Scheme of work

**Component 2: Religious, philosophical and ethical studies on the modern world: Theme F – Religion, human rights and social justice**

**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](https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance).

You can find past assessment materials on [Centre Services](https://onlineservices.aqa.org.uk/).

**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

Human rights.

**Specification content**

Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and gay people (homosexuals).

Learning outcomes

* Students understand the meaning of the terms prejudice and discrimination and understand religious teaching, beliefs and attitudes about these two ideas.
* Students should be able to apply this teaching about the attitudes of religions to the status and treatment of women and gay people.
* Remember that the status of women in religion is one of the three topics which students need to have studied in relation to the main religious tradition in Britain (Christianity) and one or more other religious traditions. Students studying two religions other than Christianity will need to be aware of Christian beliefs and provide some support for the beliefs held.

**Possible teaching and learning activities**

* Teacher input to clarify understanding of the terms prejudice and discrimination and general teaching on prejudice and discrimination. Discuss what causes prejudice and discrimination.
* Students work in groups to research how attitudes to the status and treatment of women and gay people have changed in British society eg Equal Pay Act 1970/legalisation of homosexuality 1967 etc.
* Students research attitudes of the religions being studied, including Christian beliefs about the status of women in religion. Is there a diversity of views. If so, why? Are religions changing?
* Students record their findings either by making notes as others teach them or students produce handouts and use those to teach the group members later on.

**Differentiation and extension**Answer the following question: give two contrasting views about the role of women in British society.

**Lesson 2**

Topic title

Human rights.

**Specification content**

Issues of equality, freedom of religion and belief including freedom of religious expression.

Learning outcomes

* Consider the religious teaching, beliefs and attitudes on religious freedom and belief and expression and the teaching on equality.
* Remember that freedom of religious expression is one of the three topics which students need to have studied in relation to the main religious tradition in Great Britain (Christianity) and one or more other religious traditions.
* Students studying two religions other than Christianity will need to be aware of Christian beliefs and provide some support for the beliefs held.

Possible teaching and learning activities

Questions to investigate:

* Is life unfair? What causes this unfairness?
* Why did the United Nations adopt ‘The Universal Declaration of Human Rights (UDHR)’?
* What does the UDHR say about freedom of religion and belief including freedom of religious expression? What do religions including Christianity teach on this topic?
* What do religions teach about equality? How does this link into the issues of freedom of belief and expression?
* Is there freedom of religion and religious expression in Great Britain? Is the situation the same in all countries?

**Differentiation and extension**

Answer the following question: what rights do you consider are the most important? Explain your reasons.

**Resources**

* UDHR or extracts from it.
* Relevant textbook or internet access to research the religious attitudes and teachings.

**Lesson 3**

Topic title

Human rights.

**Specification content**

Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.

Learning outcomes

* Students know what human rights are and why they are important.
* Students understand that with rights come responsibilities.

Possible teaching and learning activities

* Students could be given a list of things that they are allowed to do. They could be asked to work out what their responsibilities are that go with these ‘rights’. For example, they may be allowed to go out with friends provided they are home by a certain time. It is therefore their responsibility to be home by that time.
* How do they feel if their ‘rights’ are taken from them? (eg being grounded for being late home?)
* Looking at the UDHR, Why is it important to protect people’s human rights? What responsibility do we have to protect these rights?
* Should people’s rights be protected, even if we disagree with them? Is it always correct to have a right to the freedom of expression and opinion? You could consider the case of those who were arrested for carrying “abolish the monarchy” signs at a King Charles III proclamation ceremony in Edinburgh.
* What should be done when people’s human rights are threatened? Research examples of times when human rights have been threatened.
* Either research what was done in the situation or identify what could or should be done to change the situation if it is a contemporary situation.

**Differentiation and extension**

Write a letter or make up a petition supporting a particular human right which may be being abused.

**Resources**

* Internet access for research.
* List of possible activities that students are allowed to do.
* Examples from the media of debates over human rights.

**Lesson 4**

Topic title

Human rights.

**Specification content**

Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.

Learning outcomes

Students know religious teaching, beliefs and attitudes to human rights and the responsibilities that come with them including the responsibility to respect the rights of others.

