

FURTHER DIMENSIONS

**how religious education may
contribute to
citizenship
and
personal, social and health
education
at key stages 3 and 4
and post-16**

Further Dimensions:
how religious education may contribute to
citizenship and personal, social and health
education at key stages 3 and 4 and post-16

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Further Dimensions: how religious education may contribute to citizenship and personal, social and health education at key stages 3 & 4 and post-16

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FOREWORD

Statement by Chairs of Somerset and North Somerset SACREs

According to the Education Act of 2002, a balanced and broadly based curriculum is one which (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life (78.1).

The Department for Education and Skills (DfES) has also stated its commitment to 'education with character'¹ and has specifically mentioned certain subject areas as offering a particularly important contribution to this aim: citizenship, religious education, careers education, sex education, physical education and work-related learning. The DfES recognises that 'there is potential across these areas for greater co-ordination and cross-curriculum delivery than is often the case now'². This document, *Further Dimensions*, is a contribution to that aim. It builds on our previous publication, *Other Dimensions*, 2002, which described how religious education may contribute to personal, social and health education and citizenship at key stages 1 & 2.

We hope you will feel that this document will be of practical use as schools aim to promote high quality religious education which contributes to schools' provision of 'education with character' and to pupils' growth as healthy and well-balanced individuals, ready to play their part in the life of the school and community.

Because 'every child matters', it is the duty of those of us involved in their education to ensure that they have the opportunities to develop the knowledge, understanding and skills being recommended within the pages of this document.

Pauline Clarke
Chair, Somerset SACRE

Ian Peddlesden
Chair, North Somerset SACRE

¹ See, eg, DfES, 2002, Green Paper, *Choice and Excellence - A Vision for Post 14 Education*.

² DfES, *14-19: opportunity and excellence*, DfES 0744/2002, p.20.

**Somerset SACRE
North Somerset SACRE**

**Further Dimensions: how religious education may contribute to
citizenship and personal, social and health education
at key stages 3 and 4 and post-16**

Why you might need this document:

- to audit your current strengths in C&PSHE and decide future developments;
- to work out strategies for improving current provision;
- to establish links between RE and the C&PSHE curriculum;
- to engage colleagues, parents and governors in helping pupils learn in RE and C&PSHE;
- to engage pupils in assessment of their own progress in RE and C&PSHE;
- to prepare for Ofsted inspection or self-evaluation;
- to build up resources and a bank of good ideas to support teaching and learning in RE and C&PSHE.

IMPORTANT NOTE

The connections made in this document between Religious Education and Personal, Social and Health Education and Citizenship (C&PSHE) are based on *Awareness, Mystery and Value*, the Agreed Syllabus for Religious Education in Somerset, North Somerset and Bath & North East Somerset (AMV). The topics listed below, however, will be similar to those found in most RE syllabuses. It will be up to schools to decide whether the ideas for lessons connecting RE and C&PSHE contained in this publication fit the requirements of their own RE syllabus.

The **focus areas** listed here, and in the planning sheets of Section 2, refer to the 'areas of enquiry' listed in the Qualifications and Curriculum Authority (QCA)'s non-statutory guidance on religious education, 2000, and in the Non-Statutory National Framework for RE (NSNFRE), p. 36. The Somerset arrangement of these areas is as follows:

- A = Beliefs about the spiritual dimensions of life;
- B = Religious practices and lifestyles;
- C = Ways of expressing religious beliefs, ideas and feelings;
- D = Human identity, personality and experience;
- E = The world in which we live;
- F = People's values and commitments.

Overview of the **Key Stage 3** Study Units in *Awareness, Mystery and Value: the Agreed Syllabus for Religious Education in Somerset, North Somerset and Bath & North East Somerset (AMV)*:

Unit No.	Unit Title	Focus Areas
1	Experience and Belief	A & D
2	Human Beings and the Environment	B & E
3	Where's the Answer?	C & F
4	Belonging, Belief and Identity	B & D
5	Life's Journeys	C & E
6	Keeping the Rules	A & F
7	Expressions of Belief	C & D
8	What do People Believe?	A & E
9	What's to be Done?	B & F

For **Key Stage 4**, examples have been selected based on common themes in the GCSE Short Course specifications.

For **Post-16 students**, examples have been selected in relation to the guidance provided in AMV, 2004, pp. 90-94, 195-198.

i INTRODUCTION

Religious education (RE), citizenship (Cz) and personal, social and health education (PSHE) are separate but complementary subjects of the school curriculum. Each has its own aims and objectives, which should be shared with learners at appropriate times.

Teaching in these subjects is best, according to Ofsted reports, where knowledgeable and enthusiastic teachers engage learners in the questions and issues presented through the appropriate programmes of study, relate these questions and issues to the learners' own interests and concerns, and provide challenges for learners to improve their knowledge, skills and understanding in relation to particular subject criteria. There are opportunities within the curriculum, however, for *joint* approaches to certain topics, where learners will benefit from the insights offered through the varied perspectives of RE, Citizenship and PSHE.

The focus of the materials presented here is to provide schools with guidelines and practical examples to *support* effective teaching and learning in citizenship and personal, social and health education (C&PSHE) through religious education.

In terms of RE, it is worth noting that the new Non-Statutory National Framework for RE (NSNFRE), 2004, lends support to schools wishing to make connections between RE, Citizenship and PSHE:

'Religious education play a significant part in promoting **citizenship** through:

- developing pupils' knowledge and understanding about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- enabling pupils to think about topical spiritual, moral, social and cultural issues including the importance of resolving conflict fairly
- exploring the rights, responsibilities and duties of citizens locally, nationally and globally
- enabling pupils to justify and defend orally, and in writing, personal opinions about issues, problems and events.

'Religious education plays a significant part in promoting **personal, social and health education** through pupils:

- developing confidence and responsibility and making the most of their abilities by learning about what is fair and unfair, right and wrong and being encouraged to share their opinions
- developing a healthy, safer lifestyle by learning about religious beliefs and teachings on drug use and misuse, food and drink, leisure, relationships and human sexuality, learning about the purpose and value of religious beliefs and sensitivities in relation to sex education and enabling pupils to consider and express their own views

- developing good relationships and respecting the difference between people by learning about the diversity of different ethnic and religious groups and the destructive power of prejudice, challenging racism, discrimination, offending behaviour and bullying, being able to talk about relationships and feelings, considering issues of marriage and family life and meeting and encountering people whose beliefs, views and lifestyles are different from their own' (p.15).

Further Dimensions explains how, in following the locally agreed syllabus for RE, *Awareness, Mystery and Value* (AMV), teachers can engage pupils in learning activities which contribute to C&PSHE requirements, as published in non-statutory guidance on PSHE for Key Stages 3 and 4, and in the national curriculum orders for citizenship at Key Stage 3 and 4.³

At Key Stage 3, the links with C&PSHE are drawn from the AMV programmes of study. At Key Stage 4, links with C&PSHE are made through the GCSE Short Course specifications and the Somerset Certificate of Religious Education (SCoRE).

For Post-16, links have been made between the suggestions for RE made in AMV and subsequent guidance of a Somerset SACRE working party.

The intention has been to show how C&PSHE aspects may be DEVELOPED through the medium of religious education, not just covered 'by the way'. Of course, some units of AMV provide stronger links than others – and there are some learning opportunities in AMV which are not exemplified in terms of links with the C&PSHE requirements. It is also the case that some of the examples of suggested learning activities do not contain links to specifically religious material – this is in keeping with the philosophy of the agreed syllabus, which contains links to broader aspects of human experience, not just links with specific religious traditions.

The working parties have not attempted to cover every single one of the C&PSHE requirements, and even where links are indicated, it will be for schools to judge whether there are other aspects of the curriculum and of school life which may make the links more secure. The intention, in any case is to prompt your thinking in relation to the school's whole approach to C&PSHE and to point to existing materials which support this aim (especially in Section 5).

The working parties recommend that, in addition to the information supplied in this document, schools should engage in an audit of the C&PSHE requirements in order to see where aspects need to be 'delivered' in the curriculum and in the life of the school (see Section 1). Simply because a link is made once in RE does not prevent a revisit of the C&PSHE aspect in other areas of school life.

³ These requirements are available in full via the QCA website at:
<http://www.qca.org.uk/ca/subjects/citizenship/> and <http://www.qca.org.uk/ca/subjects/pshe.>

ii USING THE MATERIALS

SECTION	USE
<p>SECTION 1: Auditing your schools current provision for Citizenship and PSHE, with questions to guide schools in developing links between RE, Citizenship and PSHE.</p> <p style="text-align: center;">Page 29</p>	<p>Use this section to help you:</p> <ul style="list-style-type: none"> a) conduct an audit of your school's current curriculum provision against the requirements for C&PSHE; b) work out your school's current strengths in C&PSHE; c) work out strategies for improving current provision; d) engage colleagues, parents and governors in helping pupils learn in RE and C&PSHE; e) develop a model for engaging pupils in assessment of their progress in RE and C&PSHE; f) prepare for Ofsted inspection.
<p>SECTION 2: Links between Awareness, Mystery and Value (AMV) and Citizenship and PSHE programmes of study at Key Stages 3 and 4 and Post-16.</p> <p style="text-align: center;">Page 35</p>	<p>Use this section to help you work out:</p> <ul style="list-style-type: none"> a) how much of your current RE programme contributes directly to the requirements for C&PSHE; b) what you could realistically do to develop your RE programme to contribute more to C&PSHE; c) how much of the PSH&C requirements are NOT covered by your RE programme.
<p>SECTION 3: Worked examples: how RE may contribute to aspects of Citizenship and PSHE.</p> <p style="text-align: center;">Page 66</p>	<p>Use this section to help you:</p> <ul style="list-style-type: none"> a) develop your ideas for further links between RE and C&PSHE; b) engage colleagues in exciting co-operative projects!
<p>SECTION 4: Contributing to RE, Citizenship and PSHE through contacts with religious communities.</p> <p style="text-align: center;">Page 103</p>	<p>Use this section to help you:</p> <ul style="list-style-type: none"> a) decide on which visits and visitors would best support your programmes for RE and C&PSHE; b) set the RE and C&PSHE context for visiting speakers and visit leaders and guides.
<p>SECTION 5: Resources and websites for supporting the links between RE, Citizenship and PSHE.</p> <p style="text-align: center;">Page 107</p>	<p>Use this section to help you:</p> <ul style="list-style-type: none"> a) build up resources for RE and C&PSHE; b) build up a bank of good ideas to support teaching and learning in RE and C&PSHE.
<p>SECTION 6: RE, Citizenship and PSHE in the context of Healthy Schools.</p> <p style="text-align: center;">Page 112</p>	<p>Use this section to help you:</p> <ul style="list-style-type: none"> a) relate your approaches to RE and C&PSHE to your school's aims and ethos.

iii ATTAINMENT TARGETS FOR RE, CITIZENSHIP AND PSHE

The following descriptions describe the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught the relevant programme of study. The descriptions are designed to help teachers judge the extent to which their pupils' attainment relates to this expectation. The expectation at the end of key stage 3 is intended to match the level of demand in other subjects and is broadly equivalent to levels 5/6.

Religious Education end of key stage descriptions (AMV, 2004)

Key stage 3

Pupils identify some of the principal beliefs/ideas, practices, people, places and objects of the religions studied and explain how these make a difference to the lives of individuals and communities. They identify beliefs/ideas and practices shared by different religions. They identify and compare some of the ways in which believers express their principal belief and ideas.

Pupils articulate feelings associated with their own experiences of life. They express their own ideas about life on earth in the light of religious and other views. They express their own values and commitments and review them in the light of other people's values and commitments, including those held by people with a faith commitment. They provide some supportive arguments when articulating their own viewpoints.

Key stage 4

Pupils explain religious beliefs/ideas in relation to their contemporary relevance and practical application. They explain religious practices and life-styles in relation to their historical and cultural contexts. They understand that some central elements and history are shared by different religions. They explain the meanings of texts, language, figures of speech and symbolism in relation to the central beliefs of the religions being studied.

Pupils explain and compare religious, non-religious and their own views about human identity, personality and experience. They explain their own views on the nature and possible purposes of life on earth, in relation to the views of others. They use supporting arguments and evidence in explaining their own values and commitments in relation to religious and other teaching on contemporary issues. They are able to identify a range of influences on their own beliefs and values.

Citizenship end of key stage descriptions (National Curriculum, 2000)

Key stage 3

Pupils have a broad knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; provision of public services; and the criminal and legal systems. They show how the public gets information and how opinion is formed and expressed, including through the media. They show understanding of

how and why changes take place in society. Pupils take part in school and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and others.

Key stage 4

Pupils have a comprehensive knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; and the criminal and civil justice, legal and economic systems. They obtain and use different kinds of information, including the media, to form and express an opinion. They evaluate the effectiveness of different ways of bringing about change at different levels of society. Pupils take part effectively in school and community-based activities, showing a willingness and commitment to evaluate such activities critically. They demonstrate personal and group responsibility in their attitudes to themselves and others.

PSHE end of key stage descriptions

(DRAFT QCA Guidance, 2000, <http://www.qca.org.uk/11543.html>)

Key stage 3

Pupils can reflect on their achievements and strengths in all areas of their lives, and recognise their own worth. They show respect for differences between people. They can recognise and identify positive ways of managing strong emotions (*for example talking with a friend or teacher about their feelings on divorce or falling in love*).

They can plan realistic targets for key stage 4, and start relating career plans to qualifications and skills (*for example in their choice of course options*). They can demonstrate competency in managing their personal finances (*for example by joining a school saving scheme*).

Pupils understand how to stay physically and mentally healthy. They can make informed choices to maintain their health and well-being (*for example by being well-informed about alcohol, tobacco and legal and illegal drugs*). They can assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances. They have developed effective ways of resisting negative pressure, including from their peers (*for example knowing where to get help, showing resilience*).

Pupils recognise difference and diversity (*for example in culture, lifestyles or relationships*), and can demonstrate understanding and empathy towards others who live their lives in different ways. They can assertively challenge prejudice and discrimination (*for example that related to gender, race, disability, etc*). They can recognise and discuss the importance of relationships to sexual activity (*for example in terms of human reproduction, using contraception and sexually transmitted infections including HIV*) and to marriage, parenthood and family life. They know that relationships change over time, and how to negotiate within relationships (*for example agreeing a curfew time with a parent or carer*).

Key stage 4

Pupils can assess their personal qualities, skills and achievements and use them to set future goals (*for example in public performance, in challenging physical activities*). They can present themselves confidently and use praise and criticism effectively. They can identify the range of post-16 options available to them and can use careers advice and support networks to plan and negotiate their career pathways, setting realistic targets. They can use some of the financial tools and services available to them for managing their personal finances (*for example using bank machines, identifying different types of bank and savings accounts*).

Pupils can recognise the short- and long-term consequences of personal health choices and make decisions based on this knowledge. They know some of the causes, symptoms and treatments of mental and emotional health disorders such as stress and depression, including the link between eating disorders and self-image, and can identify strategies for preventing and addressing these. They can assess the risks and benefits associated with lifestyle choices such as sexual activity, and make safer choices based on this assessment. They know where to find professional health advice and are confident in seeking it (*for example from their GP or other support services*).

Pupils can recognise the diversity of ethnic and cultural groups. They can take the initiative in challenging and giving support in connection with offensive behaviour (*for example by seeking help from the appropriate authorities*). They can develop relationships with a range of adults (*for example during work experience*).

Pupils can talk about relationships, feelings and emotions, and can identify ways of managing these in connection with family events (*for example the arrival of a new baby or parental separation*). They understand the importance of different relationships and associated responsibilities, including those of marriage, parenthood and family life.

iv HOW RELIGIOUS EDUCATION MAY CONTRIBUTE TO THE REQUIREMENTS FOR CITIZENSHIP AND PSHE AT KEY STAGES 3 AND 4

The following charts show how, if the RE activities suggested in this document are followed, a **contribution** to the requirements for Citizenship and PSHE may be made. The National Curriculum orders for Citizenship are given first, followed by the PSHE Guidance.

It is important to note that neither the whole programme of agreed syllabus RE, nor the complete requirements for C&PSHE are ‘covered’ by adherence to the activities given here.

