Scheme of work

**Component 2: Perspectives on faith**

**Section B: Theme B Religion, peace and conflict**

**Introduction**

This SOW offers a route through the GCSE Religious Studies Specification B (8063) 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-b-8063/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 this scheme of work is covered in approximately 15 hours. Teach alongside: Catholic Christianity as studied for Component 1 and either Islam or Judaism and another Theme from Component 2.

**Contents**

You can use the title links to jump directly to the different sections of this scheme of work (Use Ctrl and click to follow the link)

|  |  |
| --- | --- |
| Section | Page |
| [Biblical perspectives on human violence](#p3) | 3 |
| [Forgiveness and reconciliation](#p4) | 4 |
| [The concept of justice](#p5) | 5 |
| [Different viewpoints on justice, violence and anger](#p6) | 6 |
| [Just War Theory](#p7) | 7 |
| [Nuclear war](#p8) | 8 |
| [The consequences of modern warfare](#p9) | 9 |
| [The holy war](#p10) | 10 |
| [The Old Testament and war](#p11) | 11 |
| [Religious understanding and attitude to pacifism](#p12) | 12 |
| [Religion and conflict in the 21st century](#p13) | 13 |
| [Religious responses to terrorism as a form of warfare](#p14) | 14 |
| [Torture, radicalisation and martyrdom](#p15) | 15 |
| [Conflict resolution and peace-making](#p16) | 16 |
| [Examination practice](#p17) | 17 |

## Version 2.0

September 2023

**Lesson 1**

**Topic**

Biblical perspectives on human violence.

**Specification content**

Biblical perspectives on violence as a feature of the human condition including bullying.

**Learning outcomes**

Students will be able to understand what the Bible teaches about violence as part of the human condition and why it is destructive. They should appreciate how bullying is a form of violence, though not necessarily physical violence, and what effects bullying has on all concerned.

**Possible teaching and learning activities**

Students could start with a mind map based on the word ‘violence’. This could lead to an examination of what the story of Cain and Abel (Genesis 4:1-16) teaches about violence and the human condition, and how this follows from the rejection of God shown in Genesis 3. Students could be asked about the validity of this story, then they could be asked to compare it to some situations of bullying. Students could discuss the effects of bullying on the victims, on the perpetrators and on society. Jesus’ teachings on violence eg Matthew 5:21-22 and James on speech (James 3:1-12) could be used to discuss Christian teachings from the opposite sides.

**Differentiation and extension**

More able students could be given the extracts and be required to examine the meaning themselves. Less able could be given quotes from the teachings and clues to help them understand the meaning.

**Resources**

* Mind map based on the word ‘violence’.
* Copies of Genesis 4:1-16, Matthew 5:21-22 and James 3:1-12

**Lesson 2**

**Topic**

Forgiveness and reconciliation.

**Specification content**

The concepts of forgiveness and reconciliation; teachings of Jesus in the New Testament about forgiveness and reconciliation, including John 14:27.

**Learning outcomes**

Students will be able to understand the religious teachings about the meaning and significance of forgiveness and reconciliation.

**Possible teaching and learning activities**

* Students could produce key word cards and their meanings on the first four key words of peace, justice, forgiveness and reconciliation.
* Students could examine the centrality of forgiveness in Jesus’ actions and teachings eg Luke 23:24, John 21:15-17, Matthew 6:12, Matthew 18:21-35. They can look at the importance of forgiveness in the life of an individual eg Gee and Dominique Walker, or the difference non-forgiveness has made to a persons’ life eg someone whose child has been murdered and the effects on them that has followed from their refusal to forgive the murderer eg Julie Nicholson.
* Reconciliation can then be studied in the light of forgiveness. A case study could be presented to show how reconciliation has/has not taken place and the effects of this on the individuals and on the community. Students could then examine teachings about reconciliation eg Matthew 5:23-24 and *Lumen Gentium 16.*

**Differentiation and extension**

More able students could be given the extracts and be required to find exemplifications themselves. Less able could be given quotes from the teachings and be asked to apply them to short case studies. A possible good website for this is [The forgiveness project](http://www.theforgivenessproject.com/). The stories area might provide a good place for research.