Possible teaching and learning activities

* Students could be given information on statistics about, for example, education, housing, income, homelessness, benefits etc to consider.
* Working in small groups, students could prepare a fact file explaining what these statistics show.
* Students should be encouraged to consider the possible reasons for these variations? Is it right that life chances are dependent on, for example, where you live, the school that you go to, the amount of money that your family has?
* Introduce the idea of ‘social justice’. What do students think this means?
* Discuss how might social justice have an impact on people’s lives? Is it a desirable thing? Why/why not?
* Students investigate the teachings, beliefs and attitudes of the religions they are teaching on the topic of social justice.
* How might religious believers respond to the teaching of their faith, what practical activities might they do?

**Differentiation and extension**

Students could research the work of an organisation that seeks to promote social justice (eg [Equally Ours](https://www.equallyours.org.uk/), or research examples of projects run by faith communities that support social justice in some way.

**Resources**

* Information can be researched from the Joseph Rowntree Foundation website which gives a lot of statistics showing trends over time etc.
* One definition of social justice is ‘justice in terms of the distribution of wealth, opportunities, and privileges within a society’.
* A suitable text book explaining the teachings, beliefs and attitudes of the religions being studied.

**Lesson 5**

Topic title

Human rights.

**Specification content**

* Racial prejudice and discrimination.
* Ethical arguments related to racial discrimination (including positive discrimination), including those based on the ideals of equality and justice.

Learning outcomes

* Students understand the meaning of the terms prejudice and discrimination and understand religious teaching, beliefs and attitudes about these two ideas. They should be able to apply this teaching to the attitudes of religions to racial prejudice and discrimination.
* Students should consider the ethical arguments such as positive discrimination, equality and justice.
* Students should be aware that under the Equality Act 2010 positive discrimination is illegal in the UK. Teachers should explain to students why positive discrimination is illegal, but positive action is legal. Reference to the [DavidsonMorris website](https://www.davidsonmorris.com/positive-discrimination/) may prove beneficial to understanding the distinction.

Possible teaching and learning activities

* Recap on some of the causes of prejudice and discrimination.
* What does the Universal Declaration of Human Rights say about racial prejudice and discrimination?
* What key religious teachings used previously are relevant in this discussion?
* Research other relevant teachings for the religions being studied.
* Discuss how justice and equality fit into the religious teaching. Is it ever right to positively act in somebody’s favour?
* Do positive discrimination and positive action mean others are discriminated against?
* Positive discrimination should remain illegal, do you agree?

**Differentiation and extension**

Answer the following question: ‘all prejudice is wrong.’ Do you agree?

**Resources**

Previous notes on religious attitudes to prejudice and discrimination.

**Lesson 6**

Topic title

Wealth and poverty.

**Specification content**

Religious teachings, beliefs and attitudes about wealth, including its uses.

Learning outcomes

* The focus is on what religions teach about wealth and how it should be used. It may be useful to consider ways in which people find themselves either rich or poor, as well as considering the question of what we mean by poor, introducing the idea that poverty is often relative.
* Remember that the uses of wealth is one of the three topics students need to have studied in relation to the main religious tradition in Britain (Christianity) and one or more other religious traditions. Students studying two religions other than Christianity will need to be aware of Christian beliefs and provide some support for the beliefs held.

Possible teaching and learning activities

* Pair or group activity: compile a list of ways people become rich. Then try and put the list into groups by linking them with what they have in common.
* Ideastorm ways people become poor. In groups, decide who (if anyone) is to blame for poverty. Feedback to class.
* Class discussion: What do we mean by the terms rich and poor? Are we rich or poor compared to the Queen/a top film actor/somebody who is unemployed/somebody living in a country suffering from the effects of a natural disaster etc?
* Idea of relative/absolute poverty.
* What do the religions being studied including Christianity teach about wealth?

**Differentiation and extension**

* Is it wrong to be rich?
* How should wealth be used?
* Do religious believers have a duty to help the poor?

**Resources**

Suitable text book outlining religious teachings, beliefs and attitudes to wealth and its uses.

**Lesson 7**

Topic title

Wealth and poverty.

**Specification content**

Religious teachings, beliefs and attitudes about the responsibilities of wealth including the duty to tackle poverty and its causes.