**Citizenship
Key stage 3**

Knowledge, skills and understanding

Knowledge and understanding about becoming informed citizens

1. <i>Pupils should be taught about:</i>	<i>Contributory RE activities in this document are found in units:</i>
a) the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people	6, 9
b) the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	2, 3, 4, 5, 7
c) central and local government, the public services they offer and how they are financed, and the opportunities to contribute	9
d) the key characteristics of parliamentary and other forms of government	-
e) the electoral system and the importance of voting	-
f) the work of community-based, national and international voluntary groups	2, 4, 9
g) the importance of resolving conflict fairly	4, 6, 7, 9
h) the significance of the media in society	4, 6, 7
i) the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations.	2, 4, 7, 8, 9

Developing confidence and responsibility and making the most of their abilities

2. <i>Pupils should be taught to:</i>	<i>Contributory RE activities in this document are found in units:</i>
a) think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources	2, 3, 4, 6, 7, 8, 9
b) justify orally and in writing a personal opinion about such issues, problems or events	3, 5, 8, 9
c) contribute to group and exploratory class discussions, and take part in debates.	3, 8

Developing skills of participation and responsible action

3. <i>Pupils should be taught to:</i>	<i>Contributory RE activities in this document are found in units:</i>
a) use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own	1, 2, 3, 4, 5, 6, 7, 8
b) negotiate, decide and take part responsibly in both school and community-based activities	2, 6
c) reflect on the process of participating.	1

**Citizenship
Key stage 4**

Knowledge, skills and understanding

Knowledge and understanding about becoming informed citizens

1. <i>Pupils should be taught about:</i>	<i>Contributory RE activities in this document are found in examples:</i>
a) the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems	2
b) the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding	2
c) the work of parliament, the government and the courts in making and shaping the law	2
d) the importance of playing an active part in democratic and electoral processes	2
e) how the economy functions, including the role of business and financial services	-
f) the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally	2
g) the importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion	2
h) the rights and responsibilities of consumers, employers and employees	-
i) the United Kingdom's relations in Europe, including the European Union, and relations with the Commonwealth and the United Nations	-
j) the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21.	-

Developing confidence and responsibility and making the most of their abilities

2. <i>Pupils should be taught to:</i>	<i>Contributory RE activities in this document are found in examples:</i>
a) research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics	2
b) express, justify and defend orally and in writing a personal opinion about such issues, problems or events	2
c) contribute to group and exploratory class discussions, and take part in formal debates.	2

Developing skills of participation and responsible action

3. <i>Pupils should be taught to:</i>	<i>Contributory RE activities in this document are found in examples:</i>
a) use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own	2
b) negotiate, decide and take part responsibly in school and community-based activities	-
c) reflect on the process of participating.	1

**Personal, Social and Health Education
Key Stage 3**

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. <i>Pupils should be taught:</i>	<i>Contributory RE activities in this document are found in units:</i>
a) to reflect on and assess their strengths in relation to personality, work and leisure	4
b) to respect the differences between people as they develop their own sense of identity	3, 4, 6, 7, 9
c) to recognise how others see them, and be able to give and receive constructive feedback and praise	3
d) to recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations	5
e) relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at key stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work	-
f) to plan realistic targets for key stage 4, seeking out information and asking for help with career plans	-
g) what influences how we spend or save money and how to become competent at managing personal money.	-

Developing a healthy, safer lifestyle

2. <i>Pupils should be taught:</i>	<i>Contributory RE activities in this document are found in units:</i>
a) to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way	-
b) how to keep healthy and what influences health, including the media	-
c) that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health	-

d)	basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs	-
e)	in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity	-
f)	to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel	-
g)	to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help	-
h)	basic emergency aid procedures and where to get help and support.	-

Developing good relationships and respecting the differences between people

3.	<i>Pupils should be taught:</i>	<i>Contributory RE activities in this document are found in units:</i>
a)	about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively	1, 4, 8, 9
b)	how to empathise with people different from themselves	1, 2, 3, 4, 5, 7, 9
c)	about the nature of friendship and how to make and keep friends	-
d)	to recognise some of the cultural norms in society, including the range of lifestyles and relationships	1, 4, 5, 7, 8, 9
e)	the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help	-
f)	about the role and importance of marriage in family relationships	5
g)	about the role and feelings of parents and carers and the value of family life	6
h)	to recognise that goodwill is essential to positive and constructive relationships	1, 6
i)	to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises	-
j)	to resist pressure to do wrong, to recognise when others need help and how to support them	1, 6
k)	to communicate confidently with their peers and adults.	-

Breadth of opportunities

<p>4. <i>During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:</i></p>	<p><i>Contributory RE activities in this document are found in units:</i></p>
<p>a) take responsibility [for example, for carrying out tasks and meeting deadlines such as taking assembly, running the school newspaper]</p>	<p>2</p>
<p>b) feel positive about themselves [for example, by taking part in a public performance]</p>	<p>-</p>
<p>c) participate [for example, in developing and putting into practice school policies about anti-bullying; in an action research project designed to reduce crime and improve personal safety in their neighbourhood]</p>	<p>-</p>
<p>d) make real choices and decisions [for example, about options for their future, based on their own research and career portfolios]</p>	<p>-</p>
<p>e) meet and work with people [for example, people who can give them reliable information about health and safety issues, such as school nurses, community drug awareness workers]</p>	<p>-</p>
<p>f) develop relationships [for example, by working together in a range of groups and social settings with their peers and others; by being responsible for a mini-enterprise scheme as part of a small group]</p>	<p>-</p>
<p>g) consider social and moral dilemmas [for example, how the choices they make as consumers affect other people's economies and environments]</p>	<p>2, 7, 9</p>
<p>h) find information and advice [for example, about the risks of early sexual activity, drug misuse, self-defence for keeping safe]</p>	<p>-</p>
<p>i) prepare for change [for example, by anticipating problems caused by changing family relationships and friendships, and by preparing for new styles of learning at key stage 4].</p>	<p>-</p>

**Personal, Social and Health Education
Key Stage 4**

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. <i>Pupils should be taught:</i>	<i>Contributory RE activities in this document are found in examples:</i>
a) to be aware of and assess their personal qualities, skills, achievements and potential, so that they can set personal goals	-
b) to have a sense of their own identity and present themselves confidently in a range of situations	-
c) to be aware of how others see them, manage praise and criticism, and success and failure in a positive way and learn from the experience	-
d) to recognise influences, pressures and sources of help and respond to them appropriately	1
e) to use a range of financial tools and services, including budgeting and saving, in managing personal money	-
f) about the options open to them post-16, including employment and continuing education and training, and about their financial implications	-
g) to use the careers service to help them choose their next steps, negotiate and plan their post-16 choices with parents and others, develop career management skills, and prepare and put into practice personal action plans.	-

Developing a healthy, safer lifestyle

2. <i>Pupils should be taught:</i>	<i>Contributory RE activities in this document are found in examples:</i>
a) to think about the alternatives and long- and short-term consequences when making decisions about personal health	-
b) to use assertiveness skills to resist unhelpful pressure	-
c) the causes, symptoms and treatments for stress and depression, and to identify strategies for prevention and management	-

d)	about the link between eating patterns and self-image, including eating disorders	-
e)	about the health risks of alcohol, tobacco and other drug use, early sexual activity and pregnancy, different food choices and sunbathing, and about safer choices they can make	-
f)	in the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choice	-
g)	to seek professional advice confidently and find information about health	-
h)	to recognise and follow health and safety requirements and develop the skills to cope with emergency situations that require basic aid procedures, including resuscitation techniques.	-

Developing good relationships and respecting the differences between people

3.	<i>Pupils should be taught:</i>	<i>Contributory RE activities in this document are found in examples:</i>
a)	about the diversity of different ethnic groups and the power of prejudice	-
b)	to be aware of exploitation in relationships	-
c)	to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support	-
d)	to work co-operatively with a range of people who are different from themselves	-
e)	to be able to talk about relationships and feelings	1
f)	to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreements peacefully	1
g)	about the nature and importance of marriage for family life and bringing up children	1
h)	about the role and responsibilities of a parent, and the qualities of good parenting and its value to family life	1
i)	about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances	1

j)	to know about the statutory and voluntary organisations that support relationships in crisis	1
k)	to develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities.	-

Breadth of opportunities

4.	<i>During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:</i>	<i>Contributory RE activities in this document are found in examples:</i>
a)	take responsibility [for example, by representing the school to visitors and at outside events]	-
b)	feel positive about themselves [for example, by gaining recognition for the role they play in school life, such as organising activities for younger pupils or working in a resource centre]	-
c)	participate [for example, in an initiative to improve their local community; in challenging activities involving physical performance, public performance or organised events outside the school]	-
d)	make real choices and decisions [for example, about their priorities, plans and use of time; about their choices post-16, with regular review and support]	-
e)	meet and work with people [for example, through activities such as work experience and industry days; through having an employer as a mentor]	-
f)	develop relationships [for example, by discussing relationships in single and mixed sex groups]	-
g)	consider social and moral dilemmas [for example, young parenthood, genetic engineering, attitudes to the law]	-
h)	find information and provide advice [for example, by providing peer support services to other pupils]	-
i)	prepare for change [for example, in relation to progression to further education and training].	-

v HOW RELIGIOUS EDUCATION MAY CONTRIBUTE TO POST-16 CITIZENSHIP AND PSHE

Currently, there are no statutory guidelines for Post-16 C&PSHE. The following charts show how, if the RE activities suggested in this document are followed, a *contribution* to Post-16 students' Citizenship and PSHE may be made.

It is important to note that neither the agreed syllabus recommendations for Post-16 RE, nor a complete programme for Post-16 C&PSHE are 'covered' by adherence to the activities given here.

Post-16 Citizenship

The following proposals for citizenship are based on the guidance provided on the QCA website at: http://www.qca.org.uk/7041_7090.html and downloadable from: <http://www.qca.org.uk/7498.html>

According to this guidance, Post-16 citizenship that includes active citizenship:

- prepares young people for the challenges and opportunities of adult and working life;
- teaches them about rights and responsibilities;
- helps them to understand how society works;
- equips them to play a full part in the democratic process;
- increases their motivation for learning;
- develops their confidence and self-esteem;
- involves them in active learning about real issues and problems;
- gives young people the citizenship skills they need to work with others on issues that concern them.

The Post-16 guidance recommends that, in broad terms, the content of post-16 citizenship programmes should:

- develop the three principles of citizenship (social and moral responsibility, community involvement and political literacy);
- reflect young people's interests and needs;
- focus on topical issues and current affairs;
- involve young people in active learning;
- relate to other activities, work or programmes of study that young people might be undertaking;
- involve young people in wider community-based activities.

Post-16 citizenship programmes, however they are organised, should take into account young people's prior learning experience to build on, reinforce and extend the knowledge, skills and understanding that they have already developed through national curriculum citizenship. This may involve:

- deepening and extending young people's knowledge and understanding through focused study of citizenship issues, problems and events;

- exploring new areas of citizenship that may relate to other areas of learning or interest;
- providing new experiences in new settings and contexts, for example learning through work-based training, experiencing voluntary or community involvement;
- giving young people opportunities to lead activities themselves or train others in citizenship issues and skills.

The QCA Guidance suggests that it would be appropriate for Post-16 students to develop their **skills of enquiry and communication**, to:

- research, investigate and analyse topical issues;
- think about and argue a point of view;
- contribute to group discussions and debates.

and to develop their **skills of participation and responsible action**, to:

- empathise with the views and experiences of others;
- critically evaluate and explain views not necessarily their own;
- negotiate and participate in community-based activities;
- reflect on their participation.

While developing these skills, students acquire and apply their **knowledge and understanding about becoming informed citizens** in the areas of:

1. Rights and responsibilities	<i>Contributory RE activities in this document are found in examples:</i>
a) Legal and human rights and responsibilities	1, 3, 4
b) Criminal and civil justice systems, and how these relate to young people	-
c) Rights and responsibilities of consumers, employers and employees.	-

2. Government and democracy	<i>Contributory RE activities in this document are found in examples:</i>
a) The work of parliament, government and the courts in making and shaping the law	4
b) Central and local government, and the public services they offer	-
c) Characteristics of parliamentary and other forms of government, the electoral system and the importance of taking an active part in democratic processes	-
d) The role of individuals and voluntary groups in bringing about social change (locally, nationally and internationally)	2, 4
e) Ways of resolving conflict	1, 2
f) The significance of the media and the importance of the free press	4
g) How the economy functions, including the role of business and financial services.	-

3. Identities and communities	<i>Contributory RE activities in this document are found in examples:</i>
a) Identities, communities and diversity – local, regional, national, religious and ethnic – in the UK and the need for mutual respect and understanding	1, 2, 3
b) The UK's international relations with Europe, the EU, the UN and the Commonwealth	2
c) The world as a global community, including global interdependence and responsibility, sustainable development and Local Agenda 21.	1

Post-16 PSHE

There is currently no specific national advice on Post-16 PSHE, but the following statements are based on the Key Stage 4 guidance provided on the QCA website at: http://www.qca.org.uk/14-19/6th-form-schools/68_1191.htm

The contribution of PSHE to Post-16 students' education is likely to focus on the following areas of learning:

1. Exploring issues about themselves and others

Students should:	<i>Contributory RE activities in this document are found in examples:</i>
a) know about healthy, safer lifestyles and be able to make informed choices	-
b) develop good relationships and appreciate the benefits of friendships, including those with people from different backgrounds from their own	1
c) have hopes and aspirations for themselves and others	1
d) enjoy describing their abilities and interests	-
e) know how to set targets for improving their performance in school and other activities	-
f) be able to find out about topics in which they are interested, and share their findings in different ways, backing up their opinions	-
g) understand the importance and need to continue with learning after they have left school	-
h) identify people and organisations from whom they can seek impartial advice about personal issues	-
i) be able to identify their income and expenditure, work out the balance and plan for future spending and saving.	-

2. Taking a useful and active part in their community

Students should be able to:	<i>Contributory RE activities in this document are found in examples:</i>
a) be responsible, caring and capable of helping to make things better for themselves and others	1
b) take an active and responsible role in school and community activities	-
c) explain some of the rights, responsibilities and duties of people in their communities, for instance the role of the voluntary sector, forms of government and the criminal, legal and economic systems	-
d) understand the diversity within and between religions and how this is expressed	2
e) understand about the way our world is changing and how these political, religious, social and economic changes affect individuals and groups of people	4
f) understand what is meant by “sustainable development” and know why it is important to people’s lives.	-

3. Understanding more about moral, cultural and spiritual issues

Students should be encouraged to:	<i>Contributory RE activities in this document are found in examples:</i>
a) develop their own values and attitudes, and recognise their own and others' rights and responsibilities	1, 2, 4
b) show respect for the beliefs and values of others in their school, community and other social contexts, in their conversations, behaviour and work	4
c) understand the power and meaning of religious and philosophical language and other forms of expression, and use some specialist expressions themselves	2, 3
d) think about, discuss and explain religious, spiritual, philosophical, moral and cultural issues, in the context of their own lives, in an informed manner and with increasing confidence	1, 2, 3
e) relate and apply their learning about spiritual, moral and cultural issues to their own and others' lives, their family, their community and to society.	1, 3

4. Making informed choices about careers and work

Students should be able to:	<i>Contributory RE activities in this document are found in examples:</i>
a) use the school's Connexions Resource Centre to find and use information (paper and ICT-based) about personal issues, learning and work	-
b) participate in activities within and outside school which provide opportunities to develop skills for employability and enterprise	-
c) describe and demonstrate a range of these skills - showing leadership, drive, self-reliance and innovative approaches when working on tasks and in teams	
d) describe a range of opportunities available to them after key stage 4 in terms of learning and work	-
e) reflect on their abilities, achievements, interests and skills to make realistic choices for progression after key stage 4	-
f) understand the differences between various institutions such as school, college, university and employment	-
g) give an account – in any medium – of their work placement and/or part-time job, identifying what they have learned about work and its impact upon their schoolwork and future career plans	-
h) understand how changes in employment patterns might affect their career plans	-
i) produce a written plan for the next and future stages in their learning and work.	-

SECTION 1

Auditing your current provision for Citizenship and PSHE.