**Resources**

* Key word card – blanks.
* Relevant religious teachings and stories on forgiveness eg Luke 23:24, John 21:15-17, Matthew 6:12, Matthew 18:21-35, Matthew 5:23-24 and *Lumen Gentium 16.*
* [A mother who cannot forgive her daughter's killers - BBC Bitesize](https://www.bbc.co.uk/bitesize/clips/z6ypr82).
* [The Forgiveness Project](https://www.theforgivenessproject.com/).

**Lesson 3**

**Topic**

The concept of justice.

**Specification content**

The concept of justice; Catholic perspectives on the relationship between justice and human dignity.

**Learning outcomes**

Students will understand what justice is and how justice can help build up the dignity of both the individual and the nation. How the denial of justice can lead to a diminution of dignity for all people involved.

**Possible teaching and learning activities**

* Students could do a mind-map based on justice. They could examine the importance of the qualities that they include and be challenged to explain how each of these qualities or their denials can affect the dignity of the individual. Using extracts like Amos 5:23-24 and *Deus Caritas Est* 28 they could examine whether it is possible to live in a country, or even in a world, where justice is denied to particular groups. They could be asked to examine the relationship between justice and peace.
* This could lead to discussion about answering an AO1 question on this concept.

**Differentiation and extension**

More able students could make the links more easily between the concept of justice and human dignity and might be able to research particular cases of this. Less able students could be given quotes from the teachings and be asked to apply them to short case studies.

**Resources**

Copies of extracts like Amos 5:23-24 and *Deus Caritas Est* 28.

**Lesson 4**

**Topic**

Different viewpoints on justice, violence and anger.

**Specification content**

Different perspectives, Christian and non-religious (such as atheism or humanism) in contemporary British society on the issues of justice and violence, including whether anger and righteous anger is a good response to injustice and whether violent protest is a good response to injustice.

**Learning outcomes**

Students will appreciate different attitudes to the issues of justice and violence, including whether anger and righteous anger is a good response to injustice and whether violent protest is a good response to injustice.

**Possible teaching and learning activities**

Students could begin by recapping Catholic teaching about justice and violence. They could be challenged to come up with alternative positions on these topics and be asked if these are religious or non-religious stances. They could do basic research on the approach taken by atheist and humanist organisations to these issues. They could be presented with cases where anger, righteous anger and violence has been used in protests against injustice, possibly including John 2:13-17, and be asked to examine the usefulness of this as a response.

**Differentiation and extension**

Higher ability students could do more research on the use of anger, righteous anger and violent protest. Less able students might be given simple cases as an introduction to each approach and be led in discussion about the usefulness of these actions.

**Resources**

Examples of cases where anger, righteous anger and violence has been used in protests against injustice, possibly including John 2:13-17.

**Lesson 5**

**Topic**

Just War Theory.

**Specification content**

The meaning and significance of the Just War Theory, in the light of *Catechism of the Catholic Church 2309.*

**Learning outcomes**

Students will appreciate the meaning and significance of the Just War Theory, in the light of *Catechism of the Catholic Church 2309.* They will be able to apply the Just War conditions to modern conflicts.

**Possible teaching and learning activities**

Students could start the lesson by listening to an appropriate song about war, such as Edwin Starr’s ‘War’ and note down what the artist is saying about it. They could be introduced to the idea of ‘Just War’ and be asked to build a mind map round those words. Students could be asked to work out conditions/situations where a war might be called ‘just’ and then could be presented with the standard Catholic Just War Theory, possibly through, and in the light of, *Catechism of the Catholic Church 2309*. They could apply Just War Theory to recent conflicts and be asked to consider to what extent it is possible to have a ‘Just War’. They should examine religious and non-religious criticisms of the Just War Theory.

**Differentiation and extension**

Higher ability students could start with the Just War Theory, in the light of *Catechism of the Catholic Church 2309* and apply it to a wider range of conflicts. Less able could be taken through the meaning of each of the Just War conditions to examine their meanings and implications.

