



# ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

## AQA Religious Studies (Specification A) Religious, philosophical and ethical studies Scheme of Learning

### Year 10– Term 1 &2 Theme D: Religion, peace and conflict

#### Intent – Rationale

Religion, Peace and Justice is one of the themes within the AQA GCSE Religious Education paper. Students over the 3 years will study all 4 of the themes. This scheme will cover all relevant material within the unit including key words, concepts and exam writing practice. This scheme will also address some of the different cultural attitudes to war, media impact and the issues of islamophobia within British culture. Students will also address some of the religious differences amongst communities and values within British culture including, forgiveness, pacifism and reconciliation.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<p>Yr 7 – Justice: MLk and pacifist approaches,            Yr 7 – Planet X: leaders and conflict resolution            Yr 8 – Where is God: Challenges of faith and reasons to believe            Yr 9 – Social justice: Persecuted believers and responses to this, discrimination and prejudice, rights and responsibilities.</p>	<ul style="list-style-type: none"> <li>• Yr 11 Themes- A Relationships and families: impact on relationships, Polyandry</li> <li>• Yr 11 Themes – B Religion and life: impact on the planet and provision for this, stewardship,</li> </ul>
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> <li>• History – Second world war, Vietnam</li> <li>• English - poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have opportunity to discuss their opinion on war and debate the ‘rules’ surrounding war and their validity. Reflecting on the variety of opinions and investigating an alternative aspect to war (rather than focus on facts. (SP 1, 2) Students will also discuss the legality of war, consequences and the range of reasons for and against war as well as the variety of opinion that surrounds this issue. (M 1,2,3)(SO1) students can also reflect on the range of input in the ‘war effort’ and how it binds nations, communities and people. (C 1,3).</li> <li>• All British values are covered within this subject area from democracy and the threat of losing it, the importance of liberty, the legal implication of any war and to tolerate and respect views without abusing the right.</li> <li>• The variety of tasks – ordering, presentations, debate, discussion allow for careers GB4 a-e are reached.</li> </ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> <li>• Key words, spelling. Whole school SPAG in use.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



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### Year 10– Term 1 &2 Theme D: Religion, peace and conflict

#### Intent – Concepts

##### What knowledge will students gain and what skills will they develop as a consequence of this topic?

##### Know

The theme considers the religious concepts relating to violence, terrorism and war. Students will need to know key concepts of peace, justice, forgiveness and reconciliation within secular society as well as the religious teachings about these. Religious beliefs and teachings about war and attitudes to war will be covered. How religion causes conflict and attitudes from British culture with regards to modern terror threat. Students will also cover religious and secular attitudes to nuclear war.

Peace and resolution of conflict will also be studied with the exam board providing particular examples to be included.

##### Apply

Opportunity to write 12 mark responses within the key topics using examples and evidence to explain and justify claims.

Debate theories about war, what is done, what rules are applied and the impact of this.

4, 5 mark questions facilitated through understanding the impact beliefs have on communities and religious believers.

##### Extend

Evaluating the views of themselves and others using religious evidence in order to substantiate and develop claims.

Analyse the impact the views held will have on individuals, communities and denominational groups and establish conclusions to reflect this process.

##### What subject specific language will be used and developed in this topic?

- Conflict – disagreement that escalates
- Conscientious objector – a person who refuses to do something on moral grounds/conscience
- Forgiveness – willingness not to blame a person any more for their wrongs
- Holy war – rules around fighting a war on religious grounds
- Justice – making things fair
- Just war – rules around fighting a war particularly Christianity
- Jihad – personal struggle
- Nuclear weapon/war – weapon/war of mass destruction
- Pacifism – all violence is wrong
- Peace – harmony
- Reconciliation – to make up after a disagreement
- Terrorism – use of violence/threat to intimidate for political gain/ create a state of fear in a population
- Violence – to cause harm to another
- War – armed conflict between two or more sides

##### What opportunities are available for assessing the progress of students?

- A range of 12 mark questions
- A range of 4 or 5 mark questions – Teacher assessed
- A range of 4 or 5 mark questions – Peer assessed.
- Yr 10 internal examination.