Questions to guide schools in developing links between RE, Citizenship and PSHE [including advice on self-evaluation]

SECTION 1

AUDITING YOUR CURRENT PROVISION FOR CITIZENSHIP AND PSHE. QUESTIONS TO GUIDE SCHOOLS IN DEVELOPING LINKS BETWEEN RE, CITIZENSHIP AND PSHE [including advice on self-evaluation]

Schools' responsibilities

- Are we providing ALL pupils with accurate information, to help them clarify the attitudes and values which influence their life choices?
- Are we offering the opportunities to rehearse and develop personal and social skills?
- Since the ethos of the school can give very strong messages, have we taken account of both the taught and hidden curriculum?
- Have we involved other members of the school community (governors, parents, other community members) in supporting (not supplanting) the work of teachers?

NB Somerset Healthy Schools Programme published 'School use of visitors and outside agencies in health promotion' in November 2001, available from Dr K. Wilson, 01823 447128 or kwilson@somerset.gov.uk.

See also Somerset's 'Guidance on Sex and Relationship Education Policy Development' at:

www.six.somerset.gov.uk/sixv3/content_view.asp?did=6446.

- In order to ensure inclusion, have we considered the needs of all pupils in planning our provision?
- Have pupils participated in planning and monitoring the curriculum and policies relating to C&PSHE?
- Is our curriculum relevant, related and realistic for the lifestyles that our pupils lead?
- What other opportunities do we provide for giving pupils a voice and ensuring they are consulted and given appropriate methods of participating in school life?

Management

A policy setting out the school philosophy and organisation of C&PSHE is important, although the only statutory obligation is to have a Sex and Relationship Education policy (however Ofsted inspections may ask to see a copy of the school's policy on Drugs Education if this part of the curriculum appears weak or inappropriate).

- Does our policy identify where C&PSHE is located in the curriculum and how it is managed and resourced, as well as how these issues are supported through the ethos of the school?
 - Who has the overall responsibility?
 - Does that person have the support of the senior managers in the school?
- Does C&PSHE feature in the school development/improvement plan?
- Have we based our provision on the C&PSHE frameworks of National Curriculum 2000?
- Are teachers confident and competent in experiential learning techniques?

- Are teachers able to facilitate all aspects of C&PSHE, i.e. knowledge and understanding, values and attitudes, as well as personal and social skills?
- Are teachers given the chance to keep up to date on relevant knowledge?
- Do we meet teachers' continuing professional development needs in delivering C&PSHE?
- Do all teachers have to teach C&PSHE or can they opt out? [Ofsted surveys into drug education provision have repeatedly acknowledged that in secondary schools, good (or better) teaching occurs where there is a dedicated team of specialists.]
- How is the teaching of C&PSHE monitored and evaluated? Are pupils involved in the process?
- Does the ethos of our school support the messages given via the taught curriculum?
- Is there a governor with a link responsibility for C&PSHE?

Implementing the taught aspects of the C&PSHE curriculum

- How is the C&PSHE taught curriculum planned and coordinated?
- As with all cross-curricular teaching, is our programme coordinated to ensure that repetition is avoided and there are no important omissions?
- Is our programme coherent and structured?
- Does our programme feature continuity and progression in support of a spiral curriculum?
- Do timetable constraints block the delivery of C&PSHE?

Curriculum models for C&PSHE delivery

Various models of curriculum implementation are common for C&PSHE. Which of the following models do we use?

1. *C&PSHE permeates the whole curriculum.* If so, how many teachers are involved? How do we ensure that the work is coordinated?
2. *As a separate subject.* Is it taught by specialists? Does it have an identified place in the curriculum? Is it difficult to fit into the timetable?
3. *As part of a C&PSHE programme.* Is it taught by specialists? How do we make links with other subject areas?
4. *As part of a pastoral/tutorial programme.* Is it helpful for most teachers to be involved because they have a rapport with pupils? Do administrative tasks dominate allotted time? Are ALL teachers adequately trained?
5. *Through opportunities arising from other activities.* Does this help the work to be easily related and relevant to real life events? How do we ensure that it is part of a planned programme?
6. *Long-block timetabling* e.g. activity week, timetable 'crash'/'collapse'. Does this give us opportunities for a range of activities, especially community involvement? How do we resource, plan and coordinate the activities to meet the aims of the event?

Advice on self-evaluation

In making an evaluation of how successfully your school provides religious education, citizenship education and personal, social and health education, the following statements and guidance may be helpful.

1. Ofsted advice to inspectors on the distinctive qualities of Citizenship and PSHE

In selecting a curriculum model for delivering Citizenship and PSHE it is worth bearing in mind the following note published by Her Majesty's Inspectors for Citizenship and PSHE:

'Some schools have failed to consider the fundamental differences between Citizenship and PSHE, and have ignored both the increasing pressure on PSHE to deliver statutory parts of the curriculum, and the scale of Citizenship as a new subject in its own right.

'PSHE is concerned, at a micro level with qualities, attitudes, knowledge and understanding, competencies and skills in relation to oneself and others. It leads to the fostering of self-esteem, independence and responsibility. It is about being prepared to deal with key aspects of everyday life. PSHE includes the themes of staying healthy, being safe, careers education and guidance, sex and relationships and regard for the differences between people. It contributes to a school's entire ethos and thus to the spiritual, moral, social and cultural development of its pupils. PSHE is not a National Curriculum subject but there is a statutory requirement to prepare young people for adult life, and there is a framework of guidance from QCA.

'Citizenship is about helping pupils to become informed and responsible citizens with the knowledge and skills to play an effective role in society. It involves an understanding of the society they live in, including its diversity, its government, its laws and the principles upon which these are based, as well as that of the global community and of topical issues. Knowledge of Citizenship has to be developed and exercised through enquiry and communication, and participation in the school community. Citizenship is statutory in both Key Stages 3 and 4 and is offered as a short GCSE course.

'Part of the confusion between Citizenship and PSHE is that they can come to bear on the same material, but from different standpoints. For example, in many schools drug education is cited as part of the school's contribution to Citizenship. Often, however, the school is mistaken. In PSHE, pupils learn how to recognise different drugs and how to resist peer group pressure to abuse them. Of course, this counts towards pupils' general education as young citizens. However, in terms of the National Curriculum, it is Citizenship where pupils consider the national or local drug problem and its effects on society.

'What these areas have in common is that, where they are well taught, they both address issues of relevance and importance to young people through active participative approaches; pupils are involved in identifying issues and needs, seeking information and communicating ideas, and making recommendations for future action. They both require whole school commitment and positive organisational ethos, and benefit from knowledgeable, trained teachers and well planned teaching and learning methods. They both benefit from discrete lesson

time, and, with careful planning, can also be taught across the curriculum and through wider school and community life. However, this latter point must not be misunderstood. PSHE and Citizenship are not cross-curricular themes and their delivery must be explicit, planned and not just incidental, to work in other subjects.'

HMI – Advice to Registered Ofsted Inspectors – 27/ 03/ 04

2. Department for Education and Skills (DfES) and Qualifications and Curriculum Authority (QCA) guidance on the importance of religious education

In making use of RE programmes of study to enhance or contribute to the programmes for C&PSHE, it is worth bearing in mind the importance of maintaining the special contribution of RE to the curriculum, as stated in the recent Non-Statutory National Framework for RE (NSNFRE):

'Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

'Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. Religious education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.' (DfES/QCA, 2004, p. 7)

3. Association of Religious Education Inspectors, Advisers and Consultants (AREIAC) advice on self-evaluation of religious education

In making an evaluation of your school's provision for religious education, it is worth following the detailed advice provided by the Association of Religious Education Inspectors, Advisers and Consultants (AREIAC), 2005 (see resources in Section 5 below).

In general terms, AREIAC advises that heads of RE departments consider what evidence they might be able to obtain to demonstrate a successful approach to RE. This could apply as much to Citizenship and PSHE as to RE.

The main sources of evidence are likely to be:

- documentation related to the subject area, e.g. self-evaluation, handbook, policy;
- observation of colleagues' lessons;
- discussions with pupils;
- examination of pupils' work.

According to the AREIAC document, Heads of RE should ask themselves the following questions:

- How much progress do pupils make from one stage to the next, taking account of value-added data?
- How well do pupils progress in relation to the local agreed syllabus for religious education?
- Are there differences between standards in religious education and other subjects or areas of the curriculum?
- What is the achievement of pupils of different capabilities especially those who are gifted and talented or those with special educational needs?
- What is the relative achievement of boys and girls, different groups and individuals, those from different ethnic or religious backgrounds, and those whose home language is not English?

In relation to programmes of study which combine elements of RE, C&PSHE, it will be important to ensure that the particular contribution made to a young person's education by each curriculum area is made explicit. Students themselves should be aware of this and be kept informed as to how well they are progressing in relation to the standards set in each subject or area.

SECTION 2

Links between Awareness, Mystery and Value (AMV), Citizenship and PSHE at Key Stages 3 and 4 and Post-16

The units contained in this section give examples of activities within RE which **contribute** to the C&PSHE programmes of study. They do not fulfil all the requirements of the RE syllabus.

KEY STAGE 3

KEY STAGE 3: UNIT 1 EXPERIENCE AND BELIEF
FOCUS AREAS: A & D

If you teach this unit of the agreed syllabus and provide opportunities for pupils to consider:	...by providing activities such as these (in relation to Christianity and Sikhism):	...you will contribute to these aspects of the Citizenship programmes of study and PSHE non-statutory framework:
<p>a) how physical and non-physical aspects of human nature affect people's identity and personality;</p>	<ul style="list-style-type: none"> • Following a study of an episode in the life of Christy Brown (My Left Foot), engage pupils in exercises such as trying to write without use of their hands. • Ask pupils to talk through the experience and describe people's attitudes and reactions to people with cerebral palsy. • Using a selection of quotes from Christianity and Sikhism on equality, pupils explain how people OUGHT to respond to differences. 	<p>Pupils should be taught: Cz 3a to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.</p> <p><i>PSHE 3a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively;</i> <i>PSHE 3b how to empathise with people different from themselves;</i> <i>PSHE 3d to recognise some of the cultural norms in society, including the range of lifestyles and relationships.</i></p>
<p>b) how certain individual and communal experiences may be linked with spiritual beliefs;</p>	<ul style="list-style-type: none"> • Following a study of the stories of Maximilian Kolbe and of Guru Nanak and Sajjan, ask pupils to make lists of the personal qualities demonstrated by Kolbe and Nanak in the stories. • Pupils also list the beliefs held by Kolbe and Nanak which they consider enabled them to do what they did. 	<p><i>PSHE 3h to recognise that goodwill is essential to positive and constructive relationships;</i> <i>PSHE 3j to resist pressure to do wrong, to recognise when others need help and how to support them.</i></p>

<p>c) the personal and spiritual value of prayer, meditation, contemplation to a believer;</p>	<ul style="list-style-type: none"> Engage pupils in a stilling exercise and ask pupils to reflect on the experience from start to finish, and on how often they had been silent in the previous week. pupils explain why silent reflection is important in many religious traditions, both for individual believers and for communities. 	<p>Cz 3c to reflect on the process of participating.</p> <p><i>PSHE 3b how to empathise with people different from themselves;</i></p> <p><i>PSHE 3c to reflect on the process of participating.</i></p>
<p>d) how religious experience is described by believers.</p>	<ul style="list-style-type: none"> Ask pupils to re-enact the calling of Panj Piores by Guru Gobind Singh and ask pupils to explain why they volunteered, despite the risk. Ask pupils to describe what would be important enough for them in their lives to do something similar. 	<p>Cz 3a to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.</p>

Points to note, eg, ideas for enrichment, further C&PSHE, practical advice etc:

For Story of Christy Brown: Film, *My Left Foot*, 1989, dir. Jim Sheridan. Christy Brown's book, *My Left Foot*, is published by Minerva.

For Christian and Sikh quotations on equality, see, eg, Dave Francis, 1997, *The Road to Somewhere Workbook*, Hodder & Stoughton, pp49, 53.

For Guru Nanak and Sajjan, see, eg, Dave Francis, 1996, *Just a Thought*, Hodder & Stoughton, p35.

For Max Kolbe: Joe Jenkins, 1997, *Contemporary Moral Issues 3rd edition*, Heinemann, pp80-81.

For the founding of the Khalsa (the story of the Panj Piores): Piara Singh Sambhi, 1989, *Sikhism*, Stanley Thornes.

KEY STAGE 3: UNIT 2 HUMAN BEINGS AND THE ENVIRONMENT

FOCUS AREAS: B & E

<p>If you teach this unit of the agreed syllabus and provide opportunities for pupils to consider:</p>	<p>...by providing activities such as these (in relation to Christianity and Judaism):</p>	<p>...you will contribute to these aspects of the Citizenship programmes of study and PSHE non-statutory framework:</p>
<p>a) attitudes to the environment, both natural and human made;</p>	<ul style="list-style-type: none"> • Explain Christian and Jewish ideas of stewardship to pupils through a study of Genesis 1.27-31; 2.18-20. • Ask pupils to describe the possible impact of a person's beliefs on their attitude to taking responsibility for the environment. • Pupils write about two alternative future worlds; one where people have cared for the environment, and one where they have not. 	<p>Pupils should be taught: Cz 1i about the world as a global community, and the... environmental and social implications of this...</p>
<p>b) attitudes to animals and different sorts of food;</p>	<ul style="list-style-type: none"> • Ask pupils to investigate and make notes on Jewish laws about animals as food (Genesis 9.2-3), other laws about their treatment (Exodus 20.10; Deuteronomy 22.4) and the vegetarian diet of Daniel (Daniel 1.3-6). • Pupils then write a scene in small groups about going to MacDonald's with a Jewish friend. Ask them to bring out as many <i>social and moral issues</i> as they can. 	<p>Cz 1b about the diversity of... religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</p> <p><i>PSHE 4g to consider social and moral dilemmas.</i></p>

<p>c) responses to conservation;</p>	<ul style="list-style-type: none"> • Ask pupils to research religious and other environmental groups via their websites and through the use of search engines, eg Christian Ecology Link, Christians in Conservation, Coalition on the Environment and Jewish Life, Jewish National Fund, etc. • Pupils then produce a booklet which attempts to reveal different Christian and Jewish approaches to caring for the environment. They should indicate which Christian denominations or Jewish groups manage the websites whose information they have used. 	<p>Cz 2a to think about topical moral, social and cultural issues, problems and events by analysing information and its sources, including ICT based resources;</p> <p>Cz 1f about the work of community-based, national and international voluntary groups.</p> <p><i>PSHE 3b how to empathise with people different from themselves.</i></p>
<p>d) festivals that are linked with solar/or lunar calendars and the seasons.</p>	<ul style="list-style-type: none"> • Pupils investigate and write notes from a believer's perspective on such festivals as: Harvest, Easter, Rosh Hashanah (celebration of creation), Tu biSh'vat (celebration of the new year for trees), Sukkot. • In small groups pupils plan and hold a celebration of creation for assembly or tree planting project. 	<p>Cz 3a to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own;</p> <p>Cz 3b to negotiate, decide and take part responsibly in both school and community based activities.</p> <p><i>PSHE 4a to take responsibility.</i></p>

Points to note, eg, ideas for enrichment, further C&PSHE, practical advice etc:

Sample websites:

Christians: <http://www.christian-ecology.org.uk/>; <http://www.arocha.org/>;

Jews: <http://www.coejl.org/>; <http://www.jnf.org/>.

Books: Wood, Logan & Rose, 1997, *Times and Seasons*, Nelson Thornes;

Mercier, C., 1997, *Christianity for Today*, Oxford University Press;

Bernstein and Fink, 1992, *Let the Earth Teach you Torah*, Shomrei Adamah, ISBN 0 9632848 1 9;

For Christian and Jewish festivals see: <http://www.request.org.uk/main/festivals/festivals.htm> and

http://www.somethingjewish.co.uk/articles/71_judaism_guide.htm. Compare with information in

<http://www.support4learning.org.uk/shap/index.htm>.

KEY STAGE 3: UNIT 3 WHERE'S THE ANSWER?

