
Scheme of work

Religious Studies Thematic studies

Religious, philosophical and ethical studies in the modern world
Theme F – Religion, human rights and social justice

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

Assumed coverage

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

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

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

Religious, philosophical and ethical studies in the modern world: Religion, Human Rights and Social Justice

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lessons 1 and 2	Human Rights.	Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.	<p>Students understand the meaning of the terms prejudice and discrimination and understand religious teaching, beliefs and attitudes about these two ideas.</p> <p>Students should be able to apply this teaching about the attitudes of religions to the status and treatment of women and LGB people.</p> <p>Remember that the status of women in religion is one of the three topics which students need to have studied in relation to the main religious tradition in Britain (Christianity) and one or more other religious traditions.</p>	<p>Teacher input to clarify understanding of the terms prejudice and discrimination and general teaching on prejudice and discrimination. Brainstorm what causes prejudice and discrimination.</p> <p>Students work in groups to research how attitudes to the status and treatment of women and LGB people have changed in British society eg, Equal pay act 1970/ Legalisation of homosexuality 1967 etc. Students research attitudes of the religions being studied, including Christian beliefs about the status of women in religion. Is there a diversity of views, if so why? Are religions changing?</p> <p>Students record their findings either by making notes as others teach them or students produce handouts and use those to teach the group members later on.</p> <p>Differentiation and extension Answer the following questions. Give two contrasting views about the role of women in British society.</p>	<p>Key fact sheet defining prejudice and discrimination and outlining religious teaching about prejudice and discrimination.</p> <p>To consider: Religions often talk about men and women being equal but having different roles, is this an excuse for discrimination or is there genuine equality between genders?</p>

			Students studying two religions other than Christianity will need to be aware of Christian beliefs and provide some support for the beliefs held.	Give two contrasting religious views about homosexuality.	
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Lesson 3	Human Rights	Issues of equality, freedom of religion and belief including freedom of religious expression.	<p>Consider the religious teaching, beliefs and attitudes on religious freedom and belief and expression and the teaching on equality.</p> <p>Remember that freedom of religious expression is one of the three topics which students need to have studied in relation to the main religious tradition in Britain (Christianity) and one or more other religious traditions. Students studying two religions other than Christianity will need to be aware of Christian beliefs and provide some support for the beliefs held.</p>	<p>Questions to investigate: Is life unfair? What causes this unfairness? Why did the United Nations adopt 'The Universal Declaration of Human Rights (UDHR)'? What does the UDHR say about freedom of religion and belief including freedom of religious expression? What do religions including Christianity teach on this topic? What do religions teach about equality? How does this link into the issues of freedom of belief and expression? Is there freedom of religion and religious expression in Britain? Is the situation the same in all countries?</p> <p>Differentiation and extension Answer the following question: What rights do you consider are the most important? Explain your reasons.</p>	<p>UNDHR or extracts from it. Relevant textbook or internet access to research the religious attitudes and teachings.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 4	Human Rights	Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.	Students know what human rights are and why they are important. Students understand that with rights come responsibilities.	<p>Students could be given a list of things that they are allowed to do. They could be asked to work out what their responsibilities are that go with these 'rights'. For example, they may be allowed to go out with friends provided they are home by a certain time. It is therefore their responsibility to be home by that time.</p> <p>How do they feel if their 'rights' are taken from them? (eg. being grounded for being late home?)</p> <p>Looking at the UDHR, Why is it important to protect people's human rights? What responsibility do we have to protect these rights?</p> <p>Should people's rights be protected even if we disagree with them? Possibly consider the case of Charlie Hebdo. Is it always right to have a Right to Free Speech?</p> <p>What should be done when people's human rights are threatened? Research examples of times when human rights have been threatened.</p>	<p>List of possible activities that students are allowed to do.</p> <p>Examples from the media of debates over human rights such as Charlie Hebdo.</p> <p>Internet access for research.</p>

				<p>Either research what was done in the situation or identify what could or should be done to change the situation if it is a contemporary situation.</p> <p>Differentiation and extension Write a letter or make up a petition supporting a particular human right which may be being abused.</p>	
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Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 5	Human Rights	Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.	Students know religious teaching, beliefs and attitudes to human rights and the responsibilities that come with them including the responsibility to respect the rights of others.	<p>Question to investigate:</p> <ul style="list-style-type: none"> • What are the main religious teachings and beliefs about human rights? • What does it mean to respect the rights of others? <p>Students investigate the religious teaching, beliefs and attitudes towards human rights and the responsibilities that come with them and produce a fact file from the information.</p> <p>Differentiation and extension Answer the following question: Explain why it is important to show respect for others and be tolerant of beliefs which are different from your own.</p>	Text book or other resource outlining the religious teaching, beliefs and attitudes to human rights.