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## Intent – Concepts

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
Cost of war	<p>Starter – watch video and list all effects/impacts of war.</p> <p>Silent debate (or alternative statement carousel)</p> <p>Plenary – Trang bang picture- what is the real cost of war?</p>	Silent debate responses	<p>Outcome for the effects of war, personal views on silent debate.</p> <p>Questioning</p> <p>Real cost of war – what if we didn't have any war?</p>		EP- New GCSE – Conflict
Consequences of War (2 lessons)	<p>Starter – Huddle task: point to show how people want to belong!</p> <p>Why be a soldier?</p> <p>Causes of war – spider gram task.</p> <p>Why join the armed forces?</p> <p>Bible quotes – explain the quote in context of war.</p> <p>Inference grids- range of pictures. These can be given in groups, individuals etc.</p> <p>Can Christians be soldiers?</p> <p>Students to be given evidence for and against this claim.</p> <p>Can war ever be justified?</p> <p>Answer the questions by using the questions.</p> <p>Plenary - quiz</p>	<p>Spider gram.</p> <p>Quote explanation</p> <p>Quiz</p>	<p>Differentiation through outcome for the spider gram. And biblical quotes. Bible quotes could be separated for L/M&amp;H range students. Inference grids are scaffolded allowing students to stretch themselves.</p> <p>Why join armed forces? Questioning about authority and disobeying orders.</p> <p>Can Christians be soldiers – develop own arguments based on knowledge so far.</p> <p>Can war ever be justified – use as many questions as possible.</p>		EP- New GCSE – Conflict
Pacifism	<p>Starter – balloon wars.</p> <p>Match key concepts, meaning and teaching.</p> <p>Watch video and identify different types of non-violent protest.</p> <p>Text book race – students collect a question return to team and text to find the answer, return with question and answer before picking up another question.</p>	<p>Match key words</p> <p>Text book race</p> <p>Individual Completion of questions after race.</p>	<p>Match key words-outcome, text book race can be through peer support.</p> <p>Identifying more than 3 non- violent approaches.</p>	<p>Research task of a pacifist group – Pax Christi, friends of the ambulance, turning the tide.</p>	EP- New GCSE – Conflict



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	Students complete questions individually for their own records.				
Just war (2 lessons)	<p>Starter – scenarios sheets to pass around.            Make up own rules for war.            Watch video on Just war and tick any matching rules.            Teacher exposition of how Just war came about and what the rules are.            Give students a copy of rules – students to identify rules they think are justified, pointless, surprising.            Plenary – feedback.            From the text highlight key phrase that indicate WW2 was or was not just.            Apply the rules to another war you know, does it work. Why why not?</p>	Rules and justification. WW2 questions.	<p>Differentiation through outcome on rules and questions.            Apply just war rules to WW2 and justify.            Apply just war criteria to another war – validation of opinion if Just war is relevant.</p>	War is never right? (12 mark)	EP- New GCSE – Conflict
Holy war	<p>Starter- what is a holy war?            Name any?            Draw a representation of god and label with key qualities and attributes. How does that quality suggest God would support war? How would that quality suggest God does not like war?            5 mark question, peer assess.            Use text book to help.</p>	Extended mind maps	<p>Differentiation through outcome on mind map – limit response to for or against war. 5 mark = outcome.            Link attributes to attitudes of war.            For and against to extend/scaffold mind map.</p>	Explain two religious beliefs about holy war. (5 mark)	EP- New GCSE – Conflict
Nuclear war	<p>Starter – what do you know, what do you want to know?            Explain different WMD purpose, impact and opinion – do you agree with it?            Game – produce, poster, song, poem about one attitude towards WMD. Teacher to give groups one aspect that needs to be covered.</p>	Group activity	<p>Differentiation – peer support.            Outcome from game.</p>	‘There are no good reasons for countries to possess nuclear weapons.’ (12)	EP- New GCSE – Conflict
Forgiveness and reconciliation	Starter – pictures to identify theme of lesson.	12 mark question Summary Homework.	Differentiation through task – summary can be limited or extended.	Summarise the parable and complete tasks.	EP- New GCSE – Conflict



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	<p>Discussion – what makes one thing more forgivable than another?          Watch short clips of people who have forgiven.          Summarise one/two of people we have seen.          Plan out 12 mark question.</p>		<p>Summary can be challenged through speculation of what would happen if they hadn't forgiven.          12 mark question can be completed.</p>		
Jihad and terrorism	<p>Starter – look at pictures to establish and challenge stereotypes.          Teacher exposition and student to copy down rules about protest in the UK. Establish non-violent protocols and who employed them.          Watch clips and write down effects of terrorism, what do they have in common?          Using the text book identify Christian and Muslim attitudes to violence.          Choice of task.          5 mark question and 12 mark question.</p>	<p>Christian and Muslim attitude to Violence.          5 and 12 mark question.</p>	<p>Differentiation through task – attitudes can be limited or extended.          Differentiation through outcome 5/12 mark question.          Text book task – match quotes.          Identify students to give best examples for 5 mark question or suggestions of what can be included in the 12 mark response.</p>	<p>'Non violent protests never work' 12 mark</p>	<p>EP- New GCSE – Conflict</p>