FOCUS AREAS: C & F

<p>If you teach this unit of the agreed syllabus and provide opportunities for pupils to consider:</p>	<p>...by providing activities such as these (in relation to Sikhism):</p>	<p>...you will contribute to these aspects of the Citizenship programmes of study and PSHE non-statutory framework:</p>
<p>a) the variety of creative ways in which people have expressed their deepest values and commitments;</p>	<ul style="list-style-type: none"> • Ask pupils for ways in which people, including religious people, might express their values through the things they wear and the things they do. • Show pupils symbols of the Sikh religion and explain what each of the 5 K's has to say about Sikh values and commitments. • Demonstrate turban tying (if possible) and the significance of the turban. • Engage pupils in role-plays of a Sikh family in the UK where a young man does not want to wear the Kesh and a turban. • Ask pupils to consider how they appear to others when they dress or act in a particular way. 	<p>Pupils should be taught: Cz 1b about the diversity of... religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</p> <p><i>PSHE 3b how to empathise with people different from themselves;</i></p> <p><i>PSHE 1c to recognise how others see them, and be able to give and receive constructive feedback and praise.</i></p>
<p>b) ideas of sacred texts and other forms of religious expression being 'true';</p>	<ul style="list-style-type: none"> • Ask pupils to write down what they would expect to find in a 'Book of Truth' and then to add some instructions on how to take care of it. • Explain what Sikhs believe about the Guru Granth Sahib, and the 'goal of human life'. • Ask pupils to investigate the idea of revelation, and then to take part in a class debate, eg, 'we believe that truths about life have been revealed to certain individuals.' • Following the debate, pupils write up their own views. 	<p>Cz 2a to think about topical moral, social and cultural issues, problems and events by analysing information and its sources, including ICT based resources;</p> <p>Cz 2b to justify orally and in writing a personal opinion about such issues, problems and events;</p> <p>Cz 2c to contribute to group and exploratory class discussions, and take part in a debate.</p>

<p>c) the development and use of sacred texts, buildings and teachings;</p>	<ul style="list-style-type: none"> • Arrange a visit to a gurdwara or ask pupils to investigate gurdwaras and Sikh teachings on the internet. • Ask pupils in small groups to prepare presentations on Sikhism for the whole class, including role-plays, reconstructions and posters on <ul style="list-style-type: none"> - the living guru; - the langar; - moral teachings in the Guru Granth Sahib. 	<p>Cz 1b about the diversity of... religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding;</p> <p>Cz 3a to use their imagination to consider other people's experiences and be able to think about, express and explain views that... [may not be] their own.</p> <p><i>PSHE 3b how to empathise with people different from themselves.</i></p>
<p>d) the range of meanings attached to texts and teachings, including meaning for today.</p>	<ul style="list-style-type: none"> • Outline some Sikh teachings on a range of moral issues, such as: <ul style="list-style-type: none"> - human rights; - the role of women; - wealth and poverty. • Ask pupils in small groups to investigate each issue and record the ways in which Sikhs express their views, including symbolic expression. • Pupils then produce an individual extended piece of writing in response to this question: how do Sikhs try to make the world a better place to live in and how does this compare with your own ideas and those of other religious believers? 	<p>Cz 2a to think about topical moral, social and cultural issues, problems and events by analysing information and its sources, including ICT based resources;</p> <p>Cz 2b to justify orally and in writing a personal opinion about such issues, problems and events;</p> <p>Cz 2c to contribute to group and exploratory class discussions....</p> <p><i>PSHE 1b to respect the differences between people as they develop their own sense of identity.</i></p>

Points to note, eg, ideas for enrichment, further C&PSHE, practical advice etc:

For Sikh values, commitments and the 'goal of human life', see <http://www.sikhs.org/philos.htm> and for meaning of the "5 K's" see <http://www.sgpc.net/sikhism/sikhism4.html>. For the Southall Gurdwara, see <http://www.sgss.org/New-Gurdwara/Opening-photos/index.asp>. For historical gurdwaras, see <http://www.sgpc.net/historical-gurdwaras/index.asp>. For information about turbans, see <http://www.sikhnet.com/s/TurbanHeritage>. For the Guru Granth Sahib, see <http://www.sikhnet.com/s/GuruGranthSahib>. Find out more about the Gurus via <http://www.sikhs.org/10gurus.htm>.

Useful texts: Kanwaljit Kaur-Singh, 1998, *Religion for Today: Sikhism for Today*, OUP; Piara Singh Sambhi, 1989, *World Religions: Sikhism*, Stanley Thornes; Jon Mayled, 2002, *Modern World Religions: Sikhism*, Heinemann.

KEY STAGE 3: UNIT 4 BELONGING, BELIEF AND IDENTITY

FOCUS AREAS: B & D

<p>If you teach this unit of the agreed syllabus and provide opportunities for pupils to consider:</p>	<p>...by providing activities such as these (in relation to Christianity and Judaism):</p>	<p>...you will contribute to these aspects of the Citizenship programmes of study and PSHE non-statutory framework:</p>
<p>a) the significance for people of family, community and experience, particularly in developing a sense of identity and commitment;</p>	<ul style="list-style-type: none"> • In small groups, pupils produce a poster, or 'spider diagram', with 'Me' at the centre, moving out into circles of community associations, eg family, clubs, influential people etc, indicating the responsibilities operating between themselves and the groups. • Pupils then investigate aspects of Christian and Jewish communal life, including the role of the Reform Rabbi and the Christian priest and script a conversation between them which explores what they do for their communities and what motivates them. • Pupils then reflect on their own chosen commitments in life and write a paragraph about these commitments with reasons for their involvement. 	<p>Pupils should be taught:</p> <p>Cz 1b about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding;</p> <p>Cz 1f about the work of community-based, national and international voluntary groups;</p> <p>Cz 3a to use imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.</p> <p><i>PSHE 1a to reflect on and assess their strengths in relation to personality, work and leisure;</i></p> <p><i>PSHE 1b to respect the differences between people as they develop their own sense of identity;</i></p> <p><i>PSHE 3b how to empathise with people different from themselves.</i></p>
<p>b) how the community celebrates and reveals its values;</p>	<ul style="list-style-type: none"> • Following a study of Holy Communion and Shabbat Services, pupils write letters between a Christian and a Jew explaining why they value these regular occasions so highly, including comments on the meaning of the practices which take place. 	<p>Cz 3a as above.</p> <p><i>PSHE 3d to recognise some of the cultural norms in society, including the range of lifestyles...</i></p>

<p>c) differences and similarities between groups within the community;</p>	<ul style="list-style-type: none"> • In a study of believers' baptism, confirmation, bar and bat mitzvah, pupils complete a 'Diamond 9' ranking of criteria for making life-changing decisions, eg 'beliefs', 'parents' views', 'inner feelings', 'media', 'own talents' etc. • In small groups, pupils investigate different Christian denominations and Jewish traditions and discuss and comment through a 'Triad' activity. 	<p>Cz 1b about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</p> <p><i>PSHE 1b to respect the differences between people as they develop their own sense of identity.</i></p>
<p>d) how members relate within the wider community.</p>	<ul style="list-style-type: none"> • Following exploration of an example of religious involvement in political activity, eg what religious believers might do together to work for peace in Israel / Palestine, pupils design a media campaign or a website, eg to attract people to join a group working for peace in the 'Holy Land'. 	<p>Cz 1i about the world as a global community, and the... environmental and social implications of this...;</p> <p>Cz 1g about the importance of resolving conflict fairly;</p> <p>Cz 1h about the significance of the media in society;</p> <p>Cz 2a to think about topical moral, social and cultural issues, problems and events by analysing information and its sources, including ICT based resources.</p> <p><i>PSHE 3a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively.</i></p>

Points to note, eg, ideas for enrichment, further C&PSHE, practical advice etc:

Useful texts: Arye Forta, 1989, *Judaism*, Heinemann, pp 76-91; Liz Aylett, 1991, *The Jewish Experience*, Hodder & Stoughton, Sections 7&8, pp 16-23; Michael Keene, 1996, *This is Christianity: Book 2*, Stanley Thornes, pp 20-21; 30-31; 36-37.

Use BBC and Channel 4 websites for topical information about Israel / Palestine. For different views on the 'Holy Land', also see websites such as: <http://www.ipcri.org/index1.html>; <http://www.palestinecampaign.org/>; <http://www.palestinehistory.com/>; <http://www.pepm.org>; <http://www.jewsnotzionists.org/>; <http://www.rza.org/>; <http://www.index.gov.il/eng/sub-TZRS-peace.asp>.

KEY STAGE 3: UNIT 5 LIFE’S JOURNEYS

FOCUS AREAS: C & E

<p>If you teach this unit of the agreed syllabus and provide opportunities for pupils to consider:</p>	<p>...by providing activities such as these (in relation to Christianity and Sikhism):</p>	<p>...you will contribute to these aspects of the Citizenship programmes of study and PSHE non-statutory framework:</p>
<p>a) how the ups and downs of life’s journey, eg happiness, suffering, might be expressed in different ways;</p>	<ul style="list-style-type: none"> • In a study of arranged and free choice marriages, pupils investigate: <ul style="list-style-type: none"> - religious reasons for marriage - social reasons for marriage - how traditions are valued or challenged via religious ceremonies and alternatives, eg co-habitation. 	<p>Pupils should be taught:</p> <p>Cz 1b about the diversity of... religious and ethnic identities in UK and need for mutual respect / understanding;</p> <p>Cz 3a to use their imagination to consider other people’s experiences and be able to think about, express and explain views that are not their own.</p> <p><i>PSHE 3d to recognise some of the cultural norms in society, including lifestyles and relationships.</i></p>
<p>b) how aspects of change and growth might be expressed in different literary and symbolic ways;</p>	<ul style="list-style-type: none"> • In a study of a Christian and a Sikh wedding ceremony, pupils design a flow chart showing each stage of the ceremonies and include symbolism and its significance. • Pupils then compare and contrast the intended effect on the couple’s future together. 	<p><i>PSHE 3f about the role and importance of marriage in family relationships.</i></p>

<p>c) how people might respond to the felt need for spiritual growth, eg confirmation, initiation, pilgrimage , coping with loss, moving to a new place, looking for happiness.</p>	<ul style="list-style-type: none"> • In a study of how people cope with loss, pupils express their own opinion about a chosen issue based on Christian, Sikh and secular sources. This to be accomplished through, eg, poetry, drama, art etc. 	<p>Cz 2b to justify orally and in writing a personal opinion about spiritual, moral social and cultural issues;</p> <p><i>PSHE 1d to recognise the stages of emotions associated with loss and change caused by death/ divorce/ separation... and how to deal positively with the strength of their feelings in different situations;</i></p> <p><i>PSHE 3b how to empathise with people different from themselves.</i></p>
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Points to note, eg, ideas for enrichment, further C&PSHE, practical advice etc:

- This activity can encompass decisions about having children, role of marriage partners, duties of parents, reasons for divorce, recognition of social change. A comparison of different Christian and Sikh groups could be made, eg Quakers, Black Pentecostal and different Sikh communities.
- Useful text Emmett, 1994, *The Sikh Experience*, Hodder & Stoughton.
- A study of loss might be based on death, divorce or separation and focus on emotional stages, eg guilt/anger/fear/acceptance.

KEY STAGE 3: UNIT 6 KEEPING THE RULES

FOCUS AREAS: A & F

<p>If you teach this unit of the agreed syllabus and provide opportunities for pupils to consider:</p>	<p>...by providing activities such as these (in relation to Christianity and Islam):</p>	<p>...you will contribute to these aspects of the Citizenship programmes of study and PSHE non-statutory framework:</p>
<p>a) a variety of codes of behaviour;</p>	<ul style="list-style-type: none"> • Ask pupils to list rules that apply at home and give reasons for those rules. • Pupils compare their home rules with those of others in the class and say how they may connect with the principles of 'loving your neighbour as yourself' and 'doing good to all you meet' (Qur'an 4.36). • Pupils select 2 or 3 of the rights from the Universal Declaration and, making use of quotes from Christianity and Islam, news items, internet websites, etc, produce a poster which illustrates use and abuse of these rights. 	<p>Pupils should be taught:</p> <p>Cz 1a about the (legal and) human rights and responsibilities underpinning society... and how [they] relate to young people;</p> <p>Cz 2a to think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources;</p> <p>Cz 2b to justify orally and in writing a personal opinion about spiritual, moral social and cultural issues.</p> <p><i>PSHE 3g to consider social and moral dilemmas;</i></p> <p><i>PSHE 3h to recognise that goodwill is essential to positive and constructive relationships.</i></p>
<p>b) the authority and relevance to modern life of ethical codes;</p>	<ul style="list-style-type: none"> • Ask pupils to 'brainstorm' influences on moral decision making and ask them to prioritise most important sources of authority from a list which includes parents, the Ten Commandments, teachers, the government, friends, the media. • Ask pupils to list three strategies for resisting pressure to do wrong, and to indicate which might be used by a religious believer. 	<p><i>PSHE 3j to resist pressure to do wrong, to recognise when others need help and how to support them.</i></p>

<p>c) the connection between religious beliefs/values and codes of moral behaviour;</p>	<ul style="list-style-type: none"> Following a study of the principles of a Just War, pupils write a letter from a Quaker perspective explaining why they are not able to participate in an armed conflict, although the government has declared a 'Just War'. 	<p>Cz 1g about the importance of resolving conflict fairly.</p> <p><i>PSHE 1b to respect the differences between people as they develop their own sense of identity.</i></p>
<p>d) how beliefs, values and moral codes might be applied to a variety of ethical issues.</p>	<ul style="list-style-type: none"> Based on a consideration of a topical moral issue, through news articles, TV broadcasts, internet news sites, etc, ask pupils to produce and present their own news item and editorial comment. They should include interviews with eye witnesses, including a Christian and a Muslim. Ask pupils to consider the advantages and disadvantages of mass media coverage of these sorts of event. 	<p>Cz 1h about the significance of the media in society;</p> <p>Cz 3a to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.</p>

Points to note, eg, ideas for enrichment, further C&PSHE, practical advice etc:

This unit makes use of topical issues as its foundation and is highly media-based. Pupils should develop ICT, research and analytical skills as a priority.

The following aspects of the Citizenship programmes of study may also be covered, with some additional teaching materials:

Pupils should be taught:

Cz 1a about the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people.

Cz 1b about the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Cz 1c about central and local government, the public services they offer and how they are financed, and the opportunities to contribute.

Cz 1d about the key characteristics of parliamentary and other forms of government.

KEY STAGE 3: UNIT 7 EXPRESSIONS OF BELIEF

FOCUS AREAS: C & D

<p>If you teach this unit of the agreed syllabus and provide opportunities for pupils to consider:</p>	<p>...by providing activities such as these (in relation to Christianity, Hinduism and Buddhism):</p>	<p>...you will contribute to these aspects of the Citizenship programmes of study and PSHE non-statutory framework:</p>
<p>a) the ways in which individuals might express their identity and beliefs;</p>	<ul style="list-style-type: none"> • Ask pupils to research, via books, CD-ROMs and internet sites, an aspect of human life, such as 'hope', 'protest' or 'thanksgiving', and compile a portfolio of Buddhist, Christian and Hindu artistic responses. • Ask pupils to chose a medium to express their own identity and beliefs and produce their own creative response. 	<p>Pupils should be taught: Cz 1b about the diversity of religious and cultural identities in the UK and the need for mutual respect and understanding.</p> <p><i>PHSE 1b to respect the differences between people as they develop their own sense of identity.</i></p>
<p>b) the ways in which communities might express their identity and beliefs;</p>	<ul style="list-style-type: none"> • Following a study of a selection of mandirs, temples and cathedrals as examples of communal expression of values, beliefs and inspiration, ask pupils to design their own place of reflection; welcoming people of different religions, and to describe the key features of their design. 	<p>Cz 3a to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.</p> <p><i>PSHE 3b how to empathise with people different to themselves;</i> <i>PHSE 3d to recognise some of the cultural norms in society, including the range of lifestyles.</i></p>

<p>c) the influence of religious leaders on believers and in the wider world.</p>	<ul style="list-style-type: none"> • Read with pupils the story of Gandhi and show part of the film. • Ask pupils to make some notes on the connections between the way he lived his life and the influence he had on the British authorities in India and on British people. • Ask pupils to suggest a modern international issue where politics, economics, and religion are involved, eg Aung San Suu Kyi's struggle for democracy in Myanmar (see case study 3.5). Discuss with them the reasons why people disagree about this issue. • Having collected the information ask pupils EITHER (a) to create a children's story about one of the religious leaders and present it as a 'book' OR (b) to write a report for the United Nations on the influence of a religious leader on resolving the issue or pointing the way forward. 	<p>Cz 1g about the importance of resolving conflict fairly;</p> <p>Cz 1h about the significance of the media in society;</p> <p>Cz 1i about the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations;</p> <p>Cz 2a to think about topical spiritual, social and cultural issues, problems and events by analysing information, including ICT based sources.</p> <p><i>PSHE 3b how to empathise with people different from themselves.</i></p> <p><i>PSHE 4g to consider social and moral dilemmas.</i></p>
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Points to note, eg, ideas for enrichment, further C&PSHE, practical advice etc:

CD ROMs: World Faiths; Aspects of Religion.

