Scheme of work

**Component 2: Perspectives on faith**

**Section B: Theme C Religion, human rights and social justice**

**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 |
| [The dignity of all people](#the_dignity) | 3 |
| [Human rights](#human_rights) | 4 |
| [Rights and responsibilities](#rights_and_responsibilities) | 5 |
| [Wealth and the stewardship of wealth](#wealth_and_stewardship) | 6 |
| [Wealth creation, exploitation and human trafficking](#wealth_creation) | 7 |
| [Wealth, materialism and greed](#wealth_materialism) | 8 |
| [Wealth and chosen poverty](#wealth_and_chosen_poverty) | 9 |
| [Action against poverty](#action_against_poverty) | 10 |
| [Actions on poverty](#actions_on_poverty) | 11 |
| [Christian Aid agencies](#christian_aids_agencies) | 12 |
| [Prejudice and discrimination](#predjudice_and_discrimination) | 13 |
| [Equality and justice](#equality_and_justice) | 14 |
| [Prejudice and discrimination within religion](#p2) | 15 |
| [The promotion of tolerance and racial equality and support for victims](#p3) | 16 |
| [Examination practice](#examination_practice) | 17 |

## Version 2.0

September 2023

**Lesson 1**

**Topic**

The dignity of all people.

**Specification content**

Foundational biblical teaching on the dignity of all people because they are created in the image of God. The concept of ‘loving thy neighbour’. Catholic attitudes to the freedom of religion and belief.

**Learning outcomes**

Students will be able to understand what the Bible teaches about the dignity of all people because they are created in the image of God. They will understand how the concept of ‘loving thy neighbour’ applies to respecting human dignity. They will understand Catholic attitudes to the freedom of religion and belief.

**Possible teaching and learning activities**

Mind map based on the words ‘human dignity’. This could lead to an examination of important biblical passages and concepts that underlie the idea of human dignity, including being made in the image of God (Genesis 1:27), the importance of the incarnation for human dignity, all beings saved in Christ (Colossians 3). They could give examples of how ‘loving thy neighbour’ (Mark 12:31) can be shown in actions that support human dignity They should discuss how freedom of religion and belief is an integral part of what an individual is. They could examine modern situations or countries where religious freedom is limited and examine the justification for this. They could apply Church teachings eg *Dignitatis Humanae 2, 7*.

**Differentiation and extension**

More able students could be given the teachings and be required to summarise the meaning themselves. Less able students could be given the teachings and clues to help them understand the meaning.

**Resources**

Copies of religious quotes eg Genesis 1:27, Colossians 3, Mark 12:31 and *Dignitatis Humanae 2, 7*.

**Lesson 2**

**Topic**

Human rights.

**Specification content**

Catholic understanding of human rights, and their importance for human dignity, set out in *Gaudium et Spes 26.*

**Learning outcomes**

Students will be able to understand what the Church teaches about human rights, and their importance for human dignity, with particular reference to *Gaudium et Spes 26.* They will be able to appreciate the similarities and differences in human rights between Catholics, other religious and non-religious groups eg atheists or humanists, including reference to the UN Declaration of Human Rights.

**Possible teaching and learning activities**

Students could be asked to draw up a list of what they think are important as human rights and then compare them to what appears in *Gaudium et Spes 26.* Students could also compare both lists with Matthew 25:31-46. Students could select a couple of human rights and give examples of how denying these rights would undermine the dignity not only of individuals but of the whole society. They could then compare the teaching in *Gaudium et Spes 26* with the UN Declaration of Human Rights or lists from other religious or non-religious groups. They could examine the underlying justification for these teachings eg does the acknowledged belief in God as the Creator bestow any more validity to the Church’s list than it does to those groups who just claim that these are an integral part of human dignity without any reference to an ultimate authority?

**Differentiation and extension**

More able students could be given the materials to do the comparison themselves. Less able students could be given a selection of rights and use these as a focus for the whole topic.

**Resources**

*Gaudium et Spes 26*, Matthew 25:31-46, UN Declaration of Human Rights or lists from other religious or non-religious groups.

**Lesson 3**

**Topic**

Rights and responsibilities.

**Specification content**

Beliefs about how rights are linked to responsibilities, including the duty to protect the rights of others.

**Learning outcomes**

Students will have to appreciate how the idea of human rights is inevitably linked with the idea of human responsibilities. They will understand how this works in practice in everyday life.