**Resources**

* Song and lyrics of [Edwin Starr- War (HQ)](https://www.youtube.com/watch?v=dQHUAJTZqF0).
* Mind map.
* Copies of Just War Theory, and *Catechism of the Catholic Church 2309.*

**Lesson 6**

**Topic**

Nuclear war.

**Specification content**

Catholic attitudes to nuclear war and the use of weapons of mass destruction.

**Learning outcomes**

Students will understand Catholic attitudes to nuclear war and the use of weapons of mass destruction, and they will appreciate different religious and non-religious perspectives, including the idea of nuclear deterrence.

**Possible teaching and learning activities**

Students could look at a suitable PowerPoint or extracts from a film about nuclear war eg *Threads* (1984), Oppenheimer (2023) or *BBC History of World War II Hiroshima* (2005). They could then discuss the consequences of nuclear war including references to the sanctity of life. Students might draw up lists of arguments for and against both the possession of and the use of nuclear weapons. They should include a study of some papal documents on this eg *Pacem in Terris 109-116.* They could then examine other weapons of mass destruction (biological and chemical) under the same criteria.

**Differentiation and extension**

Higher ability students could research Hiroshima and Nagasaki and the devastating consequences and why some people believe it was the right thing to do. Less able students could do a sorting activity looking at the different weapons of mass destruction.

**Resources**

* Suitable PowerPoint on or extracts from a film about nuclear war eg *Threads* (1984), Oppenheimer (2023) or *BBC History of World War II Hiroshima* (2005).
* Resources on nuclear war.

**Lesson 7**

**Topic**

The consequences of modern warfare.

**Specification content**

Catholic views regarding the consequences of modern warfare: civilian casualties, refugees and environmental damage.

**Learning outcomes**

Student will understand Catholic views regarding the consequences of modern warfare. They will appreciate the effects of war, particularly in regard to civilian casualties, refugees and environmental damage.

**Possible teaching and learning activities**

Students could start by listing what they think are the consequences of modern war. They might be shown a recent television report from an area of war that focuses on civilian casualties, refugees and environmental damage. They could be asked to discuss the acceptability of these consequences, particularly when war is drawn out and there seems to be no final solution. They should examine some Catholic teachings on these issues eg *Populorum Progressio 67*.They should examine different religious and non-religious attitudes on how to deal with refugees, civilian casualties and environmental damage.

**Differentiation and extension**

Higher ability students could do more research on the consequences of modern warfare. Less able students might be given a few cases or pictures to initiate study and consider civilian casualties, refugees and environmental damage as individual areas.

**Resources**

* A recent television report or pictures from an area of war that focuses on civilian casualties, refugees and environmental damage.
* Copies of Catholic teachings on these issues eg *Populorum Progressio 67.*

**Lesson 8**

**Topic**

The holy war.

**Specification content**

Religion and belief as a reason for war and violence; the idea of the holy war.

**Learning outcomes**

Students will have knowledge of what is regarded as a holy war and be able to evaluate the acceptability of this idea.

**Possible teaching and learning activities**

* Students could do a mind map on the causes of war and could be challenged to justify some of the ideas they present, particularly if religion is mentioned. Students might discuss the historical reasons for ‘holy wars’ like the Crusades or the Wars of Religion and there might be some investigation into how much religion was actually the central element in these wars. Discussion about whether any war could be called ‘holy’. What are the criteria which some religions believe are necessary for a war to be ‘holy’? Students could be presented with biblical quotes like Matthew 5:21-22 and Isaiah 2:4 to include in the discussion.
* Compare and contrast the holy war criteria with that of the just war.

**Differentiation and extension**

All students to attempt an exam question on either the Just War or Holy War. Differentiation by outcome.

**Resources**

* Some information about historical ‘holy wars’.
* Copies of biblical quotes like Matthew 5:21-22 and Isaiah 2:4.

**Lesson 9**

**Topic**

The Old Testament and war.

**Specification content**

The Old Testament biblical perspective on war. Teachings about peace. New Testament teachings that could be applied to the use of war.