Learning outcomes

* Students will need to know some of the causes of poverty. These could include:
* Reasons in the UK such as unemployment, debt, low wages, the cost of living, wasteful spending patterns, lack of qualifications etc.
* Reasons for world poverty such as location of country, climate, population growth, natural disasters, political corruption, world trade etc.
* They will also need to be able to explain why religious believers have a duty to tackle the causes of poverty. They could also suggest some ways it could be overcome.

Possible teaching and learning activities

* Students research reasons for poverty in the UK and the world and produce a fact-file of their information.
* Explain religious teachings that support the view that religious believers have a duty to tackle poverty and its causes.
* Select some of the causes of poverty and explain how they might be overcome.
* What is the difference between relative and absolute poverty? Does this have an impact on how religious people should tackle the issues in the UK and the world?

**Differentiation and extension**

Research the work done by a religious agency that is working to overcome poverty in the UK or abroad.

**Resources**

* Suitable text book and material for researching causes of poverty.
* Notes made previously on religious teachings about wealth.

**Lesson 8**

Topic title

Wealth and poverty.

**Specification content**

Exploitation of the poor including issues relating to fair pay, excessive interest on loans and people trafficking.

Learning outcomes

Students will need to understand the problems the poor face and then work out what a religious response would be to the issues.

Possible teaching and learning activities

In groups, students research different aspects and produce the information in some form of suitable presentation. Possible questions for groups to look at could include:

* Fair pay. What is meant by the term? How do you decide what fair pay for something is? Is fair pay the same as the minimum wage or the living wage? Who might be affected by fair pay? Why is this a form of exploitation?
* Excessive interest on loans. Why is this a problem? Who is most likely to ‘suffer’ from this problem? What effect might this have on a family? Why is this a form of exploitation?
* People trafficking. What does this mean? Where is it happening and who does it include? What effect does it have on the individuals? How do they end up being exploited?

**Resources**

* Suitable text book.
* Use of the Internet, if it is available.
* Resources on fair pay, excessive interest on loans and people trafficking.

**Lesson 9**

Topic title

Wealth and poverty.

**Specification content**

The responsibilities of those living in poverty to help themselves overcome the difficulties they face.

Learning outcomes

* Students will need to have a clear understanding of the teachings of the religions they are studying in relation to the expectations they have of the poor.
* There are religious teachings implying that people should seek to help themselves and should not be reliant entirely on handouts from others.

**Possible teaching and learning activities**

* Research religious teaching about the poor and what the religions teach about the responsibilities those living in poverty have.
* Discuss:
* How can the poor help themselves overcome the difficulties they face?
* Does it depend where they are in the world?
* Does it depend on whether they find themselves in absolute or relative poverty?

**Differentiation and extension**

Answer the following questions:

* Give two ways the poor may be able to help themselves get out of poverty.
* Give two reasons why it may be impossible for someone who is poor to be able to break out of poverty.

**Resources**

Relevant resources with teachings about poverty and the poor supporting themselves.

**Lesson 10**

Topic title

Wealth and poverty.

**Specification content**

Charity, including issues related to giving money to the poor.

Learning outcomes

* Students will need to understand what is meant by the term charity and understand that in some religions charity is a religious obligation.
* They will need to consider whether giving money always helps the poor, or is support in other forms more appropriate.

Possible teaching and learning activities

* Investigate religious teaching about charity in the religions being studied and record findings.
* Is giving money the best way to support the poor?
* Discuss how charity can best be provided to people in the UK and abroad.

**Differentiation and extension**

Students could research the work of a religious relief agency that works in the developing world and one that works in the UK. Compare and contrast the ways in which they support those who are in need.

**Resources**

Resources including a suitable text book, the Internet (if available) and religious teachings, beliefs and attitudes about charity.

**Lesson 11**

Topic title

Human rights and wealth and poverty.

**Specification content**

Review and assessment.

**Learning outcomes**

Consider the types of questions to be asked in the exam on human rights and wealth and poverty.

**Possible teaching and learning activities**

* Review the topic and the important areas to know, understand, evaluate and revise.
* Discuss a specimen question.
* Attempt a 12 mark evaluation question.
* Use peer marking so students become aware of the levels of response.

**Resources**

* Revision notes and revision guide.
* Exam questions