**Possible teaching and learning activities**

Students could look at a selection of human rights and be asked whether it is possible for these to apply to only one person? This could lead onto a discussion about how human rights are protected, which should raise the issue of human responsibilities and the limitations on human rights where two different rights might collide eg the freedom to live without fear and the freedom of speech. Students could study some Church teachings on this topic eg *Pacem in Terris 28-30, The Common Good 30.* Students could be presented simple examples of human rights for them to draw up the list of their own corresponding responsibilities in their own lives.

**Differentiation and extension**

More able students could make the links between rights and responsibilities themselves. Less able students could be given a mix and match exercise between rights and responsibilities to introduce the topic.

**Resources**

Copies of Church teachings on this topic eg *Pacem in Terris 28-30, The Common Good 30*.

**Lesson 4**

**Topic**

Wealth and the stewardship of wealth.

**Specification content**

Catholic teachings on the responsibilities of wealth and the duty of stewardship of wealth. Contrast these views with those of other religious and non-religious groups, like humanists or atheists in contemporary British society.

**Learning outcomes**

Students will have knowledge and understanding of Catholic teachings on the responsibilities of wealth. They will be able to appreciate the duty of stewardship of wealth. They will be able to contrast these views with those of other religious and non-religious groups, like humanists or atheists in contemporary British society.

**Possible teaching and learning activities**

Students could create a group definition of wealth. They could be asked if they are wealthy, and what criteria they would use to decide. They could be presented with some biblical quotes, eg Mark 6;8-9, Matthew 25:14-30, 1 John 3:17, Luke 16:19-31, to comment on the Christian attitude to wealth. They could refresh the term ‘stewardship’ and be asked for the meaning and examples of stewardship of wealth. They could be presented with some Church teachings eg *Gaudium et Spes 36, Evangelii Gaudium 188-189.*  They could examine other approaches to wealth from religious and non-religious groups, to contrast with the Catholic position.

**Differentiation and extension**

* Higher ability students could be encouraged to find biblical and Church teachings for themselves.
* Less able students might be presented with these teachings through cloze passages.

**Resources**

Selection of some biblical quotes, eg Mark 6;8-9, Matthew 25:14-30, 1 John 3:17, Luke 16:19-31 and Church teachings eg *Gaudium et Spes 36, Evangelii Gaudium 188-189.*

**Lesson 5**

**Topic**

Wealth creation, exploitation and human trafficking.

**Specification content**

Catholic teaching about wealth creation, including exploitation of the poor and human trafficking. Contrast these views with those of other religious and non-religious groups, like humanists or atheists in contemporary British society.

**Learning outcomes**

Students will understand what the Catholic Church teaches about wealth creation, including exploitation of the poor and human trafficking. They will be able to contrast these views with those of other religious and non-religious groups. Like humanists or atheists in contemporary British society.

**Possible teaching and learning activities**

Students could start by defining the term ‘wealth creation’. They could be asked to examine why this is important and if there are any limits to what should be allowed to create wealth. They could be introduced to biblical passages about wealth creation and stewardship eg Genesis 41, 1 Thessalonians 3:10-12. They could do some research on human exploitation and look at the arguments for and against this. They could be introduced to the idea of human trafficking and be asked to consider this in the light of the earlier lesson on human rights. Church teachings could be presented eg *Catechism of the Catholic Church 2428, Evangelii Gaudium 207*. They could compare these teachings with those from other religious and non-religious groups.

**Differentiation and extension**

Higher ability students could link these three ideas together and examine more general principles. Lower ability students would probably benefit from doing wealth creation, including exploitation of the poor and human trafficking as separate, though related, topics.

**Resources**

* Biblical passages about wealth creation and stewardship eg Genesis 41, 1 Thessalonians 3:10-12.
* Church teachings eg *Catechism of the Catholic Church 2428, Evangelii Gaudium 207*.

**Lesson 6**

**Topic**

Wealth, materialism and greed.

**Specification content**

Catholic attitudes to wealth, materialism and greed, including valuing others by the extent of their wealth and possessions. Contrast these views with those of other religious and non-religious groups, like humanists or atheists in contemporary British society.

**Learning outcomes**

Students will understand different attitudes to wealth, materialism and greed, including valuing others by the extent of their wealth and possessions. They will be challenged to consider their own attitudes and values on these issues.

**Possible teaching and learning activities**

Students could define wealth, materialism and greed. They could examine ways in which these are seen as important by various groups in Britain, both religious and non-religious. They could examine a number of either named individuals or professions and be asked to comment on their relative value, materially and as contributors to society. They could present these attitudes in the light of Christian teachings, both biblical and Church. They could be challenged to examine how important material things and greed are in their own lives.

**Differentiation and extension**

Higher ability students could focus more on the underlying theories. The less able students might examine this more closely through specific cases.