Film: Gandhi, starring Ben Kingsley.

Audrey Constant, 1998, *Man of Peace: the story of Mahatma Gandhi*, RMEP Faith in Action series.

Liam Gearon, 2004, *A Noble Life: the Story of Aung San Suu Kyi*, RMEP.

Burma Solidarity: www.burmacampaign.org.uk

United Nations website: <http://www.un.org/english/>.

European Union website link to policies on Myanmar: http://europa.eu.int/comm/external_relations/myanmar/intro/index.htm.

KEY STAGE 3: UNIT 8 WHAT DO PEOPLE BELIEVE?

FOCUS AREAS: A & E

<p>If you teach this unit of the agreed syllabus and provide opportunities for pupils to consider:</p>	<p>...by providing activities such as these (in relation to Christianity and Buddhism):</p>	<p>...you will contribute to these aspects of the Citizenship programmes of study and PSHE non-statutory framework:</p>
<p>a) key religious and philosophical terms and their meaning and importance for believers;</p>	<ul style="list-style-type: none"> • Following discussion and explanation of the concepts of <i>atheism</i>, <i>agnosticism</i>, <i>theism</i> and <i>humanism</i>, ask pupils to discuss the impact of such a religious position on people’s lives and to amplify this with reference to their own lives. • Ask small groups of pupils to research and contextualise these religious positions within Christianity and Buddhism, from textbooks. Using a Venn diagram, ask them to show how each faith accommodates or excludes these religious positions and to indicate the common areas. 	<p>Pupils should be taught:</p> <p>Cz 3a to use their imagination to consider other people’s experiences and be able to think about, express and explain views that are not their own.</p>
<p>b) the significance of the belief in God as Creator;</p>	<ul style="list-style-type: none"> • Ask pupils to research the Biblical Creation Story, and give a personal written assessment as to whether the Genesis account is designed to give factual information or poetic understanding. • Following their research, pupils then participate in a class debate: ‘The belief that God created the universe is vital for the future of humanity.’ 	<p>Cz 2b to justify orally and in writing a personal opinion about spiritual, moral social and cultural issues;</p> <p>Cz 2c to contribute to group and exploratory class discussions and take part in debates.</p>

<p>c) the possible purposes of life on earth;</p>	<ul style="list-style-type: none"> • Arrange for different groups of pupils to research the meaning of Stewardship for Christians and Karma for Buddhists and to present their findings to the larger group. • The groups then consult the EU, Commonwealth and United Nations websites for information about a current environmental or political issue, and present their findings in the form of a montage of images and headlines. • Using the assembled montage, the groups should then decide whether this piece of work best illustrates lack of Stewardship, or the action of Karma. • Finally, pupils apply their own response to the concept of either Karma or Stewardship as it might impact their own lives, with reference to the role that might be played by the EU, the Commonwealth and the UN. 	<p>Cz 1i about the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations;</p> <p>Cz 2a to think about topical, political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.</p> <p><i>PSHE 3b how to empathise with people different from themselves.</i></p>
<p>d) ultimate questions about life, suffering, death and eternity.</p>	<ul style="list-style-type: none"> • Show pupils clips from three TV programmes: a soap opera, the news, a reality TV show. Ask pupils to note examples of suffering, and suggest what could be done in each case selected. • Ask where they think suffering comes from. Is there a purpose to suffering? • In small discussion groups, pupils evaluate the Buddhist view against the Judaeo-Christian view expressed in the Book of Job. 	<p>Cz 2c to contribute to group and exploratory class discussions...</p> <p>Cz 3a to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.</p> <p><i>PSHE 3a to be able to talk about relationships and feelings.</i></p>

Points to note, eg, ideas for enrichment, further C&PSHE, practical advice etc:

Acknowledgements to the Hampshire Agreed Syllabus *Living Difference*, 2005, for the methodology of sequenced enquiry.

Acknowledgements to Sue Hasted and Geoff Teece, 1993, *Living Difference*, for ideas in section d).

KEY STAGE 3: UNIT 9 WHAT’S TO BE DONE?

FOCUS AREAS: B & F

<p>If you teach this unit of the agreed syllabus and provide opportunities for pupils to consider:</p>	<p>...by providing activities such as these (in relation to Christianity and Sikhism):</p>	<p>...you will contribute to these aspects of the Citizenship programmes of study and PSHE non-statutory framework:</p>
<p>a) the rights and responsibilities of individuals and communities;</p>	<ul style="list-style-type: none"> • In small groups ask the pupils to define a “Right”. Bring all their ideas together and draw up a composite definition on a large sheet of paper for display. • Ask for an individual list of their Rights and responsibilities in school. Do a voting exercise to establish 5 of each. • For homework set the question What rights would you like to see? • Using the life story of Guru Nanak, ask pupils to record evidence to show that Sikhism is a religion of equality. 	<p>Pupils should be taught: Cz 1a about legal rights and responsibilities underpinning society and how these relate to young people.</p> <p><i>PSHE 1b to respect the differences between people as they develop their own sense of identity.</i></p>
<p>b) different responses to poverty, injustice, disadvantage and distress;</p>	<ul style="list-style-type: none"> • Develop the Rosa Parks story as a role play exercise with pupils playing the main characters plus the police who had to enforce the order. • Explain UK legislation about racial discrimination and how central and local government bodies in the UK might deal with issues of racial discrimination today. • Ask pupils to imagine they are a local councillor making a helpful response to a complaint from a Gypsy who claims, with overwhelming evidence, that she has been told to sit at the back of a local bus ‘out of the way’, rather than at the front. Pupils should investigate how the matter would be dealt with and write to the woman to explain. 	<p>Pupils should be taught: Cz 1c about central and local government, the public services they offer and how they are financed, and the opportunities to contribute; Cz 1g the importance of resolving conflict fairly.</p> <p><i>PSHE 3a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively;</i> <i>PSHE 3b how to empathise with people different from themselves;</i> <i>PSHE 3d to recognise some of the cultural norms in society, including the range of lifestyles and relationships.</i> <i>PSHE 4g to consider social and moral dilemmas.</i></p>

<p>c) how groups attempt to encourage members to live up to their beliefs;</p>	<ul style="list-style-type: none"> • Put an OHP slide up with a copy of Martin Luther King's 'I have a dream' speech and play an audio recording. • Ask pupils to write their own dream speech for the 21st century incorporating at least two quotes from both Christian and Sikh sources and referring to a range of political, economic, environmental and social aspirations. 	<p>Cz 1i about the world as a global community, and the political, economic, environmental and social implications of this...</p> <p>Cz 2a to think about topical moral, social and cultural issues, problems and events by analysing information and its sources, including ICT based resources;</p> <p>Cz 2b to justify orally and in writing a personal opinion about such issues, problems or events.</p>
<p>d) how values affect people's attitudes to other beings and to their world.</p>	<ul style="list-style-type: none"> • Ask pupils to research slavery in the cocoa plantations of the world, focusing on why is this happening and what can be done about it. • Brief pupils on how a public enquiry is conducted and issue Role and Agenda cards for the following scenario: a famous chocolate company is coming to set up a base in your town. Hold a public meeting where the following groups present their response to the town's planning committee: local Christians; local Sikhs; school pupils who have studied slavery in the modern world; local residents. 	<p>Cz 1f about the work of community-based, national and international voluntary groups;</p> <p>Cz 1i about the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations;</p> <p>Cz 1c about central and local government, the public services they offer and the opportunities to contribute.</p>

Points to note, eg, ideas for enrichment, further C&PSHE, practical advice etc:

Philip Emmett, 1994, *The Sikh Experience*, Hodder & Stoughton, or Kanwaljit Kaur-Singh, 1998, *Sikhism for Today*, OUP.

RJ Owen, 1997, *Free At Last: the story of Martin Luther King*, RMEP Faith in Action Series.

The Rosa Parks story and information about Martin Luther King can be found, eg, in Large, Ingham and Parker, 2003, *This is RE! 2*,

John Murray, pp.70-71. An audio recording of his speeches is contained on a CD-ROM published by the Peace Pledge Union:

www.ppu.org.uk.

Consult local district and county council websites to find out who is responsible for regulating local bus companies and who is responsible for dealing with complaints of racial discrimination or invite a councillor or your local MP in to talk about these issues.

KEY STAGE 4

**KEY STAGE 4: EXAMPLE 1 – MARRIAGE AND DIVORCE – LINKING RE AND PSHE
LINK WITH AMV FOCUS AREAS: A, B, D & F**

If you teach this theme and provide opportunities for students to consider:	...by providing activities such as these (in relation to two religions):	...you will contribute to these aspects of the KS4 PSHE non-statutory framework:
<ul style="list-style-type: none"> • marriage ceremonies, contracts and vows (AQA); • the purpose of marriage. (Edexcel); • how marriage reflects Christian teachings (OCR); • religious teachings about pre- and extra-marital relationships and religious marriage ceremonies (WJEC); • preparing for adult life (ASDAN). 	<ul style="list-style-type: none"> • Ask students to identify ‘What makes a perfect partner’, physical and personal attributes. (Body outline collage, card sort activity). • Using pictures, video clips and students’ own personal experiences discuss with students components of a ‘good marriage’. • Ask students to produce a spider diagram showing different reasons for getting married, including the idea of arranged marriage as well as love marriage. • Provide sources of information to enable students to re-enact wedding ceremonies from two world faiths. • Ask students to compare and contrast the teachings and promises in the two wedding ceremonies. • Set up a debate on whether marriage is still important for bringing up children. • For an extended homework project: students could design their own wedding, incorporating religious or other symbolism and relating the events to personal and social considerations. 	<p>Pupils should be taught:</p> <p><i>PSHE 1d to recognise influences, pressures and sources of help and respond to them appropriately;</i></p> <p><i>PSHE 3e to be able to talk about their relationships and feelings;</i></p> <p><i>PSHE 3g about the nature and importance of marriage for family life and bringing up children.</i></p>

<ul style="list-style-type: none"> • divorce and remarriage (AQA) • changing attitudes to divorce and remarriage (Edexcel) • beliefs about the ethics of divorce (OCR) • religious teachings about divorce and remarriage (WJEC); • moral dilemmas (ASDAN). 	<ul style="list-style-type: none"> • Provide explanations of keywords. Ask students to identify what kind of family they live in, and any other type that emerges (e.g., foster). • Ask students to produce a spider diagram that identifies the reasons why families break down, trivial and serious, including comments on the pressures of parenthood. • Provide students with a list of changing divorce laws. Ask them to put them into chronological order, provide scenarios and match them with changing law; extend to ask students what they would have needed to do historically to get divorced. • Provide students with a pack about organisations that support people getting divorced and the religious teachings. Ask students to role-play a family court proceeding where each person takes on the role of one of these and presents a speech outlining their views and attitudes. 	<p>PSHE 3f to deal with changing relationships in a positive way, showing goodwill to others and using strategies to resolve disagreement peacefully;</p> <p><i>PSGE 3g</i> about the nature and importance of marriage for family life and bringing up children;</p> <p><i>PSHE 3i</i> about the impact of separation, divorce and bereavement on families and how to adapt to changing circumstances;</p> <p><i>PSHE 3j</i> to know the statutory and voluntary organisations that support relationships in crisis.</p>
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Points to note, eg, ideas for enrichment, further C&PSHE, practical advice etc:

Relationships guidance from the BBC: http://www.bbc.co.uk/relationships/couples/heartaches_divorce.shtml

Relate counselling: <http://www.relate.org.uk/>;

Independent legal advice and counselling service: <http://www.divorceaid.co.uk/index.html>;

National Family Mediation Service: <http://www.nfm.u-net.com/>.

For basic Christian and Jewish angles on relationships, try, eg, <http://www.bbc.co.uk/schools/gcsebiteize/re/relationships/index.shtml>.

KEY STAGE 4: EXAMPLE 2 – PREJUDICE AND DISCRIMINATION – LINKING RE AND CITIZENSHIP

LINK WITH AMV FOCUS AREAS: A, B, D & F

<p>If you teach this theme and provide opportunities for students to consider:</p>	<p>...by providing activities such as these (in relation to two religions):</p>	<p>...you will contribute to these aspects of the KS4 Citizenship programmes of study:</p>
<ul style="list-style-type: none"> • the causes of and religious attitudes to prejudice and discrimination (AQA); • the nature of the UK as a multi-ethnic society, including prejudice, discrimination and racism (Edexcel); • religious teachings about human dignity, equality and social responsibility (WJEC); • moral dilemmas (ASDAN). 	<ul style="list-style-type: none"> • Tell students about the ‘Blue eyes, Brown eyes’ experiment, where children who were deliberately discriminated against on account of having blue eyes lived up to lower expectations, behaving badly and underachieving, while ‘favoured’ brown eyed children did better than expected. • Discuss with students their own prejudices and the possible sources and causes of those prejudices. How much is due to ‘human nature’? How much to social conditioning? How much to generalising from a bad experience? What other factors are there? • Outline the multi-ethnic nature of Britain and the principles of the Race Relations Act of 1976. Ask students whether there should be a similar law against inciting religious hatred. • Organise a class debate about the (proposed) law on incitement to religious hatred, providing time for students to research the legal, moral and social issues and to gather a selection of religious and non-religious views on the question. • Hold the debate and ask all students to write a short piece explaining their own view, with an imagined example of what might happen to someone who was picked on because of their religious beliefs. 	<p>Pupils should be taught:</p> <p>Cz 1a about the legal and human rights and responsibilities underpinning society and how they relate to citizens, including the role and operation of the criminal and civil justice systems;</p> <p>Cz 1b about the origins and implications of the diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding;</p> <p>Cz 1c about the work of parliament, the government and the courts in making and shaping the law;</p> <p>Cz 2b to express, justify and defend orally and in writing a personal opinion about such issues, problems or events;</p> <p>Cz 2c to contribute to group and exploratory class discussions and take part in debates;</p> <p>Cz 3a to use their imagination to consider other peoples experiences and be able to think about, express, explain and critically evaluate views that are not their own.</p>

<ul style="list-style-type: none"> religious principles and statements by religious authorities on concepts of equality, justice and community (AQA); the nature of the UK as a multi-faith society, including considerations of religious freedom and religious pluralism; the teachings of religions in relation to issues of religious harmony (Edexcel); religious teachings about human dignity, equality and social responsibility (WJEC); moral dilemmas (ASDAN). 	<ul style="list-style-type: none"> Ask students to compare and contrast teachings of different religions, or the same, concerned with equality. Discuss what actions a religious person could take when responding to discrimination and how democratic processes might help. Introduce the 'Golden Rule' found in all world religions. Ask students to write a short essay about how religious pressure groups might go about persuading everyone to follow the golden rule, starting in the UK and spreading throughout the world. How might the free press, the other broadcast media and the internet play a role in this process? Ask students to research the facts about racial and religious harmony in England and Wales, by consulting crime statistics over the last few years, and to write a report from the point of view of the inter-faith network (see website below for the principles of the Interfaith Network). Extension exercise: ask students to watch 'Show Racism the Red Card' video and produce a project about racism in football, including insights from the religions being studied. 	<p>Cz 1d about the importance of playing an active part in democratic and electoral processes;</p> <p>Cz 1f about the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally;</p> <p>Cz 1g about the importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion;</p> <p>Cz 2a to research a topical moral, social or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing awareness of the use and abuse of statistics;</p> <p>Cz 3a to use their imagination to consider other peoples experiences and be able to think about, express, explain and critically evaluate views that are not their own.</p>
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Points to note, comparisons with GCSE Short Courses, ideas for enrichment, further C&PSHE, practical advice etc:

For information on incitement to religious hatred, see <http://www.homeoffice.gov.uk/comrace/faith/crime/>.