**Learning outcomes**

Students will gain an insight into different religious beliefs about the acceptability of war.

**Possible teaching and learning activities**

* Students could look at examples of wars in the Old Testament eg Exodus 17:8-16, Numbers 21:21-26, 1 Samuel 15:1-33, 2 Samuel 10:6-14. They can be asked to examine if they feel there is any justification for these wars.
* They could be given Old testament quotes about peace eg Isaiah 2:4, Ps. 34:14, Isaiah 9:6-7, Micah 4:3. This could be followed by passages from the New Testament, including Luke 3:14, Luke 22:35-38, Romans 13:1-7.
* Students could be asked to summarise what the Bible has to say about war and peace.

**Differentiation and extension**

This is more suitable for the higher ability students. Lower ability students might be given cloze passages to enable them to understand the main ideas.

**Resources**

A selection of biblical quotes eg Exodus 17:8-16, Numbers 21:21-26, 1 Samuel 15:1-33, 2 Samuel 10:6-14, Isaiah 2:4, Ps. 34:14, Isaiah 9:6-7, Micah 4:3, Luke 3:14, Luke 22:35-38, Romans 13:1-7.

**Lesson 10**

**Topic**

Religious understanding and attitude to pacifism.

**Specification content**

Different perspectives, Christian and non-religious (such as atheist or humanist) in contemporary British society on pacifism, Catholic beliefs about pacifism, and pacifism as a developing theme in papal teaching.

**Learning outcomes**

Students will gain knowledge of different religious and non-religious attitudes to pacifism. They will understand changes in emphasis in recent decades in papal teaching about pacifism, particularly in the light of modern warfare technology.

**Possible teaching and learning activities**

Students could examine biblical texts that are used to support a pacifist stance eg Matthew 5:9, 39, Matthew 26:51-53. They could do a brief research about the pacifist position of early Christians eg Martin of Tours or more recent Christian groups eg Pax Christi, or the Society of Friends. They could do a mind map on pacifism, to see how many arguments they can produce themselves before they analyse the different positions. And they can assess whether the arguments would be used from a religious or non-religious stance, or both. They could examine the wording of some recent papal teachings on pacifism and discuss the significance of each teaching eg *Pacem in Terris 126-129, Youcat 398*.

**Differentiation and extension**

Higher ability students could do more research on pacifism and Church teachings. Less able students might be given a few cases of pacifists and papal teachings via cloze passages.

**Resources**

* Copies of biblical texts eg Matthew 5:9, 39, Matthew 26:51-53.
* Papal and Church documents eg *Pacem in Terris 126-129, Youcat 398*.

**Lesson 11**

**Topic**

Religion and conflict in the 21st century.

**Specification content**

To look at the role of religion in conflicts in the 21st century, including responses to the victims of war.

**Learning outcomes**

Students will have knowledge and understanding of the efforts made by Catholics and Catholic organisations to both bring an end to conflict and to help those who are suffering as a result of conflict.

**Possible teaching and learning activities**

Students could examine reasons why Catholics feel it is their duty to both bring an end to conflict and to help those who are suffering as a result of conflict. They can then research a religious believer or organisation that helps to bring about peace or help those who are suffering as a result of conflict. Each student could produce a leaflet on their chosen individual and distribute it among the group, or complete a report to the rest of the group.

**Differentiation and extension**

Lower ability students might be given more precise direction regarding who to research and where to find the material.

**Resources**

Resource material on religious believers or organisations that help to bring about peace or help those who are suffering as a result of conflict.

**Lesson 12**

**Topic**

Religious responses to terrorism as a form of warfare.

**Specification content**

Biblical and contemporary Catholic perspectives on terrorism as a mode of conflict. Different perspectives, religious and non-religious, such as atheist or humanist, in contemporary British society on terrorism.

**Learning outcomes**

Students will appreciate different arguments about the use of terrorism as a form of conflict.

