YEAR 10 Spring 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Religion, Peace and Conflict

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** Students study this as part of their GCSE Religious Studies. This topic will allow students to complete their RS GCSE Paper 2 their Thematic Studies Paper. Students should be aware of different religious perspectives on the issues studied within and / or between religious and non-religious beliefs such as atheism and humanism. Students must also study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world. Students should consider different beliefs and attitudes to religious and non-religious issues in contemporary British society **Why do we teach this now?** Students are now familiar with both elements of the GCSE – a study of religion and the thematic study. Students have been alternating between the papers. Students have just completed a unit on Jewish beliefs. Students move onto a theme and apply the beliefs that they have studied in Christianity and Judaism. Students now have a sound understanding knowledge of the Jewish beliefs which will allow students to explore in detail concepts such as the key moral principles, the messianic age and how these feature in a religious view on war on planet earth. Students need to study 4 of 6 themes for the second RS GCSE paper. This is the third of the 4 themes, Theme D: Religion, Peace and Conflict. **Specification aims:** • develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism • develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authortiy, including through their reading of key religious texts, other texts and scriptures of the religions they are studying • develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject • reflect on and develop their own values, belief, meaning, purpose, truth and their influence on human life • reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community. **Assessment Objectives:** ***AO1:*** Demonstrate a knowledge and understanding of religion and beliefs including: - beliefs, practices and sources of authority - influence on individuals, communities and societies - similarities and differences within and/or between religions and beliefs. ***AO2:*** Analyse and evaluate aspects of religion and belief, including their significance and influence The assessment objectives are weighted 50:50 in the exam.
Spiritual, moral, social, and cultural development	**SMSC: Spiritual:** The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. **Moral:** acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. **Cultural:** understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. **PSHE:** Tackling religious discrimination **British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. **Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork
Numeracy	Students will explore numbers when looking at WMD's
Literacy	**Vocabulary Tier 2:** explain, similar, contrasting, contemporary, peace, war, justice, protest, violence, greed, self-defense, **Vocabulary Tier 3:** forgiveness, reconciliation, terrorism, retaliation, nuclear, chemical and biological weapons, weapons of mass destruction, just war, holy war, pacifism. **Reading:** Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand. **Writing:** RS GCSE is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are also working on developing contrasting arguments to evaluate the ideas raised. This written work takes the form of 4, 5 and 12 mark answers. **Oracy:** Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.
Becoming future ready	RS students develop: - the ability to build and interrogate arguments and how to question and evaluate narratives - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument - empathy and the ability to understand people and their motivations - the ability to appreciate different perspectives and take on board others' views - the ability to work methodically and accurately - independence of mind and the ability to think for yourself. Conflict is a part of our world. It is featured nearly daily in the news and on other forms of media. Allowing students to explore the reasons for war and the impact of war will help them to have empathy with those affected. It will also allow them to recognize the complex nature of wars and the role that religion plays in supporting those affected by war. It will allow students to partake in discussions relating to this topic.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

QFT/SEND Provision	**By product:** differential outcomes using must, could, should. **By resource:** PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge. **By Intervention:** by providing different levels of supervision and support, revision drop ins, catch up sessions. **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender and behaviour **By Task:** Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability. **By Offering Optional Activities:** In class or as homework, to extend learning.

Implementation Curriculum Delivery

Learning Outcomes (Knowledge)

