking for each type of question asked. The final lesson gives students an attempt to complete a timed unit test. Within many of the activities there is a focus on the use of appropriate language.
- Each lesson incorporates strategies for differentiation. Many of the activities in the *Teacher's Resource File* specify differentiation strategies. In addition there are homework and extension activities within most lessons. Many lessons also have an open-ended thought breaker question. This can be

planned into the lesson or given as an extension activity.

- Each lesson has starter/plenary activities. Short focused activities are included to help make connections with previous learning or summative learning from the lesson.
- Each lesson incorporates teacher's notes, which suggest difficulties that students may find in answering exam questions.

Generic revision activities

In addition to the references to specific worksheets and activities from the *Teacher's Resource File*, there are also sheets that students should use throughout the course and keep updated as a running record of the specification. These often refer to previous learning and therefore can be used depending upon the order that the units have been completed in. Of particular importance are:

- Find someone who has .../Find someone who believes ... (page 6)
- It's My View That ... (pages 10–12)
- Revision Sheet (pages 17–19)
- Take the Challenge (pages 20–21).

Resources

The resources directly related to in this scheme are:

- *Believing and Experiencing* (referred to as the student's book in the schemes of work) by Craigen and White
- *WJEC GCSE Religious Studies Specification B Teacher's Resource File* (this resource) by Craigen and White
- Eclips (available from www.bbc.co.uk/wales/eclips)
- NGFL (available from www.ngfl-cymru.org.uk).

Schools will have a range of other resources which they will use to supplement the schemes.

Literacy mats

The template of the Literacy Mat on pages 82–83 of this Resource could be adapted and used throughout the topic.

Learning environment

The learning environment can be a resource for effective learning, particularly for visual students. References are made in each topic of how key areas can be displayed through a Graffiti Wall (pages 84–85 of this Resource) or displays of learning.

Unit 2 Schemes of work: Topic 4 Authority - Religion & State

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Authority Lesson 1 Pages 105–110 of <i>Believing and Experiencing</i>				
Authority <i>Why obey authority?</i>	Identify authority in their lives.	<ul style="list-style-type: none"> Study page 106 of the student's book and rank order the importance of forms of authority in their lives. Compile a list stating why we obey authority, for example, scared of punishment/trust judgement of others/inner belief/conscience/fear of displeasing others/peer pressure. Identify which are static reasons and which might change within someone's life. 	Unit 2, Topic 2 Conscience.	The timing of this unit will depend upon how many lessons are used to learn about a religious believer working for human rights.
Duty Duty <i>How do we know our duties?</i> Attitudes to duty in two traditions	Explain what is meant by duty in two different religious traditions.	<ul style="list-style-type: none"> Complete the task on page 108 of the student's book based upon the quote by Elie Wisel. 	Unit 1, Topic 1 Responsibilities	For many religious traditions there will be similarities in attitudes. Students receive marks in the exam for stating similarities.
Lesson 1 revision		<ul style="list-style-type: none"> True or false activity: <ul style="list-style-type: none"> Only religious believers have authority in their lives. Sacred texts would be a source of authority for religious believers. The duty of religious believers is to do what the law of the country tells them to do. There is a connection between duty and conscience. Only parents have a duty to the family. 		Students can use 'true' or 'false' cards or hold up one hand for true and the other for false.
Lesson 1 Thought breaker	Which is the Odd One Out: Parents/Police/Teachers/Conscience?			
Lesson 1 Homework/extension activity	Students should place a copy of the Big Picture (on page 36 of this Resource) in their books/files and surround it with relevant pictures/headlines as they complete the unit.			

