Stuart Bathurst Catholic High School

*College of Performing Arts*

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*General Religious Education NOCN*

*2011-2012*

Objective:

* Pupils will be entered for the NOCN accredited course entitled “General Religious Education.”
* Yr. 12 will be entered for Level 2
* Yr. 13 will be entered for Level 3
* Pupils class work and assessments must clearly meet the assessment criteria.

Aims of the Course:

* To gain a depth of knowledge and understanding of Catholic values and teachings on issues such as human rights, poverty and medical ethics.
* To enable students to reflect critically on ultimate questions of life and death, particularly in connection with euthanasia.
* To develop the skills of critical discussion and debate by considering different viewpoints within and outside of the Christian tradition.
* To encourage each student to explore, appreciate and respect both religious and ethical positions that exist within society.
* To create opportunities for students to explore and conclude between religious belief, personal faith and lived experience.

Teaching:

* Year 12 pupils will begin the level 2 course on the 5th October 2011, attending a one hour lesson every Wednesday morning at 9:10am.
* Year 13 Pupils will begin the level 3 course on the 7th December 2011, attending a one hour lesson every Wednesday morning at 9:10am.
* Year 12 staff delivering the course is: Miss LA Salkeld, Mrs K Greenhalgh, Mr S Summers.
* Year 13 staff delivering the course is: Mrs H Jones, Miss F Ward, Mr P Stamps.
* Staff will follow a scheme of work, using power points, video clips etc. to present information to the year group.
* Pupils will have exercise books to record notes and complete lesson activities in. These books must remain in procession of the teacher.

Marking:

* Tutors will asses and mark all work produced by pupils.
* Tutors will comment on work, demonstrating two positive aspects of the pupils work and one improvement needed.
* Tutors will also display throughout the pupils work where they have met the assessment criteria.

Assessment:

* **Year 12**

**Task 1**-Poverty- Write a 1000 word essay

*Explore and discuss the issue of poverty and apply the Catholic social teachings on this affair in conjunction with your own views and experiences.* **(1.1, 1.2, 2.1, 2.2, 3.2, 6.1, 8.1)**

**Task 2**- World Faith- Write a 1500 word essay

*Compare the views of* ***Three*** *Monotheistic religions, Christianity, Islam and Judaism on human rights and what this says about their attitudes to the meaning of life and death.* **(5.1, 2.1, 3.1, 3.2. 4.1, 2.2)**

**Task 3**- Human Rights- Write a 1000 word essay

*Prepare a biography on the “Life and times of Martin Luther King”. Highlighting his Christian beliefs, motivation and commitment to his faith in the fight for human rights.* **(1.2, 2.1, 2.2, 7.1, 4.1)**

**Task 4**- Learning to Love- 5 minute Presentation

Prepare a presentation about the Jesus’s two greatest commandments and how this relates to human rights and your own person experiences. **(8.1, 7.1, 6.1, 1.2, 3.2)**

* **Year 13**

Task 1-

Task 2-

Task 3-

Task 4-

Pupil Progress:

* Pupil’s progress will be recorded on a spread sheet given to every tutor.
* Tutors will keep track on all assignment submission, resubmissions and activities completed in class.
* When a pupil completes a task and shows evidence that they have met the assessment criteria for a specified level (e.g. 4.1) this will be recorded on their template.
* Pupils will have the opportunity to constantly resubmit their work giving them the opportunity to edit and improve their work to achieve all the assessment criteria to a high level.

Deadlines:

* Year 12 Assignment 1- Due 27th December 2011
* Year 13 Assignment 1- Due 4th January 2012
* Year 12 Assignment 2- Due 18th January 2012
* Year 13 Assignment 2- Due 8th February 2012
* Year 12 Assignment 3- Due 22nd February 2012
* Year 13 Assignment 3- Due 7th March 2012
* Year 12 Assignment 4- Due 21st March 2012
* Year 13 Assignment 4- Due 4th April 2012
* **All work must** be submitted by **Easter 11th April 2012**, so that marking and moderation can take place.

Recourses:

* Scheme of work
* Planned lessons per every lesson, covering a range of teaching and learning styles, differentiation.
* Relevant worksheets, videos and music clips.
* All available in RE3

Year 12: The course will be offered at Level 2 and will fulfil the following criteria.

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| Learning Outcomes | Assessment Criteria |
| Students Will: | Students Can: |
| 1. Develop an understanding of spirituality, theology and ethics.
 | **1.1** Discuss the nature of spirituality, theology and ethics and how they link and manifest in society today.**1.2** Explain a current affair issue by using spiritual and ethical principles. |
| 1. Understand the demands of religious commitment in everyday life.
 | **2.1** Describe how a religious commitment is demonstrated in everyday life.**2.2** Evaluate some of the demands of religious commitment. |
| 1. Reflect on questions of life
 | **3.1** Compare how the meaning of life and death are explained in at least two religious traditions.**3.2** Discuss how this relates to their own understanding. |
| 1. Understand methods of engaging in religious practice.
 | **4.1** Describe key elements of practice within religious faith. |
| 1. Understand different faith traditions within contemporary society.
 | **5.1** Describe elements of three faith traditions commonly observed in contemporary society. |
| 1. Develop their own faith position.
 | **6.1** Explain their individual position with regards to two key issues within religious debate. |
| 1. Understand the relationship between religious belief, personal faith and lived experience.
 | **7.1** Describe a relationship between religious belief, personal faith and lived experience in a specific context. |
| 1. Develop skills to be able to respond to opportunities and responsibilities of life experiences.
 | **8.1** Describe their use of theological and ethical thinking as a response to their own personal experience. |

Year 12 will focus on:

* Issues concerning Human Rights.
* Examples of human right issues across the world
* The way the Catholic church should promote human rights
* Examples of Christians who have fought and made sacrafices for human rights.
* Look at CAFOD, Martin Luther King, and catholic social teaching on human rights.
* Pupils will complete three essays and one presentation.

