

PR (Religious Studies) GCSE Option Course

2 Hours per week- No coursework

Two Examinations in Year 11- 2x 1hr 45 mins Examinations

Paper 1 – Beliefs and Practices of Christianity and Islam

Paper 2 - Thematic Units looking at further beliefs, values, ethics and philosophical ideas from the same two religions.

Relationships and Families

Religion, peace and conflict

Religion, crime and punishment

Religion, Human Rights and Social Justice

Why take PR?



Higher Education- seen as a suitable subject to gain entry to university by the Russell Group.

Enjoyment- We have good relationships/ creative lessons which helps learning environment.

Helps prepare you for a diverse world in everyday life- increase understanding of culture/ politics/ art/ history

Valuable in many workplaces and really useful in a global economy

Excellent preparation for Further Education in related arts and humanities courses

Personal development- a chance to explore values, meaning and purpose in life for yourself

Interest – In other people/ In topical subjects

Do you enjoy?.....

- Debate and discussion
- Expressing your own opinion
- Justifying your view
- Challenging stereotypes
- Exploring other people's lives and cultures
- Identifying your own values and views on big questions.
- Comparing atheist views with religious views

If the answer is yes you should take PR!




How do we teach?

- Lively debates from BIG questions
- Presentations and visual aids
- Documentary and film
- Card sorts and prioritising tasks
- Writing guides for others
- Letters and stories
- Supported exam practise questions/ writing frames for literacy support
- Source/ text analysis
- Role play/ music/ images
- Guest experts/ visitors

Christianity

How might this teaching influence a Christians view on helping others?

To help teach the people about how to live and about final judgement Jesus told them the parable of the sheep and goats



"For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me."

Matthew 25:35-36 (NIV)

The bad/unrighteous	The Good/righteous
GOATS	SHEEP
<ul style="list-style-type: none"> Didn't give food Didn't give drink Didn't give shelter Didn't give clothes Didn't look after the sick Didn't visit those in jail 	<ul style="list-style-type: none"> Gave food Gave drink Gave shelter Gave clothes Looked after the sick Visited those in jail
HELL	HEAVEN

Transform the parable of goats into an image, extend key terms along...

Extend- add another... others from the parable...

Can this be demonstrated in the modern... and give an example...

0 Silence

The Oneness of God and the Trinity

Lesson Launch - on your white boards

- List as many things as you can that are in threes.
- Would they still be useful / powerful individually?

0 Silence

Christians believe that all humans commit sins. As nobody is perfect, it is impossible not to sin.

This belief is reinforced by the idea of original sin.

This idea suggests that human beings are born with an in-built tendency to do wrong. This idea is introduced in the story of Adam and Eve who sinned against God.



1. What do you think the story of the disobedience of Adam and Eve is trying to teach human beings today? Give at least three points.
2. 'As nobody is perfect, it is impossible not to sin.' Do you agree this it is impossible not to sin? Give reasons to support your view.

Challenge: Can you explain why someone may disagree with your view?

Islam

What if I told you I had a book that contained within it the details of everything that will happen today?

Would you want to know what was in it?

What difference would knowing make?

Cormac McCarthy
THE ROAD

Read through the different newspaper headlines and explain what you think the media term 'jihad' means. Now watch the clip and explain what Jihad actually means.

Inquiry Question: What are the origins, influence and significance of jihad.

Lesson Launch

Jihad



What problems might people face when fasting?

Think- pair- write- Each pair has a range of different scenarios, read through the scenario and discuss the questions. Note down your answers in you book.

Be prepared to feedback your answers to the rest of the class!

Saira has 3 young children at home and has to look after them in her own.

Maria works in a restaurant in Manchester and has been given lots of shifts to work during the month of Ramadan.

Ramadan has begun and so has the football season. Qasim has trials for his local team and he does not know whether he should fast.

Hanaan is in year 11, he is going to be starting his GCSE's during the month of Ramadan.

