

Scheme of work

Component 2: Religious, philosophical and ethical studies on the modern world: Theme D – Religion, peace and conflict

Introduction

This SOW offers a route through the GCSE Religious Studies Specification A (8062) course. This is a sample scheme of work and is only one suggestion for how the delivery of the GCSE Religious Studies specification might be planned. It is not intended to be prescriptive or definitive and can be edited to suit your delivery model and the particular needs of your learners.

Teachers can use the ideas below to develop schemes which suit the arrangements and time allocations of their own schools and colleges.

Please remember that assessment is always based on the content of the [specification](#). You can find past assessment materials on [Centre Services](#).

General timings

The scheme of work is based on a total of 120 teaching hours. Of these 120 hours, we suggest that:

- Each of the religions studied should be covered in approximately 30 hours.
- Teach alongside: The second religion studied for Component 1 and the four thematic studies from Component 2.

Contents

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Lesson 1

Topic title

Peace and justice.

Specification content

Religious teachings about peace and justice.

Learning outcomes

Students will be able to understand the religious teachings about the meaning and significance of peace and justice.

Possible teaching and learning activities

- Ice breaker. Ask students what they think peace and justice means.
- Students could be given information on religious teachings on peace and justice and work in pairs to decipher what these teachings mean.
- Working individually, students could design their own peace symbol.

Differentiation and extension

A stretch activity could be to give students the teachings and ask them to summarise the meaning themselves. A basic activity could be to give students the teachings and clues to help them understand the meaning.

Resources

- Religious quotes on peace and justice.
- Dictionaries.
- Pictures of different peace symbols used around the world.

Lesson 2

Topic title

Forgiveness and reconciliation.

Specification content

Religious teachings about forgiveness and reconciliation.

Learning outcomes

Students will be able to understand the religious teachings about the meaning and significance of forgiveness and reconciliation.

Possible teaching and learning activities

- Students could produce key word cards and their meanings on the first four key words of peace, justice, forgiveness and reconciliation.
- Students might watch a video or situation scenarios about forgiveness.
- Depending on the religions chosen, students could look at various teachings about forgiveness, for example, the story of the prodigal son, a teaching from the Bible.

Differentiation and extension

- Students might be asked to write down a time they forgave someone and how they reconciled their differences.
- Students could watch a [video detailing how the mother of Anthony Walker was able to forgive his killers](#)

Resources

- Key word card – blanks.
- Video on forgiveness.
- Relevant religious teachings stories on forgiveness.
- A relevant textbook.

Lesson 3

Topic title

Violence including violent protest.

Specification content

Religious understanding of attitudes to violence and violent protests.

Learning outcomes

- Students will have knowledge and religious understanding of violence and violent protests.
- Students will understand attitudes from Christianity and at least one other religion to violence and violent protests.

Possible teaching and learning activities

- Students could look at a stimulus of violence or a violent protest and write down their thoughts and feelings using the 5w's: where, why, what, who, when. Ideas for a stimulus could be South African apartheid. Questions could then be asked relating to the stimulus.
- Students might study quotes from Christianity and another faith on violence.
- Students could then empathise as a religious person, by writing a diary account of their feelings and thoughts of the event.
- In groups, students could answer a question related to this topic and then undertake a carousel activity adding answers to other related questions.

Differentiation and extension

As an extension, students could read an excerpt from the diary of Anne Frank.

Resources

- Stimulus pictures.
- A selection of relevant exam questions.
- Use of the internet.
- Text books on religious attitudes to violence.
- 5w's sheet.
- Excerpt from the diary of Anne Frank from [The Anne Frank Trust UK website](#)

Lesson 4

Topic title

Terrorism.

Specification content

Religious understanding and attitudes to terrorism.

Learning outcomes

Students will have knowledge and understanding of the religious attitude to terrorists and terrorism.

Possible teaching and learning activities

- Students could look at a PowerPoint on terrorism, what does terrorism mean? eg freedom fighter or terrorist and consider examples of terrorism through history. Students could look at video clips of reports of terrorist attacks and answer questions relating to what happened in these attacks.
- A debate could be prepared on a particular scenario where terrorism might be involved, showing a religious view and a non-religious view.
- Students could look at specific teachings related to terrorism and how people interpret them in different ways.

Differentiation and extension

- A stretch activity could be to give students more specific teachings or situation scenarios to comment on.
- A basic activity might be to ask students to write down their thoughts on terrorism using specific examples.

Resources

- PowerPoint.
- Appropriate video clips showing or describing terrorist attacks.
- Information sheets on specific teachings.
- Question sheets.
- Resource sheets on examples of terrorism.

Lesson 5

Topic title

War.

Specification content

Religious attitudes to war, including the reasons for war including greed, self-defence and retaliation.

Learning outcomes

The focus is on understanding why people go to war.

Possible teaching and learning activities

- Students could start the lesson by listening to an appropriate song about war eg 'Edwin Starr – War' and note down what the artist is saying about it.
- In small groups, students could list the reasons why people go to war or they could do a sorting exercise matching why a war might happen with the reasons and then fill in a reasons grid.
- Students could list the films that depict war and the consequences.

Differentiation and extension

A basic activity could be to do a sorting exercise depicting what happens because of war. A stretch activity could be to list the consequences of war

Resources

- Song and lyrics.
- Lists for the sorting activities.
- Reasons grid.
- A relevant textbook.

Lesson 6

Topic title

Nuclear war.

Specification content

Religious attitudes to the use of weapons of mass destruction.

Learning outcomes

Students will understand the religious attitudes towards the possibility of a nuclear war.