Assignment Frameworks Year 12:

**Assignment 1 Year 12**

*Explore and discuss the issue of poverty and apply the Catholic social teachings on this affair in conjunction with your own views and experiences.* **(1.1, 1.2, 2.1, 2.2, 3.2, 6.1, 8.1)**

Paragraph 1-Explain the Catholic teachings on poverty

Paragraph 2- Discuss an example

Paragraph 3-Idenity ways of tackling poverty such as CAFOD

Paragraph 4- Explain cause and effect of poverty

Paragraph 5- Discuss different types of poverty and how this is visible in the area you live or experience.

Paragraph 6- Explain the cause and effect of poverty in developing countries.

Paragraph 6- Conclude on views

**Assignment 2 Year 12**

*Compare the views of* ***Three*** *Monotheistic religions, Christianity, Islam and Judaism on human rights and what this says about their attitudes to the meaning of life and death.* **(5.1, 2.1, 3.1, 3.2. 4.1, 2.2)**

Paragraph 1-Explain the key concepts and beliefs of Christianity and views on human rights.

Paragraph 2- Explain the key concepts and beliefs of Islam and views on human rights.

Paragraph 3- Explain the key concepts and beliefs of Judaism and views on human rights.

Paragraph 4-Compare and contrast all three religions about their view about life.

Paragraph 5-Compare and contrast all three religions about their view about death.

Paragraph 6- How does each religion show commitment everyday through practice and worship.

Paragraph 7- Conclude how you think that these religions are contributing to human rights overall.

**Assignment 3 Year 12**

*Prepare a biography on the “Life and times of Martin Luther King”. Highlighting his Christian beliefs, motivation and commitment to his faith in the fight for human rights.* **(1.2, 2.1, 2.2, 7.1, 4.1)**

Paragraph 1-Explain what religion MLK was and what he believed in.

Paragraph 2- Explain what upbringing he had and how this might have influenced his beliefs.

Paragraph 3-Explain what events and incidents motivated his actions.

Paragraph 4-Explain some of the key events in his life

Paragraph 5- Explain how his motivation demonstrates commitment to his cause and religious beliefs.

Paragraph 6- How has society changed due to his commitment and fight for human rights across the world.

**Assignment 4 Year 12**

Prepare a presentation about Jesus’s two greatest commandments and how this relates to human rights and your own person experiences.

 **(8.1, 7.1, 6.1, 1.2, 3.2, 1.1)**

Start- Explain the two commandments. Set the scene etc.

Middle 2- How can this be related to today’s society? Own experience and scenario.

Activity 3- What are the issues we are faced with?

End 4- Plan forward

Year 13: The course will be offered at Level 3 and will fulfil the following criteria.

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| Learning Outcomes | Assessment Criteria |
| Students Will: | Students Can: |
| 1. Develop an understanding of spirituality, theology and ethics. | **1.1** Compare and contrast the nature of spirituality, theology and ethics in how they manifest in society today. **1.2** Critically discuss a current affair issue by using spiritual and ethical principles. |
| 2. Understand the demands of religious commitment in everyday life. | **2.1** Critically discuss the demands of religious commitment in everyday life. |
| 3.Reflect on questions of life | **3.1** Evaluate how the meaning of life and death are explained in at least two religious traditions. * 1. Relate their own beliefs regarding some questions of life to one religious tradition.
 |
| 1. Understand methods of engaging in religious practice.
 | **4.1** Describe key elements of practice within religious faith. |
| 1. Understand different faith traditions within contemporary society.
 | **5.1** Compare and contrast elements of three faith traditions commonly observed in contemporary society.  |
| 1. Develop their own faith position.
 | **6.1** Justify their individual position with regards to a key issue within religious debate.  |
| 1. Understand the relationship between religious belief, personal faith and lived experience.
 | **7.1** Critically discuss relationship and tensions between religious belief, personal faith and lived experience in a specific context.  |
| 1. Use theological and ethical thinking skills to be able to respond to opportunities and responsibilities of life experiences.
 | **8.1** Apply theological and ethical thinking skills to develop ad evaluate a plan to respond to some likely life experiences in the near future.  |

Year 13 will focus on:

* Ethical issues, particularly focusing on Catholic ethics.
* The sanctity of life.
* Debates and issues of Euthanasia and abortion.
* Understanding of what guides Catholics in their ethical beliefs and decisions.
* Students will present three essays and one presentation.

Assignment Frameworks Year 13:

**Assignment 1 Year 13**

Paragraph 1-

Paragraph 2-

Paragraph 3-

Paragraph 4-

**Assignment 2 Year 13**

Paragraph 1-

Paragraph 2-

Paragraph 3-

Paragraph 4-

**Assignment 3 Year 13**

Paragraph 1-

Paragraph 2-

Paragraph 3-

Paragraph 4-

**Assignment 4 Year 13**

Starter 1-

Middle 2-

Activity 3-

End 4-