



Medium Term Planning - Topic: Religion and the Media

<p>Curriculum Intent</p>	<p>Why do we teach this to students? This topic allows pupils understand how religion is instilled in everyday life through the media. They will be able to examine the world around them and see how religion is shown within society. For example, to examine film and make links to key religious teachings. Furthermore, pupils will see how religion is portrayed through the media and how religion has adapted and utilised the media.</p> <p>Why do we teach this now? Students will have completed The Island (year 7), Big Bible Stories (year 7) and Faith in Action (year 8) units of work and will have learnt about key teachings and stories from the Bible which are further developed through this scheme of work. Students are applying previously learnt concepts and transferring them to the lessons within this unit of work.</p> <p>Links to the Oldham Local Agreed Syllabus: Links to the Manchester Diocesan Agreed Syllabus: N/A</p> <p>Specification aims: The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. (Manchester Diocesan Agreed Syllabus)</p> <p>Assessment Objectives: As the most up to date document out assessment objectives are taken from our Locally Agreed Syllabus. These reflect the 3 main assessment objectives of our diocesan agreed Syllabus.</p> <p>Make sense of a range of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none"> - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary; - explain how and why these beliefs are understood in different ways, by individuals and within communities; - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation. <p>Understand the impact and significance of religious and non-religious beliefs, so that they can:</p> <ul style="list-style-type: none"> - examine and explain how and why people express their beliefs in diverse ways; - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world; - appreciate and appraise the significance of different ways of life and ways of expressing meaning. <p>Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:</p> <ul style="list-style-type: none"> - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses; - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response; - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.
<p>Spiritual, moral, social, and cultural development</p>	<p>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. 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.</p> <p>PSHE: Tackling religious discrimination</p> <p>British Values: Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p>Skills Builder: Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
<p>Numeracy</p>	<p>Students will explore statistics and studies through the Islam in the media lessons.</p>
<p>Literacy</p>	<p>Vocabulary Tier 2: explain, religion, media, unfairly, good, love, evil Vocabulary Tier 3: multifaith society, stereotypes, atonement, allegory, resurrection, sacrifice, bias 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: Religious Studies 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 explaining their own views and beliefs as well as those of others. 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.</p>
<p>Becoming future ready</p>	<p>RS students develop:</p> <ul style="list-style-type: none"> - 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.
<p>Adaptation</p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>

QFT/SEND Provision	By product: differential outcomes using must, could, should.			
	By resource: PowerPoint has 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	#	Lesson Title, Lesson Objectives, Scripture:	Lesson builds upon:	This will be developed in:
Learning Outcomes (Knowledge)	1	What is religion and the media?	L5 – Yr 7 Island	L2-L6: Pupils will further explore how religion is shown through the media, whether it be through reporting or film
		To understand how religion is evident in everyday society To explore the benefits to living in a multifaith society To understand how religion is represented through various media outlets <ul style="list-style-type: none">- To know the concept of religion and how this is shown in society even if you do not identify as religious- To know the media is the main means of mass communication- To know the concept of media and the various channels of media (TV Shows, films, newspapers, songs etc.)- To know how religion is shown through various media channels (TV Shows, films, newspapers, songs etc.)	Prejudice by exploring the benefits to living in a multifaith society Yr 8 Human Rights – Developing further learning of how a multifaith society reduces prejudice	
	2	Religion shown through social media	L2: Further exploring how religion is shown through the media by focusing on social media and how religion has used to this to adapt.	L3-L6: Pupils will further explore how religion is shown through the media, whether it be through reporting or film
		To consider ways religions are changing due to the rise of social media <ul style="list-style-type: none">- To know that social media are apps or websites that enable people to create and share content- To know that religion uses social media to reach people e.g. TikTok nuns- To know that smartphones are allowing greater evangelism		
	3	Islam and the media	Yr 7 Islam – L7: Being a British Muslim is being developed by looking at how the media could impact Muslims Yr 7 The Island – L5: further exploring prejudice with a focus on Islam L1 and L2: further developing learning by focusing on Islam in the media	L4: The learning will provide knowledge to complete the KAT L4-L6: Pupils will further explore how religion is shown through the media
5	Narnia and Christian Beliefs	Yr 7 Big Bible Stories L17: Further exploring atonement. Yr 8 Faith in Action: further exploring the resurrection of Jesus L1-L4: Further exploring how religion is shown through the media.	L6: Further developing learning on Jesus's sacrifice. GCSE Christian Beliefs: Further exploring the resurrection of Jesus	

		<ul style="list-style-type: none">- To know how the final battle illustrates defeat of the devil.		
	6	<p>Harry Potter and Christian Beliefs</p> <p>To understand the power of love (and good) over evil</p> <ul style="list-style-type: none">- To know the definition of good (what is morally right) and evil (profoundly wicked)- To know that Harry Potter symbolises goodness which requires sacrifice- To know that Voldemort is the representation of evil- To know examples of how Harry Potter demonstrates the power of love over evil	<p>Yr 7 Big Bible Stories: Further exploring stories in the Bible by exploring stories that demonstrate evil and those that demonstrate good. Further exploring the life of Jesus</p> <p>Yr 8 Faith in Action: further exploring Christian teachings by explain what is considered good in Christianity. Also, developing learning on the sacrifice made by Jesus.</p> <p>L1-L5: Further exploring how religion is shown through the media.</p>	GCSE Christian Beliefs: Further exploring the resurrection of Jesus
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.			
	This unit develops pupils understanding of religious teachings that can be drawn upon in subsequent thematic units whilst providing them with knowledge of how religion is shown through everyday life in the media.			
Assessment	Students will be formatively assessed through knowledge checks, key word checks, and being asked to explain supporting arguments and counter supporting arguments.			
Impact	Attainment and Progress – Refer to assessment results / data review documentation.			