2

Collaborative voice: only other members of your group can hear you.

1. What difficulties might the person face?
2. Do you think they should fast?
3. What advice would you give them?

<http://www.bbc.co.uk/film/what->

Themes

Is it the person or their actions which makes them good or evil?

Lesson Launch

Which of these case studies do you see as the worst crime? Explain your choice.

1

Whisper: only the person sitting directly next to you can hear you.

David murdered John after he found out that John was having an affair with his wife.

Sarah stole £50,000 from her work to pay for her son's treatment.

Jayden set fire to his house.

Felix stole a car.

The age of consent
The age of consent in the UK for anyone to have sex is 16 years old. This means that if you are 16 years old, you are old enough to freely agree to sex. This law is in place for people under 16.

Human sexuality: heterosexual and homosexual relationships.

Does anything surprise you about the timeline of the law in Britain for homosexual relationships? Explain your answer.

The case of Anthony Walker's murder



This clip details the story of the racially motivated murder of 18 year old Anthony Walker as told by his mother and sister.

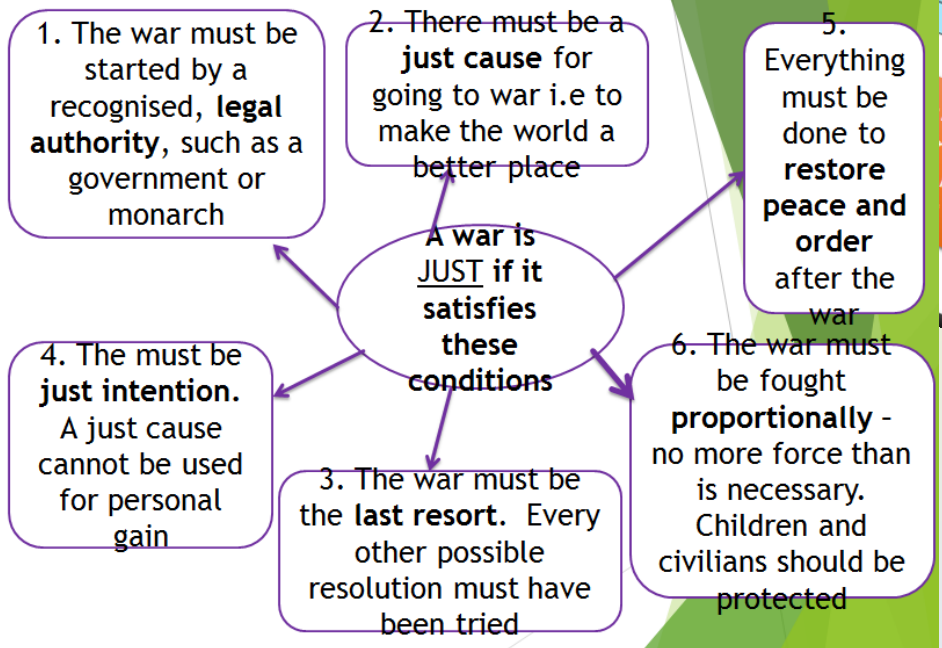
www.bbc.co.uk/learningzone/clips/a-walkers-murder-justice-for-her-sons-

Timeline of the law in Britain for homosexual relationships.	
1885	Sexual acts between homosexuals are made illegal
1967	Homosexual acts were declared legal for people over 21, except in the armed forces
1994	Age of consent for homosexual acts is reduced to 18
2000	Homosexuals are allowed to serve in the armed forces
2001	Age of consent for homosexual acts is reduced to 16
2004	Civil partnerships are recognised in law
	Same-sex marriage is recognised in law

Should the age of consent be different for heterosexuals and boys, or for homosexual and girls? Write your opinion with clear reasons to support it.

Look at these conditions for just war. Which ones are concerned with:

- a) reasons for going to war
 - b) behaviour during war
 - c) behaviour after war
- Under each sub-heading



Any questions for us?