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 6 and 7	Human Rights	Social Justice	<p>Students will be able to: Explain what is meant by social justice.</p> <p>They will be able to give examples of social injustice and consider ways in which these can be overcome to bring about social justice.</p> <p>They will investigate religious teachings on the topic.</p>	<p>Students could be given information on statistics about, for example, education, housing, income, homelessness, benefits etc. to consider.</p> <p>Working in small groups, students could prepare a fact file explaining what these statistics show.</p> <p>Students should be encouraged to consider the possible reasons for these variations? Is it right that life chances are dependent on for example, where you live, the school that you go to, the amount of money that your family has?</p> <p>Introduce the idea of 'social justice'. What do students think this means? Discuss how might social justice have an impact on people's lives? Is it a desirable thing? Why/why not?</p> <p>Students investigate the teachings, beliefs and attitudes of the religions they are teaching on the topic of social justice.</p> <p>How might religious believers respond to the teaching of their faith, what practical activities might they do?</p>	<p>Information can be researched from the Joseph Rowntree Foundation website which gives a lot of statistics showing trends over time etc.</p> <p>(One definition of social justice is 'justice in terms of the distribution of wealth, opportunities, and privileges within a society')</p> <p>A suitable text book explaining the teachings, beliefs and attitudes of the religions being studied.</p>

				Differentiation and extension Students could research the work of an organisation that seeks to promote social justice, or research examples of projects run by faith communities that support social justice in some way.	
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Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 8	Human Rights	<p>Racial Prejudice and Discrimination.</p> <p>Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.</p>	<p>Students understand the meaning of the terms prejudice and discrimination and understand religious teaching, beliefs and attitudes about these two ideas. They should be able to apply this teaching to the attitudes of religions to racial prejudice and discrimination.</p> <p>Students should consider the ethical arguments such as positive discrimination, equality and justice.</p>	<p>Recap on some of the causes of prejudice and discrimination.</p> <p>What does the Universal Declaration of Human Rights say about racial prejudice and discrimination?</p> <p>What key religious teachings used previously are relevant in this discussion?</p> <p>Research other relevant teachings for the religions being studied.</p> <p>Discuss how justice and equality fit into the religious teaching. Is it ever right to positively discriminate in somebody's favour?</p> <p>Does positive discrimination mean others are discriminated against?</p> <p>Positive discrimination is unjust, do you agree?</p> <p>Differentiation and extension Answer the following question : 'All prejudice is wrong.' Do you agree?</p>	<p>Previous notes on religious attitudes to prejudice and discrimination.</p>

Lesson Number	Topic title	Subject-specific detail	Guidance	Learning activity	Resources
Lesson 9	Wealth and Poverty	Religious teachings, beliefs and attitudes about wealth, including its uses.	<p>The focus is on what religions teach about wealth and how it should be used. It may be useful to consider ways in which people find themselves either rich or poor, as well as considering the question of what we mean by poor, introducing the idea that poverty is often relative.</p> <p>Remember that the uses of wealth is one of the three topics students need to have studied in relation to the main religious tradition in Britain (Christianity) and one or more other religious traditions. Students studying two religions other than Christianity will need to be aware of Christian beliefs and provide some support for the beliefs held.</p>	<p>Pair or Group activity: Compile a list of ways people become rich. Then try and put the list into groups by linking them with what they have in common.</p> <p>Brainstorm ways people become poor. In groups decide who (if anyone) is to blame for poverty. Feedback to class.</p> <p>Class discussion: What do we mean by the terms rich and poor? Are we rich or poor compared to the Queen/ a top professional footballer/ somebody who is unemployed/ somebody living in a developing country suffering from the effects of a natural disaster etc.</p> <p>Idea of relative/absolute poverty.</p> <p>What do the religions being studied including Christianity teach about wealth?</p> <p>Differentiation and extension</p> <p>Is it wrong to be rich?</p> <p>How should wealth be used?</p> <p>Do religious believers have a duty to help the poor?</p>	Suitable text book outlining religious teachings, beliefs and attitudes to wealth and its uses.