KEY Key concepts *Human experiences* Religious traditions/beliefs/practices

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Authority Lesson 2 Pages 111–117 of <i>Believing and Experiencing</i>				
<u>Punishment Aims and purpose of punishment</u> <i>How should we deal with offenders?</i>	Identify the main aims of punishment in different traditions.	<ul style="list-style-type: none"> • Read page 111 of the student's book. Use a range of newspapers to show different types of punishment. • In groups explain to others the main teachings and practices of one religion through a poster. The poster must include: <ul style="list-style-type: none"> – a symbol of the religion – three main teachings – one relevant sacred text. • Watch Eclip What's in a Name? 		Eclip What's in a Name tells the story of a teacher punished under Shari'ah law for naming a teddy bear Mohammed.
Punishment Justice Exam technique	Explain the connection and differences between the two key concepts.	<ul style="list-style-type: none"> • Do the justice question in Be the Marker on page 124 of this Resource. 		
Lesson 2 Thought breaker	Who punishes you if you break the law? Who punishes you if you break your duty?			
Lesson 2 Homework/extension activity	Complete the Revision Sheet on page 18 of this Resource.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Authority Lesson 3 Pages 111–118 of <i>Believing and Experiencing</i>				
		<ul style="list-style-type: none"> Look at picture of a person on death row on page 118 of the student's book. Complete the following: Who, What, Where, Why, I wonder if ... 	Unit 1, Topic 4 Sanctity of life. Unit 2, Topic 4 Sanctity of life. Abortion.	The Revision Sheet will remind students of the importance of sanctity of life to other areas of the specification.
<u>Capital punishment</u>	Explain the teachings of two traditions on capital punishment.	<ul style="list-style-type: none"> Discuss What Might They Say? on page 16 of this Resource. Read page 87 of the student's book and complete the task. 		Students often have strong views on the topic of capital punishment. It is important that they have a clear understanding of the different attitudes of religious traditions.
<i>Is it ever right to take a life?</i>	Give a range of arguments and apply teachings from religious traditions.	<ul style="list-style-type: none"> Read the dialogue between Jon and Sarah on page 112 of the student's book. Then complete the task requiring the identification of key arguments for and against capital punishment. 	Unit 1, Topic 4 God as creator. Sanctity of life. Unit 2, Topic 1 War. Conscientious objectors.	Students should refer back to previous teachings concerning sanctity of life.
Lesson 3 Thought breaker	Thought for the graffiti wall: 'Capital punishment gains nothing.' Students write on a sticky note their view on this thought with a piece of evidence, and place it on the wall next lesson.			
Lesson 3 Homework/extension activity	Students could conduct a questionnaire to ask a range of people about books that have had an impact on their lives. The emphasis of the questionnaire should be an impact rather than books they have enjoyed.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Authority Lessons 4 and 5 Pages 119–124 of <i>Believing and Experiencing</i>				
		<ul style="list-style-type: none"> Fill in Structuring a Religion on page 9 of this Resource. 		To put the sacred text into context students should be reminded of the basic beliefs and practices of the religions they have studied.
<i>What influence can sacred texts have?</i>	Understand the role books can have in people's lives.	<ul style="list-style-type: none"> Identify books that have had an influence on own lives. Complete a Venn diagram for the two traditions studied showing the influences/roles the sacred books can have on people's lives. 		The focus of this lesson is on the impact and role of sacred texts on individuals' lives. If possible students should listen to believers explaining the importance of sacred texts.
<p><u>The role of sacred texts in individuals' lives and as a source of authority</u></p> <p><i>How far should people follow authority of the written word?</i></p>	Be able to identify the different roles that sacred texts can have in believers' lives.	<ul style="list-style-type: none"> Watch Eclip Alice and the Da Vinci Code from <i>The Vicar of Dibley</i>. If possible invite a speaker to explain to the students the role of sacred texts in their lives. Using the thought breaker look at a newspaper and highlight the issues the Bible would have a teaching or example of. Watch a video about the importance of sacred texts. Turn down the volume and concentrate on how the book is respected and shown as sacred. 	Support for those suffering (Unit 2, Topic 1). Faith	In this Eclip Alice believes that the Da Vinci code is a new book in the Bible. The specification requires a consideration of the <i>impact</i> of sacred texts.