**Resources**

A series of either named individuals or professions chosen in order to comment on their relative value, materially and as contributors to society.

**Lesson 7**

**Topic**

Wealth and chosen poverty.

**Specification content**

The wealth of the Church. Christian beliefs about the need to sacrifice wealth and possessions to enter the Kingdom of Heaven.

**Learning outcomes**

Students will understand different attitudes to the wealth of the Church. They will know about Christian beliefs for the need to sacrifice wealth and possessions to enter the Kingdom of Heaven and will appreciate why some individuals choose to take a vow of poverty.

**Possible teaching and learning activities**

Students could give examples of the wealth of the Church. They can be asked to consider the Church’s need for wealth in its role as supporter and provider. They could be asked to produce sensible alternatives to the wealth of the Church, including how to deal with treasures that have accumulated over the centuries, in their multiple forms. They could be presented with biblical quotes about the call for poverty eg Matthew 19:21. They could do a study of one of the religious orders that take the vow of poverty seriously eg Poor Clares, and the reasons for this vow and the effects on the lives of the people who take this vow.

**Differentiation and extension**

Higher ability students could focus more on the underlying theories. The less able students might examine this more closely through specific cases.

**Resources**

* Copies of biblical quotes about the call for poverty eg Matthew 19:21.
* Research material the religious orders that take the vow of poverty seriously eg Poor Clares.

**Lesson 8**

**Topic**

Action against poverty.

**Specification content**

Catholic teachings about the Christian duty to act against poverty and the causes of poverty; the Preferential Option for the Poor (*Evangelii Gaudium 198)*.

**Learning outcomes**

Students will know the Catholic teaching about their Christian duty to act against poverty and the causes of poverty. They will understand the importance of the Preferential Option for the Poor in the light of *Evangelii Gaudium 198*.

**Possible teaching and learning activities**

* Students could create a list of the reasons that poverty is a bad thing for society. They should then study these ideas in the light of Catholic teaching about the sanctity of life and humans being in the image of God. The term ‘Preferential Option for the Poor’ could be introduced and students could be asked to draw up reasons why this is a good idea and why some people might disagree with it. They could then read *Evangelii Gaudium 198* and review their recent thoughts in the light of this and other papal teachings.
* They could practice an AO1 question on this topic.

**Differentiation and extension**

Higher ability students could start by examining the idea of the ‘Preferential Option for the Poor’ and include the study of the effects of poverty among the whole topic. The less able students might focus more on what poverty does and through this be asked how to help poor people, leading to a discussion of the Preferential Option for the Poor.

**Resources**

Copies of *Evangelii Gaudium 198.*

**Lesson 9**

**Topic**

Actions on poverty.

**Specification content**

Christian views about, and actions on, poverty, including issues related to giving money to the poor. Contrast these views with those of other religious and non-religious groups, like humanists or atheists in contemporary British society, including who should have responsibility for helping those in poverty, and the responsibilities of those living in poverty to help themselves overcome the difficulties they face.

**Learning outcomes**

Students will gain an appreciation of Christian views about, and actions on, poverty, including issues related to giving money to the poor. They will understand contrasting views on who should have responsibility for helping those in poverty, and the responsibilities of those living in poverty to help themselves overcome the difficulties they face.

**Possible teaching and learning activities**

Students could draw up lists of ways to help poor people, both locally and internationally. They could go through these lists, examining the strengths and weaknesses of each method. They could debate whether it is more effective to donate directly to the poor person, support the work of an officially recognised aid agency, or focus on challenging the root causes of poverty. They could examine the efforts of Fairtrade to reduce poverty. They could examine arguments for and against the idea that it is the duty of poor people to get themselves out of poverty, including studying different religious and non-religious views on this issue.

**Differentiation and extension**

Higher ability students could do research on various projects that have taken place to see their effectiveness in helping to reduce poverty and its causes. The less able students might focus specific examples and through these be led to understand the underlying ideas.

**Resources**

Examples of actions on poverty, including Fairtrade.

**Lesson 10**

**Topic**

Christian Aid agencies.

**Specification content**

Christian action against poverty, and the causes of poverty, as an expression of Christian values: the work of CAFODCAFOD or Christian Aid.

**Learning outcomes**

Students will gain understand how Christian action against poverty, and the causes of poverty, is an expression of Christian values. They will appreciate the work of CAFOD or Christian Aid as an example of this.

**Possible teaching and learning activities**

Students could do a research project on either CAFOD or Christian Aid, examining both the underlying intentions of the agency to put Christian principles into action and specific projects that they get involved in and the effects of their project support.