**Possible teaching and learning activities**

Students could define what terrorism is and be asked to produce a list of recent examples of terrorist activities. This could lead to discussion of why people feel that terrorism is a justified form of conflict. This could lead to the examination of biblical passages (eg Romans 12:9, 13:1-2, 1 Maccabees 2;44-48) and Church teachings eg *Catechism of the Catholic Church 2297*. There could be comparison with the responses of other religious and non-religious groups to the threat and use of terrorist actions.

**Differentiation and extension**

Higher ability students could focus more on theories as to why some people commit acts of terrorism and theories regarding how to prevent against the use of terrorism, strengthening their comments with recent examples, obtained through research. Less able students might be given a few recent reports of terrorist activities and be led through discussion to understand the underlying theories.

**Resources**

* Copies of texts such as Romans 12:9, 13:1-2, 1 Maccabees 2;44-48) and Church teachings eg *Catechism of the Catholic Church 2297.*
* Reports of recent terrorist activities.

**Lesson 13**

**Topic**

Torture, radicalisation and martyrdom.

**Specification content**

Catholic views on the use of torture, radicalisation and martyrdom. How these compare with other religious and non-religious attitudes to these issues.

**Learning outcomes**

Students will appreciate different views on the issues of torture, radicalisation and martyrdom.

**Possible teaching and learning activities**

Students could be sensitively introduced to each of the terms; torture, radicalisation and martyrdom. For each one they could be given a definition and consider recent cases where each of these has occurred. They could look at arguments regarding each issue, then examine brief Church teachings about each eg *Catechism of the Catholic Church 2279, Youcat* page 248. They could examine other religious and non-religious responses, possibly through appropriate newspaper articles.

**Differentiation and extension**

Higher ability students could focus more on the to prevent the use of torture, radicalisation and martyrdom, strengthening their comments with recent age appropriate examples, distributed by the teacher. Less able students might be given a few age appropriate recent reports of torture, radicalisation and martyrdom and be led through discussion to understand the underlying theories.

**Resources**

* Appropriate newspaper articles.
* Copies of Church teachings eg *Catechism of the Catholic Church 2279, Youcat* page 248.

**Lesson 14**

**Topic**

Conflict resolution and peace-making.

**Specification content**

Catholic perspectives on conflict resolution and peace-making. The work of two Christian organisations active in conflict resolution and peace-making, including examples of non-violent resistance from within and beyond the Catholic tradition.

**Learning outcomes**

Students will gain knowledge of Catholic perspectives on conflict resolution and peace-making. They will understand the work of two Christian organisations active in conflict resolution and peace-making, including examples of non-violent resistance from within and beyond the Catholic tradition.

**Possible teaching and learning activities**

Students could summarise Catholic attitudes to conflict resolution and peace-making. This will act as a foundation for research on either one or two Christian organisations (depending on how successful the group is at sharing researched information) eg Pax Christi, the Justice and Peace Commission, The Community of the Cross of Nails (which started from Coventry Cathedral) active in conflict resolution and peace-making. Students should be able to assess the effectiveness and value of the chosen organisation and its efforts. They should also include research on examples of non-violent resistance from within and beyond the Catholic tradition.

**Differentiation and extension**

Higher ability students could be given more freedom in the form of the research. Lower ability students might need very clear directives.

**Resources**

* Exam questions.
* Mark scheme and levels of response.

**Lesson 15**

**Topic**

Examination practice.

**Specification content**

To look at possible questions on the topic of Religion, Peace and Conflict.

**Learning outcomes**

Students will gain knowledge of how to answer exam questions and improve their answering technique.

**Possible teaching and learning activities**

* Students might attempt to answer various questions. This could be done in various ways eg write one sentence and then pass it on to the next person to complete the second, and so on. After an appropriate number, some answers could be read to the class. Using the levels of response, the completed work could be graded and the reasons for the marks awarded given.
* The individual students could entirely answer some questions. Instant feedback could be given if some of the answers are read out.
* Some could be collected in by the teacher for marking.

**Differentiation and extension**

The questions asked could be chosen as appropriate for the ability of the students attempting them.

**Resources**

* Exam questions.
* Mark scheme and levels of response.