#	Lesson Title, Lesson Objectives, Scripture: Suggested retrieval	Lesson builds upon:	This will be developed in:
1	**Intro** To know why the topic of war and peace is relevant in contemporary Britain,	This is a series of lessons across all GCSE units where students explore the place in today's society for this study and links to 'future ready' This builds upon the Christian Beliefs intro lesson.	The starter lessons in all GCSE units.
2	**Peace, justice, forgiveness & reconciliation** To explain the key concepts of peace, justice, forgiveness and reconciliation. *Key moral principles* • To know that peace is a time of tranquillity (a time without war) • To know that justice is fairness • To know that forgiveness is accepting an apology • To know that reconciliation is repairing the relationship. • To know that the Quakers are a Christian group who are pacifists.	Students have explored concepts of a similar nature when looking at the qualities of the messianic age and in the KS3 unit.	These concepts are explored throughout this unit as a challenge to conflict and to support pacifism and peacemaking.
3	**Violence and terrorism** To explain the law on protests and religious views on terrorism as a means of conflict. *Value of human life* ***Specification requires Jewish or 2 Christian attitudes*** • To know that violence is using or involving physical force intended to hurt, damage, or kill someone or something.' • To know that sometimes people feel violence is necessary to be heard. • To know that Bonhoeffer is an example of someone who was willing to use violence. • To know that Jesus teaches against violence: 'lives by the sword, dies by the sword,' 'love your enemies.' • To know that terrorism is an act of violence to cause fear in a population. • To know that religion teaches against terrorism.	Students will explore how violence and terrorism conflict with the key religious concepts in L2.	Students look further at the causes of conflict in L4
4	**Reasons for war** To explain why wars are fought and the Christian views on the reasons for war. *Stewardship* • To know that money, land, power, religion, self-defence. • To know that religion teaches against greed as a cause of war. • To know that there are Biblical teachings to support war: 'a time for war, a time for peace.' 'if you don't have a sword sell your cloak and buy one.' 'Give to God what is Gods, give to Caesar, what is Caesars.' 'there is not a government on earth that I have not put in place.' • To know that there are biblical teachings that teach against war: 'do not kill.' 'sanctity of life.' ' love your enemies.' ' put your sword back, those who live by the sword, die by the sword.'	Students continue to look at the causes of conflict started in L3.	Students further their understanding by looking at teachings which support peace and therefore support religious views against the reasons for war
5	**Just War** To explain what the just war theory is and how it applies to a modern conflict. *God as lawgiver and judge* • To know that Aquinas developed the Just war	Students look at the just war theory as an only reason for war – a contrast to the reasons explored in L4	Students will compare this with a holy war in L6 and explore if this is supported by religious teachings on peace.

		theory. • To know that the just war theory was brought in to stop Christians going to war. • To know that a Just war has a just cause to re-establish peace, that force must be proportionate, that it must be started by an appropriate authority, that innocent lives must not be lost and that it must be a last resort. • To know that modern warfare does fulfil the just war criteria.		
	6	**Holy War and *KAT*** To explain Holy War criteria and explore if religion is a cause of war and violence. *The messianic age* • To know that Holy wars must be started by a religious leader or God, they must have a religious goal – to save the religion or its people and a reward e.g. heaven. • To know that the crusades are considered a Holy war.	Students are developing their understanding on the reasons to start war.	Students look at how WMD's and modern warfare will prevent future holy / just wars.
	7	**WMD's** To explain the difference between the types of WMD's and the arguments for and against having and using WMD's *Abuse of the environment* ***Specification requires Jewish views or 2 Christian views.*** • To know that WMDs include biological, chemical and nuclear weapons. • To know that only certain countries are allowed to own nuclear weapons. • To know that mutually assured destruction is a reason they are used as a deterrent. • To know that some people believe they help to keep peace. • To know that the use of WMDs can never be a just war. • To know that some people are against WMDs as they kill innocent people, break the sanctity of life and that there would be more peace without weapons.	Students explore the nature of WMD's and if WMD's can prevent wars from being just.	Arguments against WMD's are explored further when gaining a full understanding on religious teachings of peace.
	6	**Pacifism & working for peace** To explain what pacifism is and religious teachings which support pacifism as an alternative to conflict. *Incarnation* ***Specification requires Jewish and Christian attitudes.*** • To know that pacifists are against war and violence. • To know the difference between absolute and relative pacifism. • To know that Quakers are a pacifist group. • To know that Jesus taught to 'love your enemy' ' turn the other cheek.' And that he told peter to put away his sword. • To know that MLK/Desmond Doss are examples of pacifism.	This develops on the key concepts which started the unit and supports the reasoning in all lessons as to why Christians are against war, violence and terrorism.	Students will explore how these teachings prompt religious people to respond to war – by supporting victims of war
	7	**Responses to Victims of war** To explain what can be done to help victims of war. *Sheep and goats* • To know that Christians help victims of war. • To know that the victims of war are soldiers / their families / innocent civilians. • To know that charities such as the red cross and help for heroes help victims of war. • To know that they help victims of war bu providing aid, shelter, rehabilitation, mental health support etc. • To know that Christians help because Jesus taught them to help others in the parable of the Sheep and Goats and the Good Samaritan.	Students look at how teachings on peace motivate Christians to respond in times of war.	This unit is revisited in retrieval starters and revision lessons.
Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed.			
Assessment	Students will be formatively assessed with a 1,2,4 and 5 mark GCSE question. This content will be summatively assessed in the Year 10 Exams in Summer 2			

Impact	Attainment and Progress – Refer to assessment results / data review documentation.