Lessons 4 and 5 Thought breaker	'I am puzzled about which Bible people are reading when they suggest religion and politics don't mix.' (See page 215 of this Resource.)			
Lessons 4 and 5 Homework/extension activity	Revision of key concepts for a test next lesson.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Authority Lessons 6 and 7 Pages 125–127 of <i>Believing and Experiencing</i>				
Personal conviction	Recognise and explain own views and beliefs based upon family experiences, etc.	<ul style="list-style-type: none"> • Play Word Bingo on page 40 of this Resource or Follow On on page 55 of this Resource. • Read the poem by Pastor Niemoller on page 204 of this Resource, then answer the thought breaker question. 	Unit 2, Topic 1 Conscientious objectors. Unit 2, Topic 2 Conscience.	Through the I Think game students develop their ability to justify their own views. This area allows relevant examples that are currently in the news to be explored.
<u>What if there are clashes between laws and religious beliefs?</u>	Identify situations where there may be personal clashes between convictions and beliefs.	<ul style="list-style-type: none"> • Look at the examples on pages 125–26 of the student's book and complete the task. • Give justifications to Amal's headteacher on page 99 of this Resource. • Complete Facts to Consider on pages 179–82 of this Resource. • Explore page 127 of the student's book and identify which laws were wrong. • Eclip Sikh Policeman • Eclip The Cross and the Hijab 	Unit 2, Topic 1 Capital punishment Suffering Unit 2, Topic 2 Abortion Euthanasia Law	The first Eclip highlights how a Sikh policeman reconciles his belief in wearing a turban with his job. The second Eclip shows an employee not being allowed to wear a cross and a Muslim woman being asked to remove her veil.
<i>What if the authority is wrong?</i>		<ul style="list-style-type: none"> • Answer the question in Improving Evaluations on page 191 of this Resource. 		Could be whole lesson with opportunities for peer marking.
Lessons 6 and 7 Thought breaker	Who would you speak out for?			
Lessons 6 and 7 Homework/extension activity	Select one case study from the lesson and using the Believer's Template on page 127 of this Resource explain three of the reasons that had an influence on the believer's decision.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Authority Lessons 8 and 9 Pages 128–135 of <i>Believing and Experiencing</i>				
Human rights <i>How can human rights be maintained?</i> <i>How can people get justice for others?</i> <i>What makes people try to get justice for others?</i>	Identify a range of different human rights issues. Identify different religious attitudes to human rights. Justify how and why people try to get human rights for others.	<ul style="list-style-type: none"> Students could produce a PowerPoint to show the range of different human rights that are infringed. Complete the Explaining Religious Viewpoints activity on page 139 of this Resource. Design a collage to show the quote on page 90 of this Resource: 'It is necessary only for the good to do nothing for evil to happen.' 	Unit 1 Is It Fair? Justice. Injustice. Equality. Agencies that support others.	There should be strong connections with the Citizenship curriculum. Through this activity students should be able to draw on other aspects of the specification as they explain the motivation for people's actions.
<u>An example of a religious believer who has worked for human rights</u>	Explain how a religious believer has worked for human rights.	<ul style="list-style-type: none"> Complete a booklet that could be used with Year 7 students or a board game as on pages 201–02 of this Resource. 	Unit 2, Topic 1 Person or organisation that has campaigned for peace.	The person chosen can be local or international, living or dead. They must however be a religious believer and the focus of the question will always be their work for human rights.
Lessons 8 and 9 Thought breaker	Read the quote from Martin Luther King Jr on page 89 of this Resource: 'Whoever accepts evil without protesting against it is really co-operating with it.' Give two reasons for or against this view.			
Lessons 8 and 9 Homework/extension activity	As a revision support complete the task on page 136 of the student's book.			

Unit 2 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Authority Lesson 10 Pages 105–136 of <i>Believing and Experiencing</i>				
Lesson 10 revision		<ul style="list-style-type: none"> Do the Piece Together exercise on pages 26–27 of this Resource. 	Topic revision.	Students revise and sharpen their focus by piecing together the main aspects of the topic specification.
Exam technique		<ul style="list-style-type: none"> Complete Test it Out on page 136 of the student's book. Allow 5 minutes reading and note time and 20 minutes' answering time. Students can use the SWAWOS framework from page 175 of this Resource. 		