Possible teaching and learning activities

- Students could look at a suitable PowerPoint on attitudes to nuclear war and the consequences of nuclear war including references to the sanctity of life.
- Students might discuss nuclear war and the consequences. Students could look at the religious teachings from Christianity and one other faith and see how they might apply to weapons of mass destruction. Teachers may use the [Christian Campaign for Nuclear Disarmament website](#) to lead discussions.

Differentiation and extension

A stretch activity could be to research Hiroshima and Nagasaki and the devastating consequences and why some people believed it was the right thing to do. A basic activity could be to do a sorting activity looking at the different weapons of mass destruction.

Resources

- PowerPoint.
- Resources on nuclear war.
- [Christian Campaign for Nuclear Disarmament website](#)
- Debate materials.
- Various religious teachings on war.
- Sorting activity.
- A relevant textbook.

Lesson 7

Topic title

The just war theory.

Specification content

What are the criteria for a just war?

Learning outcomes

Students will have knowledge of the just war theory.

Possible teaching and learning activities

- Students could produce a mind map of reasons why people go to war.
- Students might do a card sort of just war views versus pacifist views.
- The criteria of the Just War theory to be recorded.

Differentiation and extension

Students could produce a poster on the 'just war theory' and who initiated it.

Resources

- Mind map template.
- Card sort.
- List of the just war theory criteria.
- A relevant textbook.

Lesson 8

Topic title

The holy war.

Specification content

What are the criteria for a 'holy war'?

Learning outcomes

Students will have knowledge of what is regarded as a holy war.

Possible teaching and learning activities

- Discussion about whether any war could be called 'holy'.
- What are the criteria which some religions believe are necessary for a war to be 'holy'?
- Compare and contrast the holy war criteria with that of the just war.

Differentiation and extension

All students to attempt an exam question on either just war theory or holy wars.

Differentiation by outcome.

Resources

- List of the holy war criteria for the religions who advocate the idea.
- A relevant textbook.

Lesson 9

Topic title

Religion and belief as a cause of war and violence.

Specification content

Why does religious belief sometimes cause war and violence?

Learning outcomes

Students will gain an insight into whether religion and belief causes war and violence?

Possible teaching and learning activities

- Students could look at examples of religious wars in history eg Crusades and modern situations where there is religious intolerance and persecution.
- Students could discuss why religion can become a cause for war when most religious teachings suggest that believers should promote peace.

Differentiation and extension

Students could write a poem or haiku on the dangers of intolerance.

Resources

- Examples of wars or unrest caused by religious belief.
- Images.
- Examples of religious teachings about war.
- A relevant textbook.

Lesson 10

Topic title

Religious understanding of and attitudes to pacifism.

Specification content

What does pacifism mean? What do religions understand about pacifism?

Learning outcomes

Students will gain knowledge of the religious attitudes to pacifism in Christianity and at least one other faith.

Possible teaching and learning activities

- Students might want to watch some clips of people who were pacifists or people who became pacifists eg Gandhi and Bonhoeffer.
- Students could record and learn some specific religious teachings referring to peace from Christianity and at least one other faith.

Differentiation and extension

Students could answer an exam question on pacifism.

Resources

- Video clips.
- Religious teachings about peace.
- A relevant textbook.
- Exam questions and mark scheme including levels of response.

Lesson 11

Topic title

Religion and peace-making in the 21st century.

Specification content

To look at the work of individuals who helped make peace because of their religious teachings.

Learning outcomes

Students will have knowledge and understanding of individuals who helped make peace due to their beliefs.

Possible teaching and learning activities

- Students could research religious believers who helped to make peace and produce a leaflet on their chosen individual.
- Students could partake in 'be the expert' group work, where they have a chosen individual and report to the rest of the group on him or her.

Differentiation and extension

Students might be asked to use the Internet to find out more of the work of the chosen individuals.

Resources

- Resource material on specific individuals who have helped to worked for peace eg Dalai Lama.
- A relevant textbook.

Lesson 12

Topic title

Religious responses to victims of war.

Specification content

To look at a present day religious organisation that helps victims of war.

Learning outcomes

Students will gain knowledge on organisations that help victims of war.

Possible teaching and learning activities

- Students could discuss what happens to the victims of war and produce a list.
- Students could use the internet to research organisations that help victims of war and then produce their own PowerPoint on the specific organisation.

Differentiation and extension

Students might be asked to access the [Christian Aid website](#) and note down how the organisation is supporting victims from a current/recent conflict.

Resources

- Use of the internet.
- [Christian Aid website](#).
- Text books.

Lesson 13

Topic title

Recap and revision on unit.

Specification content

What have we learnt from this unit?

Learning outcomes

Students will recap on what they have learnt throughout the unit.

Possible teaching and learning activities

Students could produce various learning resources to help them prepare for a test on this unit for example, key word cards, mind maps, resource leaflets, be the examiner task etc.

Differentiation and extension

Prepare for an exam on this unit in the next lesson.

Resources

- Card.
- Text books.
- Internet.
- Be the examiner questions and mark scheme.

Lesson 14 and 15

Topic title

Examination practice.

Specification content

To look at possible questions on the topic of religion, peace and conflict.

Learning outcomes

Students will gain knowledge of possible exam questions and technique.

Possible teaching and learning activities

- Students might attempt to answer various questions. This could be done in various ways eg write one sentence and then pass it on to the next person to do the second and so on. After an appropriate number, some answers could be read to the class. Using the levels of response the completed work could be graded and the reasons for the marks awarded given.
- Some questions could be answered entirely by the individual students. Instant feedback could be given if some of the answers are read out. Some could be collected in by the teacher for marking.

Differentiation and extension

The questions asked could be chosen as appropriate for the ability of the students attempting them.

Resources

- Exam questions.
- Mark scheme and levels of response.