For a discussion of the issue, see, eg, <http://news.bbc.co.uk/1/hi/uk/4077754.stm>.

For a humanist view, see <http://www.humanism.org.uk/site/cms/newsarticleview.asp?article=1809>.

For attitudes of religions towards each other, and statements about beliefs and morality, see, eg, http://www.bbc.co.uk/worldservice/people/features/world_religions/index.shtml and <http://www.interfaith.co.uk/>.

For crime statistics go to <http://www.crimestatistics.org.uk/output/Page1.asp> or download <http://www.homeoffice.gov.uk/rds/pdfs04/hosb1004.pdf> and search for 'racial'.

For 'Show Racism the Red Card' and other football anti-racist resources, go to <http://www.srtrc.org/>.

POST-16

POST-16: EXAMPLE 1 – A FUTURE WITHOUT FAITH?
LINK WITH AMV FOCUS AREAS: A, D, E & F

If you focus on these key questions:	...by providing activities such as these (in relation to Humanism):	...you will contribute to these aspects of the QCA Guidance on Post-16 Citizenship and PSHE:
<p><i>Why believe?</i> (Students should understand both a religious and a non-religious perspective)</p>	<ul style="list-style-type: none"> • Ask students to consider: How might life change with belief / without belief? • Focus attention on issues such as: morality, personal relationships, careers, leisure activities, their own examples. • Ask students make a list of supposed changes for both non-religious and religious people and societies. • Students compare their results and discuss implications for society and individuals. 	<p>In relation to Citizenship, students should acquire and apply their knowledge and understanding in the areas of: Cz 3a identities, communities and diversity – local, regional, national, religious and ethnic in the UK and the need for mutual respect.</p> <p>In relation to PSHE, students should: <i>PSHE 3e relate and apply their learning about spiritual moral and cultural issues to their own and others lives, their family, community and society.</i></p>
<p><i>What is the purpose and destiny of human beings?</i></p>	<ul style="list-style-type: none"> • Students complete this sentence: ‘the meaning of life is...’. Then back up their statements with two strong arguments. • Students should find out what Humanists believe the purpose of life to be and what science has to offer, and then make a brief assessment in terms of what Humanism and science say about big questions of life and the issues raised in the first sessions above. 	<p>Cz 3a As above.</p> <p><i>PSHE 1c have hopes and aspirations for themselves and others;</i> <i>PSHE 3d think about, discuss and explain religious, spiritual, philosophical, moral and cultural issues, in the context of their own lives, in an informed manner with increased confidence.</i></p>
<p><i>What are the implications of a world without belief?</i> <i>How does the internet make a difference to modern forms of belief and belonging?</i> <i>Whom do you trust?</i></p>	<ul style="list-style-type: none"> • Building on the information from previous session – students discuss cults and political movements: psychological, sociological and intra-religious explanations. • Students discuss the goals of modern life: are there any agreed goals that could apply across the world, eg, in relation to the environment? 	<p>Cz 3c the world as a global community, including global interdependence and responsibility, sustainable development and local Agenda 21.</p> <p><i>PSHE 3d as above.</i></p>

<p><i>Why do we have rules/law? Are you governed by belief?</i></p>	<ol style="list-style-type: none"> 1. Recap on the discussion from last lesson. 2. Students imagine they are on a desert island with a group of people. Give them brief details of a diverse group of different ages, ethnicity, skills etc... There is no government, no law. In pairs, they work out: <ol style="list-style-type: none"> 1. What is your first problem? 2. What rules would you need most in this situation? 3. Compare with others – what are the similarities and differences? 4. Where have you gained your sense of morality? (List the possibilities.) 	<p>Cz 1a legal and human rights and responsibilities; Cz 2e ways of resolving conflict.</p> <p><i>PSHE 1b develop good relationships and appreciate the benefits of friendship, including those people with different backgrounds from their own;</i></p> <p><i>PSHE 3a develop their own values and attitudes, and recognise their own and others rights and responsibilities.</i></p>
<p><i>Does a world without belief equal a world without laws/morals?</i></p>	<ul style="list-style-type: none"> • Students imagine they come across a drowning child and felt an absolute urge to save that child. Can they trace this urge to the inherent value that this child possesses? If so, from where do they think this value has come? Do morals equal good? • Students list some examples of where good people have been made to suffer, and discuss the question: ‘If being good does not necessarily lead to reward then why do people continue to try to live their life in a moral way?’ • Return to the initial question: ‘The meaning of life is...’ and ask students to discuss whether they have changed their answer in any way and whether they feel comfortable with their answer. • Ask student to write down some reflective comments in answer to the question: ‘Are we ‘moral’ in the 21st Century?’ and give justifications for their views. 	<p>Cz 3c the world as a global community, including global interdependence and responsibility, sustainable development and local Agenda 21.</p> <p><i>PSHE 2a be responsible, caring and capable of helping to make things better for themselves and others;</i></p> <p><i>PSHE 3a develop their own values and attitudes, and recognise their own and others rights and responsibilities.</i></p>

Points to note, eg, ideas for enrichment, further C&PSHE, practical advice etc:

Resources: Visions of the future, eg artistic impressions, literature, film clips, eg, extracts from Orwell's 1984 might be read, or a clip from one of the ‘Terminator’ films. Information provided by the British Humanist Association. Video or internet video clips from different religious and political groups. Psychological and sociological accounts of personal problems associated with lack of meaning in life.

POST-16: EXAMPLE 2 – WAR AND PEACE
LINK WITH AMV FOCUS AREAS: A, D & F

If you focus on these key questions:	...by providing activities such as these (in relation to Christianity and Islam):	...you will contribute to these aspects of the QCA Guidance on Post-16 Citizenship and PSHE:
<p><i>Can going to war ever be justified?</i> <i>Are the principles of Just War adequate for the modern world?</i></p>	<ul style="list-style-type: none"> • Ask students to name the areas of the world where conflicts are taking place and to consider some of the possible reasons. • Students then use books, newspapers and the internet to research the causes of one recent war and analyse it in terms of Just War theory. • Ask students to write a short report on the war and include information about the UK's relations with other countries in relation to the war. 	<p>In relation to Citizenship, students should acquire and apply their knowledge and understanding in the areas of:</p> <p>Cz 1a legal and human rights and responsibilities;</p> <p>Cz 2e ways of resolving conflict;</p> <p>Cz 3b the UK'S international relations with Europe, the EU, the UN and the Commonwealth.</p> <p>In relation to PSHE, students should:</p> <p><i>PSHE 3c understand the power and meaning of religious and philosophical language and other forms of expression, and use some specialist expressions themselves.</i></p>
<p><i>Is there a 'moral' way to fight a war?</i></p>	<ul style="list-style-type: none"> • Students consider some modern methods of warfare and consider how generals might set out bombing instructions for: <ol style="list-style-type: none"> 1. a city of 3 million people which has industrial and military targets in residential areas; 2. an infantry regiment advancing towards their capital city. • Students imagine the generals have nuclear, chemical, biological and conventional weapons at their disposal, but must justify their choice of weapons and specify how they will be used. 	<p>Cz 2e ways of resolving conflict.</p> <p><i>PSHE 3a develop their own values and attitudes, and recognise their own and others rights and responsibilities.</i></p>

<p><i>Does the Christian religion support the idea of a holy war? What is the meaning of Jihad for Muslims? Do religions really cause wars?</i></p>	<ul style="list-style-type: none"> • Ask students to debate the proposal that ‘Religion is the cause of most wars.’ Is the proposal correct in the light of beliefs of, eg, Christians, Muslims? Why is there disagreement amongst believers? • In the light of their answers, ask students to write a letter to the leader of an imaginary country apparently using religion as the reason for war, setting out their views. 	<p>Cz 3a identities, communities and diversity – local, regional, national, religious and ethnic in the UK and the need for mutual respect.</p> <p><i>PSHE 2d understand the diversity within and between religions and how this is expressed;</i> <i>PSHE 3d think about, discuss and explain religious, spiritual, philosophical, moral and cultural issues, in the context of their own lives, in an informed manner with increased confidence.</i></p>
<p><i>What are the main arguments for and against pacifism?</i></p>	<ul style="list-style-type: none"> • In pairs, students prepare a defence case for the trial of a conscientious objector in World War 2, including reference to some philosophers, eg , Socrates. 	<p>Cz 2d the roles of individuals and voluntary groups in bringing about social change (locally, nationally and internationally).</p> <p><i>PSHE 3c understand the power and meaning of religious and philosophical language and other forms of expression, and use some specialist expressions themselves;</i> <i>PSHE 3d as above.</i></p>
<p><i>What are the most important issues raised in the debate about war? What is the most satisfactory answer to those issues?</i></p>	<ul style="list-style-type: none"> • In groups of 4, students prepare a final presentation on what the group consider to be the 5 most important issues raised by this topic and what they consider to be the best answers. This could be a PowerPoint presentation, a short film, some web pages, a wall display, a drama. • Each group makes its presentation to the class. 	<p>Cz 1a legal and human rights and responsibilities.</p> <p><i>PSHE 3d as above.</i></p>

Points to note, eg, ideas for enrichment, further C&PSHE, practical advice etc:

Resources: United Nations website. A world map with areas of conflict highlighted and labelled. A word-processed analysis of Just War as applied to a recent conflict. Joe Jenkins, *Ethics and Religion*, Heinemann. Richard Norman, 1995, *Ethics, Killing and War*, CUP. Michael Wilcockson, *Issues of Life and Death*, Hodder & Stoughton.

POST-16: EXAMPLE 3 – THE POWER OF RELIGION

LINK WITH AMV FOCUS AREAS: A, D & E

<p>If you focus on these key questions:</p>	<p>...by providing activities such as these (in relation to Christianity and the philosophy of religion):</p>	<p>...you will contribute to these aspects of the QCA Guidance on Post-16 Citizenship and PSHE:</p>
<p><i>What are the main philosophical arguments for the existence of God?</i></p>	<ul style="list-style-type: none"> • Ask students to research three arguments which support the existence of God. 	<p>In relation to PSHE, students should:</p> <p><i>PSHE 3c understand the power and meaning of religious and philosophical language and other forms of expression, and use some specialist expressions themselves;</i></p> <p><i>PSHE 3d think about, discuss and explain religious, spiritual, philosophical, moral and cultural issues, in the context of their own lives, in an informed manner with increased confidence.</i></p>
<p><i>What are the psychological and sociological explanations for religious belief?</i> <i>What is an ‘intra-religious’ explanation?</i></p>	<ul style="list-style-type: none"> • Ask students to present alternative explanations for the religious belief, alongside the reasons given by believers themselves, eg from experience. 	<p><i>PSHE 2d understand the diversity within and between religions and how this is expressed;</i></p> <p><i>PSHE 3d as above.</i></p>
<p><i>Does religion help people lead a more moral life?</i> <i>How different is the religious view from a Humanist one?</i></p>	<ul style="list-style-type: none"> • Lead a discussion of the role that religious views, human rights and secularist movements have in helping to lead a moral life. • In small groups, ask students to produce spider diagrams for all three points of view. • Ask students to compare and contrast a religious view with a humanist view and to draw up a table showing their findings. 	<p><i>PSHE 3c as above;</i></p> <p><i>PSHE 3d as above.</i></p>

<p><i>How can religion, human rights and government work together to solve big problems in the 21st Century?</i></p>	<ul style="list-style-type: none"> • Ask students to choose a big issue of the modern world and work in pairs to present a report to the United Nations, showing how religious views, human rights and the state may play a role in solving the issue. 	<p>In relation to Citizenship, students should acquire and apply their knowledge and understanding in the areas of:</p> <p>Cz 1a legal and human rights and responsibilities;</p> <p>Cz 3a identities, communities and diversity – local, regional, national, religious and ethnic in the UK and the need for mutual respect.</p> <p>In relation to PSHE, students should:</p> <p><i>PSHE 3c understand the power and meaning of religious and philosophical language and other forms of expression, and use some specialist expressions themselves;</i></p> <p><i>PSHE 3d think about, discuss and explain religious, spiritual, philosophical, moral and cultural issues, in the context of their own lives, in an informed manner with increased confidence;</i></p> <p><i>PSHE 3e relate and apply their learning about spiritual moral and cultural issues to their own and others lives, their family, their community and society.</i></p>
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Points to note, eg, ideas for enrichment, further C&PSHE, practical advice etc:

Resources: Dilwyn Hunt, 2005, *Introducing Philosophy of Religion*, Nelson Thornes.

HJ Richards, *Philosophy of Religion*, Heinemann.

John Bowker, *Is Anybody Out There: Religions and Belief in God in the Contemporary World*, Christian Classics.

Philosophy of religion texts for A level, eg Jordan / Lockyer / Tate. Sarah Tyler, *A / AS Religious Studies*, Philip Allan Updates.

Material on various religious and humanist figures noted for their approaches to morality. Internet and library research.

POST-16: EXAMPLE 4 – MEDICAL ETHICS: CLONING AND GENETIC ENGINEERING
LINK WITH AMV FOCUS AREAS: A, D E & F

<p>If you focus on these key questions:</p>	<p>...by providing activities such as these (in relation to ethical theories):</p>	<p>...you will contribute to these aspects of the QCA Guidance on Post-16 Citizenship and PSHE:</p>
<p><i>Do the ends ever justify the means?</i> <i>Should science be concerned with the greatest good for the greatest number?</i> <i>When does life begin?</i> <i>Is an embryo a person?</i> <i>What does it mean to be human?</i> <i>Will cloning lead to ‘designer babies’?</i> <i>Would a cloned person suffer psychological problems?</i> <i>Does cloning interfere with the natural order?</i> <i>is genetic engineering playing God?</i></p>	<ul style="list-style-type: none"> • Overall task: Students prepare a group presentation showing: <ol style="list-style-type: none"> 1. the positive implications of embryo research; 2. the negative implications of embryo research; 3. one religious perspective on embryo research; 4. one secular or humanist perspective on embryo research. 	<p>In relation to Citizenship, students should acquire and apply their knowledge and understanding in the areas of:</p> <p>Cz 2a the work of parliament, government and the courts in making and shaping the law.</p> <p>Cz 2d the roles of individuals and voluntary groups in bringing about social change (locally, nationally and internationally)</p> <p>In relation to PSHE, students should:</p> <p><i>PSHE 2e understand the way in which our world is changing and how these political, religious, social and economic changes affect individuals and groups of people;</i></p> <p><i>PSHE 3a develop their own values and attitudes, and recognise their own and others rights and responsibilities.</i></p>
	<ul style="list-style-type: none"> • Ask students devise a questionnaire, examining attitudes to human cloning and genetic research. 	<p><i>PSHE 3b show respect for the beliefs and values of others in their school, community and other social contexts, in their conversations, behaviour and work.</i></p>

	<ul style="list-style-type: none"> • Tell students about Christopher Reeve, who played 'Superman' in the film. He had a personal interest in stem cell research as he was paralysed from the neck down in 1995. He believed that stem cell research would result in helping millions of people world-wide with spinal injuries. • Ask students to write up an imagined interview with Reeve, together with a leading opponent of stem cell research. 	<p>Cz 2f the significance of the media and the importance of the free press.</p> <p><i>PSHE 2e understand the way in which our world is changing and how these political, religious, social and economic changes affect individuals and groups of people.</i></p>
	<ul style="list-style-type: none"> • Ask students to complete the following scenario: It is the year 2025. Mr and Mrs James are about to sue their local hospital. The baby they had 'designed' has arrived with a deformed arm. The spokesperson for the National Bioethics Advisory Committee has commented, 'This is exactly what I feared. As I stated many years ago – genetic engineering and human cloning is intrinsically evil and can never be justified.' 	<p>Cz 1a legal and human rights and responsibilities;</p> <p>Cz 2d the role of individuals and voluntary groups in bringing about social change (locally, nationally and internationally).</p> <p><i>PSHE 2e as above;</i></p> <p><i>PSHE 3a develop their own values and attitudes, and recognise their own and others rights and responsibilities.</i></p>

Points to note, eg, ideas for enrichment, further C&PSHE, practical advice etc:

Resources: A and AS level texts on religion and ethics, eg Joe Jenkins (Heinemann).