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lessons 10 and 11	Wealth and Poverty	Religious teachings, beliefs and attitudes about the responsibilities of wealth including the duty to tackle poverty and its causes.	<p>Students will need to know some of the causes of poverty. These could include:</p> <ul style="list-style-type: none"> Reasons in the UK such as unemployment, debt, low wages, wasteful spending patterns, lack of qualifications etc. Reasons for world poverty, location of country, climate, population growth, natural disasters, political corruption, world trade etc. <p>They will also need to be able to explain why religious believers have a duty to tackle the causes of poverty. They could also suggest some ways it could be overcome.</p>	<p>Students research reasons for poverty in the UK and the world and produce a fact-file of their information.</p> <p>Explain religious teachings that support the view that religious believers have a duty to tackle poverty and its causes.</p> <p>Select some of the causes of poverty and explain how they might be overcome.</p> <p>What is the difference between relative and absolute poverty? Does this have an impact on how religious people should tackle the issues in the UK and the world?</p> <p>Differentiation and extension Research the work done by a religious agency that is working to overcome poverty in the UK or abroad.</p>	<p>Suitable text book and material for researching causes of poverty.</p> <p>Notes made previously on religious teachings about wealth.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 12	Wealth and Poverty	Exploitation of the poor including issues relating to fair pay, excessive interest on loans and people trafficking.	Students will need to understand the problems the poor face and then work out what a religious response would be to the issues.	<p>In groups, students research different aspects and produce the information in some form of suitable presentation. Possible questions for groups to look at could include:</p> <ul style="list-style-type: none"> • Fair pay. What is meant by the term? How do you decide what fair pay for something is? Is fair pay the same as the minimum wage or the living wage? Who might be affected by fair pay? Why is this a form of exploitation? • Excessive interest on loans. Why is this a problem? Who is most likely to 'suffer' from this problem? What effect might this have on a family? Why is this a form of exploitation? • People trafficking. What does this mean? Where is it happening and who does it include? What effect does it have on the individuals? How do they end up being exploited? 	<p>Suitable text book. Use of the Internet, if it is available.</p> <p>Resources on fair pay, Excessive interest on loans, people trafficking.</p>

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 13	Wealth and Poverty	The responsibilities of those living in poverty to help themselves overcome the difficulties they face.	<p>Students will need to have a clear understanding of the teachings of the religions they are studying in relation to the expectations they have of the poor.</p> <p>Many religions teach that people should seek to help themselves and should not be reliant entirely on handouts from others.</p>	<p>Research religious teaching about the poor and what the religions teach about the responsibilities those living in poverty have.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • How can the poor help themselves overcome the difficulties they face? • Does it depend where they are in the world? • Does it depend on whether they find themselves in absolute or relative poverty? <p>Differentiation and extension</p> <p>Answer the following questions:</p> <ul style="list-style-type: none"> • Give two ways the poor may be able to help themselves get out of poverty. • Give two reasons why it may be impossible for someone who is poor to be able to break out of poverty. 	Relevant resources with teachings about poverty and the poor supporting themselves.

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 14	Wealth and Poverty	Charity, including issues related to giving money to the poor.	Students will need to understand what is meant by the term charity and understand that in some religions charity is a religious obligation. They will need to consider whether giving money always helps the poor, or is support in other forms more appropriate.	<p>Investigate religious teaching about charity in the religions being studied and record findings.</p> <p>Is giving money the best way to support the poor?</p> <p>Discuss how charity can best be provided to people in a) the UK and b) abroad.</p> <p>Differentiation and extension Students could research the work of a religious relief agency that works in the developing world and one that works in the UK. Compare and contrast the ways in which they support those who are in need.</p>	Resources including a suitable text book, the Internet (if available) and religious teachings, beliefs and attitudes about charity.

Lesson Number	Topic title	Subject specific detail	Guidance	Learning activity	Resources
Lesson 15	Human Rights and Wealth and Poverty	Review and assessment	Consider the types of questions to be asked in the exam on human rights and wealth and poverty.	<p>Review the topic and the important areas to know, understand, evaluate and revise.</p> <p>Discuss a specimen question.</p> <p>Attempt a 12 mark AQA type question.</p> <p>Use peer marking to get students used to the levels or response.</p>	Revision notes and or revision guide, Specimen exam question