**Differentiation and extension**

Higher ability students could do wider research. The less able students might be given specific questions about the work of CAFOD or Christian Aid or told to look at specific aspects of their work.

**Resources**

Research material on CAFOD or Christian Aid.

**Lesson 11**

**Topic**

Prejudice and discrimination.

**Specification content**

Christian teachings against racial prejudice and discrimination and about how the worth of the individual should be judged. Contrast these views with those of other religious and non-religious groups, like humanists or atheists in contemporary British society.

**Learning outcomes**

Students will have knowledge and understanding of Christian teachings against racial prejudice and discrimination. They should appreciate how the worth of the individual should be judged.

**Possible teaching and learning activities**

Students could define the words ‘prejudice’ and ‘discrimination’. They can look at Christian teaching about the dignity of all people, made in the image of God, loved by God and redeemed by Christ. They can be challenged to explain fully what these teachings mean from the point of racial prejudice and discrimination. They could be given Church teachings eg *Catechism of the Catholic Church 1946, 1947, Evangelium Vitae 34.* They could be asked to draw up a list of how the worth of the individual should be judged and then challenged about the criteria they have used that might lead to prejudice or discrimination. They could contrast these views with those of other religious and non-religious groups, like humanists or atheists, in contemporary British society.

**Differentiation and extension**

Higher ability students could focus on the theories against prejudice and discrimination. The less able students might focus on specific examples of prejudice and discrimination.

**Resources**

* Church teachings eg *Catechism of the Catholic Church 1946, 1947, Evangelium Vitae 34.*
* Specific examples of prejudice and discrimination.

**Lesson 12**

**Topic**

Equality and justice.

**Specification content**

Christian teaching about the ideals of equality and justice. Contrast these views with those of other religious and non-religious groups, like humanists or atheists in contemporary British society, related to racial discrimination, including positive action, especially those based on the ideals of equality and justice.

**Learning outcomes**

Students will know Christian teaching about the ideals of equality and justice. They will be able to contrast these views with those of other religious and non-religious groups related to racial discrimination, including positive action.

**Possible teaching and learning activities**

Students could discuss how the ideals of equality and justice go against any form of prejudice or discrimination. They could be given biblical and Church quotes to include in their discussions eg Genesis 1:27, Acts 10:34, Colossians 3:11, *Youcat 330*.Students could examine the term ‘positive action and be asked to come up with some examples of it. They could then discuss whether positive action is a suitable method to counter negative discrimination, particularly based on the ideals of equality and justice.

**Differentiation and extension**

Higher ability students could focus on the ideals of equality and justice. The less able students might focus on specific examples of positive action and negative impacts of prejudice and discrimination.

**Resources**

Biblical and Church quotes eg Genesis 1:27, Acts 10:34, Colossians 3:11, *Youcat 330*.

**Lesson 13**

**Topic**

Prejudice and discrimination within religion.

**Specification content**

Christian attitudes towards prejudice and discrimination within religion, with reference to gender and sexuality.

**Learning outcomes**

Students will know and understand Christian attitudes towards prejudice and discrimination within religion, with reference to gender and sexuality.

**Possible teaching and learning activities**

Students could be asked to draw up a list of examples of prejudice and discrimination within religion. They will probably include non-female ordination and intolerance of same-sex relationships. These topics could be examined more fully eg arguments for and against female ordination and the rights and dignity of gay people. Reference could be made to Church teachings eg *Catechism of the Catholic Church 2357, 2358.* This could lead to discussion of an essay question on this topic.

**Differentiation and extension**

Higher ability students could focus on underlying principles and how these are and should be expressed in practice. The less able students might do female ordination as one topic and the Church and same-sex relationships as another topic.

**Resources**

Copies of *Catechism of the Catholic Church 2357, 2358.*

**Lesson 14**

**Topic**

The promotion of tolerance and racial equality and support for victims.

**Specification content**

How Christianity actively promotes tolerance and racial equality and supports victims of racial prejudice.

**Learning outcomes**

Students will gain knowledge of how Christianity actively promotes tolerance and racial equality and supports victims of racial prejudice.

**Possible teaching and learning activities**

Students could do individual research on aspects of these topics and report back to the group so that the whole group will have material on all aspects.

**Differentiation and extension**

Lower ability students might need quite firm parameters to work within, possibly using writing frames and answering specific questions for which material is readily available.

**Resources**

Research material.

**Lesson 15**

**Topic**

Examination practice.

**Specification content**

To look at possible questions on the topic of Religion, human rights and social justice.

**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.