News stories, eg from Guardian Online, and documentaries.

Websites, eg the Church of Scotland's Society, Religion and Technology Project: <http://www.srtp.org.uk/geneng0.shtml>.

Think Quest: http://www.thinkquest.org/library/site_sum.html?name=19697&url=19697/.

Relevant articles may also be found on, eg The Philosophers Magazine website: <http://www.philosophers.co.uk/> or the BBC religion and ethics section: <http://www.bbc.co.uk/religion/ethics/>.

The Christopher Reeve Paralysis Foundation can be found at: <http://www.christopherreeve.org/>.

SECTION 3

Worked examples: how religious education may contribute to aspects of citizenship and PSHE

SECTION 3

WORKED EXAMPLES: HOW RELIGIOUS EDUCATION MAY CONTRIBUTE TO ASPECTS OF CITIZENSHIP AND PSHE

3.1 Linking the Life and Teaching of Jesus with a QCA scheme of work unit for Key Stage 3 Citizenship

Introduction

This case study starts with a particular unit from the QCA schemes of work for Citizenship: *Unit 13: How do we deal with conflict?* and demonstrates how it may be delivered through an alternative RE topic.

The following scheme demonstrates how a *term's work* on the **life and teaching of Jesus** may contribute to both AMV and Citizenship schemes of work and learning objectives.

Learning opportunities (LO)

RE: AMV Key Stage 3 Unit 7 (Expressions of Belief) Focus areas C & D

Pupils should be given the opportunity to consider:

- a) the ways in which individuals might express their identity and beliefs;
- b) the ways in which communities might express their identity and beliefs;
- c) the influence of religious leaders on believers and in the wider world.

and

AMV Key Stage 3 Unit 8 (What do People Believe?) Focus areas A & E

Pupils should be given the opportunity to consider:

- a) n/a;
- b) the significance of the belief in God as Creator;
- c) n/a;
- d) ultimate questions about life, suffering, death and eternity.

Citizenship (National Curriculum, 2000)

Pupils should be taught:

- about the work of community-based, national and international voluntary groups (1f);
- about the importance of resolving conflict fairly (1g);
- the world as a global community, and the political, economic, environmental and social implications of this... (1i);
- to think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources (2a);
- to justify orally and in writing a personal opinion about such issues problems or events (2b);
- contribute to group and exploratory class discussions, and take part in debates (2c);
- to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own (3a).

Resources

New Testament.

Internet connection to explore websites of Christian charities.

Resource Sheet 1: Christian Virtues Matching Exercise.

Resource Sheet 2: Example of pupil's work.

Key Question: Do Christians have the answers to conflict situations?

Teaching Activities

1. The Incarnation. Ask pupils to write up the stories of Jesus' birth (using Matthew 1.18-25; 2.1-18; Luke 2.1-20; John 1) in the form of an imaginary newspaper article of the time. The article should include reference to belief in God as Creator and to ideas about how the amazing claims of the 'astrologers from the east' might lead to people celebrating the event in the distant 'future'. (RE KS3 unit 8, LO b; unit 4, LO b; Cz 3a).
2. Commitment and Caring. Ask pupils to research the work of a modern Christian charity, such as Christian Aid, on the internet. Pupils produce a booklet of information about the commitment shown by Christians and show how the inspiration for their work may be taken from such episodes in Jesus' life as: his baptism (Luke 3.21-23; Matthew 3.13-17), his stories about a lost son (Luke 15) and a good Samaritan (Luke 10.25-37), his calling of the disciples (Luke 5.1-11; 27-32).
3. Money. Ask pupils to organise and take part in discussions and a class debate about whether it is right to give to street beggars. They should make reference to such episodes in the life of Jesus as: his story about a rich fool (Luke 12.13-21), the feeding of the 5,000 (John 6.1-15), the meeting with Zacchaeus (Luke 10.1-10).
4. Justice, forgiveness, love, hope, obedience and self-sacrifice. Ask pupils to make connections between these six Christian virtues and events in the last week of Jesus' life. Then make a connection with a modern issue that could be helped by the application of each of these virtues (see Resource Sheet 1). Pupils then design a 'triptych' which illustrates ONE of the virtues and the connections they have made (see Resource Sheet 2 below). Pupils comment on their design and say how far they think Christian virtues can help solve conflicts in the world.
5. Doubt and faith. Ask pupils to 'brainstorm' questions about life, suffering, death and eternity and write them on the board. Ask them to choose three of the most interesting questions and investigate the following passages to see whether they shed any light: Jesus washes his disciples' feet (John 13.1-17), Jesus tells his disciples how they should remember him (Luke 22.7-21), Jesus appears to his disciples after his death on the cross (John 20.10-31), the disciples receive the Holy Spirit and preach that God has raised Jesus from the dead (Acts 2). Pupils write answers to AT LEAST ONE of their 'ultimate'

questions (a) from the point of view of a disciple of Jesus and (b) from their own point of view.

ASSESSMENT

Formative

Impressions are gathered about pupils' responses to the RE and C&PSHE criteria throughout the activities.

Summative (based on the Area C 'objectives for learning and assessment' in AMV)

Judgements about the *level* at which pupils were working were made according to the extent to which they were able to:

- L1 make simple links between a range of examples of religious expression and the religious beliefs/ideas, feelings which underlie them;
- L2 express beliefs/ideas, feelings using recognised styles of religious expression and describe the meaning of the symbolism used;
- L3 identify and compare some of the ways in which believers express their principal beliefs/ideas and explain how these forms of expression may have an impact on the lives of believers;
- L4 demonstrate a critical awareness of and respect for a believer's expression of religious beliefs/ideas, feelings, and give a coherent account of the beliefs/ideas, feelings underlying forms of expression used by different denominations, groups and traditions;
- L5 explain the meanings of texts, language, figures of speech and symbolism in relation to the central beliefs of a religion.

Progress in Citizenship and PSHE should be judged in relation to the end of key stage statements provided on pages 10-12 above.

REFLECTIONS

Advantages of making links with Citizenship and PSHE to teach the lesson

- The stories from the Bible are made current, memorable and easy to relate to modern personal, political and social issues and therefore of interest and significant to the pupils.
- Religious principles are explored in terms of the difference they might make to real situations today.

Questions

- The activities should test the most able pupils; how will the less able be supported?
- How will we ensure that there is sufficient time to cover the suggested activities, so that pupils can engage with the more challenging tasks?
- If pupils only complete the triptych design without adding comments, will it be possible to award 'levels'?

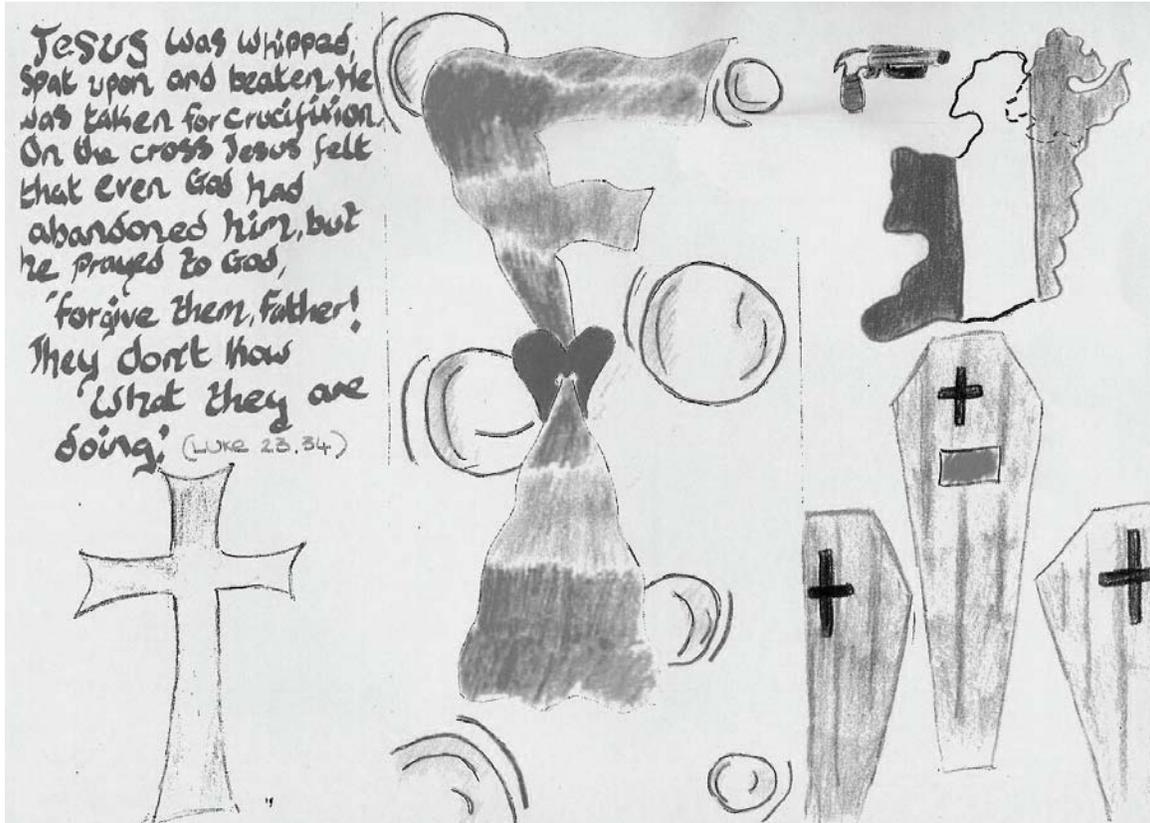
Resource Sheet 1: Christian Virtues Matching Exercise

Match the following episodes from the last days of Jesus' life, with one of the Christian virtues. Then make a further link to the modern situation which would be best helped if there were more of that virtue around in the world. There are no right and wrong answers, but you should be ready to explain your choice.

Episode from Jesus' Life	Christian Virtue	Modern situation
Jesus in Gethsemane. He knew he was going to die. He was afraid, but he prayed to God: 'Take this cup of suffering away from me. Yet not what I want, but what you want.' (Mark 14.36)	JUSTICE	Many children are resentful when their parents ask them to do something.
Jesus was arrested and taken to the High Priest. The High Priest asked him, 'Are you the Messiah, the Son of the Blessed God?' 'I am', answered Jesus, 'and you will all see the Son of Man seated on the right hand of the Almighty and coming with the clouds of heaven!' (Mark 14.62) This would be the day when everyone was judged for how they had lived their lives.	FORGIVENESS	After the Holocaust of the Second World War, many of those responsible for the 'Death-camps' went into hiding and have never been brought to trial.
Jesus was taken to the Roman Governor, and accused of claiming to be the King of the Jews. Jesus did not deny the charge. He had decided to go through with what he believed God wanted him to do: to give his life. (Luke 23.3)	LOVE	Thousands of people in the world are refugees because of brutal governments and persecution.
Jesus was whipped, spat upon and beaten. He was taken for crucifixion. On the cross Jesus felt that even God had abandoned him, but he prayed to God, 'Forgive them, Father! They don't know what they are doing.' (Luke 23.34)	HOPE	In Northern Ireland many people on both sides have died as a result of terrorist bombs and shootings.
When Jesus was crucified he was putting into practice the commandment he had given his disciples: 'Love one another, just as I love you. The greatest love a person can have for his friends is to give his life for them.' (John 15.12)	OBEDIENCE	People did nothing when a gang attacked an old man in a busy shopping centre.
Jesus died on the cross. The Romans made sure he was dead by spearing him in the side. He was wrapped in cloth and put in a tomb. The tomb was sealed with a large stone. (John 19.28-42) Two days later some women went to the tomb and found it empty. They were given a message that Jesus had risen from the dead. No one believed them except Peter, who immediately ran to the tomb. (John 20.1-9)	SELF-SACRIFICE	Every year millions of crimes are committed by people who are 'crying out for attention'.

Resource Sheet 2: Example of pupil's work

This 'triptych' design incorporates three 'panels': on the left, a representation from one of the scenes in Holy Week; in the centre, an abstract design symbolising one of the listed Christian virtues; on the right, a representation of a modern situation where that virtue may help. Pupils record their comments on the back of the picture.



3.2 PLANNING A 'SUSPENDED TIMETABLE' DAY TO SUPPORT RE AND CITIZENSHIP IN A SECONDARY SCHOOL

Learning opportunities

This case study will not focus on one particular content area, but will offer a range of themes which may easily lend themselves to successful delivery through a 'suspended day'. One short example appears below, but it will be necessary for teachers to decide on the learning opportunities that are relevant for each theme, establishing the aims, objectives and learning outcomes in relation to AMV, Citizenship orders, PSHE non-statutory framework.

Specific Issues:

Strategic

It is crucial that the use of 'suspended timetable' days is seen within the context of the whole school approach to the curriculum. Senior managers will need to decide the priority of RE, Citizenship, PSHE within the ethos of the school and this will lead to identifying its place within the taught curriculum. It is recommended that 'suspended timetable' days supplement regular weekly/fortnightly slots rather than being the total provision. If outside agents are to work with young people on the day, then it is vital that they are police checked and it may be helpful to follow the guidance in the Somerset Healthy Schools Team's leaflet 'School Use of Visitors and Outside Agencies in Health Promotion' available on SiX (Teaching and learning > curriculum and standards > themes > PSHE).

In law, the school governing body has a duty of care (*is in loco parentis*) that operates for any activity. **Teachers cannot transfer this duty, therefore governors and headteachers must ensure that visitors work alongside teachers.**

It may be necessary for payment to be made to visitors to secure their involvement. Consequently, there will need to be budgeting for the implementation of 'suspended timetable' days which will need to be part of the School Improvement Plan.

Planning

1. Planning needs to begin early and visitors, if used, need to be booked well in advance.
2. The purpose of the day must be decided together with the aims, objectives and intended learning outcomes. Young people should be encouraged to participate in an appropriate fashion either by teachers ascertaining their existing perceptions of the issue, or by direct involvement in the planning process. If the support of outside agents is needed, then decisions will need to be made as to whether the school does this alone, or in collaboration with the visitor. In doing this, it is important that the visitor shares the philosophy and values of the school and that policies eg sex and relationships education are adhered to.

3. It is important to decide why the visitor is being invited to be involved eg special expertise, membership of a particular faith group. If this person is needed to give an input, then decisions about the groupings for the day ie whole school, year group, tutor group, will need to be decided and logistics planned to ensure that the correct use of the visitor is made. Some topics are more likely to lend themselves to a 'lecture' to a whole year group than others.
4. Realistic aims need to be set for visitors eg not possible for a health care professional to 'do' sexually transmitted infections to all of Year 10 in a 20 minute slot.
5. It is important to decide what preparation and follow-up work will be undertaken to support the best value from the day.
6. When choosing a visitor it will be necessary to decide if s/he is experienced in working with young people; if appropriate facilities are available for her/him eg appropriate space to speak to young people after the input, are issues of confidentiality thought through and in line with the school policy.
7. How were the young people involved in the planning for the day? Will they be involved in the implementation of the day? Will they host visitors?
8. During the day it will be necessary to consider how the range of learning styles are accommodated and how the activities are fit for the agreed purpose.
9. Detailed planning of room allocation, movement of young people and adults, changes to other members of the school community need to be carefully planned. Teachers need to be well prepared for the day (clear detailed notes are helpful) so that they have a complete overview as well as being aware of their specific role.

Benefits of 'suspended timetables'

Using the 'suspended timetable' format has the possibility of accruing benefits for the school and the young people. Some of these could be:

1. There are different opportunities to approach difficult topics in a challenging and engaging way e.g. the United Nations, local government.
2. It may be possible to access a range of expertise held by local government officers, charities, public service employees. However it is important to plan for unforeseen operational priorities which prevent attendance on the day. A service level agreement between the visitor and the school may be helpful in this regard.
3. There is a valuable opportunity to network with staff from other curriculum departments thus raising the profile of RE, PSHE and Citizenship.
4. Some of the activities possible on these days are very different from the usual opportunities in school and these can prove to be very memorable and positive for young people.
5. There will be opportunities for developing group work, interaction with visitors with specific experiences and expertise and the use of a range of learning opportunities.

Example of a theme which has been developed in a Somerset Secondary School

For each theme, it will be important to establish the aims, objectives and learning outcomes in relation to AMV, Citizenship orders, PSHE non-statutory framework.

The Kenya Day - Global Citizenship – Year 10

The Brief for the day

Pupils in role as United Nations Observers are sent to Kenya to report on the HIV/AIDS crisis there, with the purpose of ascertaining what strategies are currently in place and some priorities for future action.

Much of the material used to support learning on this day came from the five members of staff who were funded by the British Council to visit our link school in Kenya.

Preparation

Pupils prepare for the 'suspended day' in the three preceding PSHE lessons by examining the following:

Week 1 - What is the UN and what is the big picture on HIV/AIDS? What is the role that religion can play in countering the spread of HIV/AIDS?

Week 2 - What is the UK 's connection with Kenya? How should a Government spend their money?

Week 3 - We are going to Kenya! Discussion of health issues, places to see, the language, religion, etc

On the day, pupils rotate around a variety of workshops which will give them experiences of life in Kenya including homelife, village life, going to school, AIDS education, public services, the AIDS crisis – information from the charities, Action Aid and Saint Patrick's missionaries, women's responses to AIDS issues in their village.

As a result of these sessions, each tutor group produces 3 key findings and makes recommendations to be made to the UN. These are brought together in a plenary for all the pupils at the end of the day. All pupils then vote for the 3 most important recommendations from those that are offered. These most popular become the recommendations to the UN.

Some pupils, particularly those who are following a GCSE in Religious Studies, should reflect on their part in the activities and write up their conclusions, taking into account the role of religion and religious believers in Kenyan life in general and in tackling the spread of HIV/AIDS in particular.

Learning opportunities

RE: AMV Key Stage 3 Unit 9 (What's to be done?) Focus areas B & F.

Pupils should be given the opportunity to consider:

- a the rights and responsibilities of individuals and communities;
- b different responses to poverty, injustice, disadvantage and distress;
- c how groups attempt to encourage members to live up to their beliefs;
- d how values affect people's attitudes to other beings and to their world.

and /or

RE: Somerset Certificate of Religious Education (SCoRE) Family Relationships – Focus areas B & F.

Students should:

(AT 1 – area B)

- a demonstrate knowledge and understanding of how religious practices and lifestyle choices have been used by believers to meet the challenges and make the most of family life;
- b explain the relevance of such practices and lifestyles in changing historical and cultural contexts , and

(AT2 – area F)

- a consider a range of moral principles and religious teachings in relation to issues involving family relationships;
- b consider how values and commitments might affect people's attitudes and behaviour in relation to family relationships;
- c consider and evaluate religious and non-religious views on family relationships in relation to their own values and commitments.

and /or

RE: GCSE short course units relating to: affects of Christianity (or Roman Catholic teaching) on behaviour, attitudes and lifestyles (AQA – A), relationships, rights and responsibilities (AQA – B), Family relationships in relation to the chosen religion (AQA – C), social harmony or religion: wealth and poverty (Edexcel – A), religion and human relationships, religion and equality or religion, poverty and wealth (OCR – B), community, morality or lifestyle and social practices (WJEC – A), issues of love, marriage and divorce or issues of justice and equality (WJEC – B – Option A).

Key Stage 4 Citizenship (National Curriculum, 2000)

Pupils should be taught:

- about how the economy functions including the role of business and financial services (1e);
- about the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally (1f);
- about the rights and responsibilities of consumers, employers and employees (1h);

- about the United Kingdom's relations in Europe, including the EU, and relations with the Commonwealth and the United Nations (1i);
- about the wider issues and challenges of global interdependence and responsibility, including sustainable development and Local Agenda 21 (1j);
- to research a topical political, spiritual, moral or cultural issue, problem or event by analysing information from different sources, including ICT-based sources, showing an awareness of the use and abuse of statistics (2a);
- to express, justify and defend orally and in writing a personal opinion about such issues, problems or events (2b);
- to use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own (3a);
- to negotiate, decide and take part responsibly in school and community-based activities (3b);
- to reflect on the process of participating (3c).

Key Stage 4 PSHE (QCA Non-statutory Guidance, 2000)

Pupils should be taught:

- how to keep healthy and what influences health, including the media (2b);
- in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity (2e);
- how to empathise with people different from themselves (3b);
- to communicate confidently with their peers and adults (3k);
- to participate (4c);
- to consider social and moral dilemmas (4g);
- to find information and advice (4h).

ASSESSMENT

Formative

In this example, pupils self-assess their increase in knowledge about life in Kenya; how they have worked within their various groups; involvement in public speaking; how well they have stayed on task; and their attitudes towards Kenya.

Summative (based on the Area F 'objectives for learning and assessment' in AMV)

Judgements about the *level* at which pupils were working were made according to the extent to which they were able to:

- L4 ask a range of questions about choices and decisions and suggest what moral implications may be involved, making reference to the teaching of religions where appropriate;
- L5 express their own values and commitments and review them in the light of other people's values and commitments, including those held by people with a faith commitment;
- L6 demonstrate a critical awareness of and respect for people's values and commitments, including those held by people with a faith commitment;

- L7 explain their own values and commitments, with supporting arguments and evidence, in relation to religious and other teaching on a contemporary moral issue;
- L8 evaluate their own and others' views of religious and other values and commitments with sensitivity to people's concerns and convictions.

Progress in Citizenship and PSHE should be judged in relation to the end of key stage statements provided on pages 10-12 above.

REFLECTIONS

The use of 'suspended days' can make a major contribution to school life, but needs to have the same priority, planning and resourcing as other curriculum areas. It is very unlikely to be effective without significant planning and organisation and should not be seen as the best single way to deliver RE, PSHE or Citizenship.

3.3 RE, SEX AND RELATIONSHIPS EDUCATION: MAKING CONNECTIONS IN A SECONDARY SCHOOL

Introduction

A group of Year 10 GCSE short course Religious Studies pupils consider: “Changing attitudes to homosexuality in the United Kingdom. Religious and non-religious attitudes to homosexuality including the reasons for the attitudes.” This would be contained within a module on ‘Marriage and the Family’ which would be covered during a term. This section will be allocated 3 lessons of 45 minutes duration.

Learning opportunities

RE: AMV Key Stage 3 Unit 6 (Keeping the Rules) Focus areas A & F.

Pupils should be given the opportunity to consider:

- a) a variety of codes of behaviour;
- b) the authority and relevance to modern life of ethical codes;
- c) the connection between religious beliefs/values and codes of moral behaviour;
- d) how beliefs, values and moral codes might be applied to a variety of ethical issues.

and /or

RE: GCSE short course units relating to: affects of Christianity (or Roman Catholic teaching) on behaviour, attitudes and lifestyles (AQA – A), relationships, rights and responsibilities (AQA - B), family relationships in relation to the chosen religion (AQA – C), religion and human relationships (OCR – B), morality – attitudes to sex (WJEC – A). Connections might also be made with short course units addressing issues of prejudice and discrimination, eg, social harmony (Edexcel – A), living the [Christian/Hindu/etc] life (Edexcel – B).

PSHE (National Curriculum, 2000, non-statutory guidance)

Key Stage 4: pupils should be taught:

- to have a sense of their own identity and present themselves confidently in a range of situations (1b);
- to recognise influences, pressures and sources of help and respond to them appropriately (1d);
- about the diversity of different ethnic groups and the power of prejudice (3a);
- to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support (3c);
- to be able to talk about relationships and feelings (3e);
- to develop working relationships with a range of adults, including people they meet during work experience, personal guidance and community activities (3k);
- feel positive about themselves (4b);
- develop relationships (4f);
- to consider social and moral dilemmas (4g).

Sex and relationship education (S&RE) (taken from Ofsted Report, 2002, 'Sex and relationships'.) Pupils should be taught:

- to have the determination to stand up for their beliefs and values (10d);
- to work co-operatively with a range of people who are different from themselves (10h);
- how their own identity is influenced by both their personal values and those of their family and society (11k);
- how their own identity is influenced by both their personal values and those of their family and society (11n);
- about their developing sense of sexual identity and how to feel confident and comfortable with it (12a);
- how personal, family and social values influence behaviour (12b).

Resources

- Resources Sheets (below).
- Faith, religion and values in sex education, 2003, Sex Ed Forum.
- Watton, V.W. and Wells, R., 2002, *Religion and Life Teacher Pack*, 3rd edition, Hodder & Stoughton.
- Christian Education Movement, 2000, *What the Churches Say on moral and social issues*, 3rd edition, Christian Education Movement.
- Lovelace, A. and White, J., 2002, *Beliefs, Values and Traditions*, 2nd edition, Heinemann.

Teaching activities

1. Rules. It is assumed that ground-rules will have been negotiated with the group and also that decisions will be made concerning the gender mix within the group. It may be more advantageous for some of the work to be undertaken in single gender groups with plenary sessions involving mixed gender groups. The professional judgement of the teacher and the school sex and relationship policy will be key in making these decisions.

It may be necessary to agree what is meant by a sexual relationship within the group. It may also be important to explain what is meant by sexual intercourse by showing a video, using resource material or explaining yourself.

2. Somerset's 'Guidance on Sex and Relationship Education Policy Development' (revised April 2004) is available at:

www.six.somerset.gov.uk/sixv3/content_view.asp?did=6446.

For further information, please contact Dr Kath Wilson, the advisory teacher for health related education in Somerset (01823 447128, kwilson@somerset.gov.uk)

North Somerset's Sex and relationships education guidance was published in 2003 and may be downloaded from the North Somerset PCT website at:

<http://www.northsomerset.nhs.uk/index.php?op=modload&name=knowledge&file=index&viewCat=309>.

For further information, please contact Sue Walker, the health and well-being

coordinator at North Somerset School Improvement Service (01934 634778, sue.walker@n-somerset.gov.uk).

3. Attitudes to sexuality. Explain that 'Sexuality concerns people's feelings about being male or female and how they deal with these feelings. People may choose to explore their sexuality by themselves through sexual feelings, imagining things, touching themselves and masturbation. They may also explore their sexuality through physical contact and relationships with other people. Everyone has a 'sexual career' that will change at different times during their life and depends on their cultural and spiritual beliefs.'
4. Religion and sex. Ask pupils how religious beliefs might affect a person's attitudes to sex and their behaviour. Use a RS GCSE text book to explore religious perspectives on gender issues, image and so on. Ask pupils to consider such principles as *respect for oneself and for others* in one or two religious traditions and to explain why a particular code of behaviour might be held to be important by some people. Ensure that pupils are aware that there are different interpretations of religious teachings made by different groups within religions but that often there are core principles which are regarded as being vital to the leading of a good life. Ignoring these principles, according to believers, leads to harm for oneself and / or society.
5. Varieties of sexuality. Distribute the activity sheet 'Sexuality – what are we talking about?' (see Resource Sheet 1 below). Ask pupils to work in groups and match the definition in the boxes to the words. The correct answers are: **A7, B1, C8, D5, E10, F9, G3, H6, I2, J4.**

As well as checking for accuracy in defining the words, you could allude to the following issues:

- ◆ That relationships do not have to be sexual.
- ◆ Surveys have found that about 5% of the adult population is homosexual.
- ◆ That some religious and faith groups have teachings about sexuality and sexual activity. These teachings are sometimes contentious: for believers they provide essential, even divine, guidance for human well-being; for others, the teachings can appear prejudicial and can lead to disagreements and difficulties in making and maintaining relationships.
- ◆ Homophobia can lead to bullying in many areas of life.
- ◆ Recent changes in attitude in Britain to homophobia in terms of celebrities 'coming out' and being open about their sexuality.
- ◆ That some transsexuals have sex change operations.
- ◆ It may be difficult to be different from the majority (or what the majority say they are or do!!) i.e. to admit to being gay or celibate. This may be especially difficult in a rural area like Somerset & North Somerset. Ask pupils why this might be.
- ◆ **That everyone should be treated with respect irrespective of their sexuality.**

6. 'Sexuality: what do you think?' Using the worksheet (see Resource Sheet 2 below), pupils working in groups can consider the statements and respond. Each question can be dealt with separately to process the group's views.
7. Issues of sexuality. Use the following statements to provoke discussion. They could be offered as a list for group discussion or read out and the pupils respond by placing themselves in a line as an attitude continuum with one end being 'strongly agree' and the other end "strongly disagree":
 - ❖ Sex before marriage is wrong.
 - ❖ The age for heterosexual sex should be reduced from 16 to 14 years.
 - ❖ Masturbation is unnatural.
 - ❖ There is nothing wrong with staying celibate (not having sex) all your life.
 - ❖ It is wrong for gay men to hold hands in public.
 - ❖ Lesbians should not kiss in public.
 - ❖ There is nothing wrong with having pictures of naked women in newspapers.
 - ❖ There is too much sex on TV.
 - ❖ It is OK for a woman to have condoms in her handbag.

Follow up by asking why people stood in a particular place. Ask pupils to turn to those standing near to them and tell them why they stood there. Change the 'agree/disagree' positions and ask why people may take the opposite view, etc. This exercise could also be carried out with individual pupils or groups of pupils being given a 'role' card for different religions/faiths and asked to respond as they think a member of that religion or faith might respond using information from the reference. It would then be useful to talk about the variation in people's interpretation of such codes of conduct, eg, do all Roman Catholics shun the use of condoms?

8. Resolving relationships. To allow pupils to consider how different people view homosexual and heterosexual relationships, this exercise can focus on issues of prejudice and discrimination. Using the questionnaire 'Creating a character' (see Resource Sheet 3 below), divide the class into groups of 4/5 and ask each member to offer characteristics for their 'character' in turn until the questionnaire is completed. Include characters representing one or two specific religious traditions.

Using the template in the 'Relationship cards' (see Resource Sheet 4 below), a variety of issues, dilemmas, morals and challenges can be explored. Each group should have the opportunity to consider what would happen if their 'character' became involved in a relationship with someone of the same gender and the opposite gender. A range of issues could also be explored by the use of relationship cards identifying the person to belong to particular religious or faith groups.

The groups can be brought back into the plenary and asked to report back on the character they built, the feelings that had about his or her situation, and

the advice they gave on the relationship that was developing. This allows the teacher to encourage discussion about the similarities and differences between homosexual and heterosexual relationships (and possibly any further issues arising through religious or faith beliefs and values). It can draw attention to the discrimination and prejudice that people in all kinds of relationships can face.

ASSESSMENT

Formative

Impressions are gathered about pupils' responses to the C&PSHE criteria throughout.

Summative (based on 'objectives for learning and assessment' in AMV)

Judgements were made on the extent to which pupils were able to respond to the learning opportunities listed earlier. The level of ability shown will relate to the AMV level statements for areas of enquiry A and F or to the level descriptors in the GCSE short course specifications.

Progress in Citizenship and PSHE should be judged in relation to the end of key stage statements provided on pages 10-12 above.

REFLECTIONS

Advantages of making links with PSHE and S&RE

These activities allow RE and S&RE objectives to be addressed at the same time. Moral values need to be part of S&RE and these activities allow distancing techniques to promote and provoke discussion without disclosing personal information. The need for negotiating ground-rules again needs to be emphasised.

Questions

- How is the work coordinated between RE and PSHE departments (if they are different)?
- How are the Continuing Professional Development needs of staff addressed in facilitating these sensitive issues?
- How does this relate to any input from the Science Department? How do they deal with other scientific issues which have associated moral and ethical dimensions?
- Is the school S&RE policy adequate to support this work and do other school policies address issues of homophobic bullying?

Resource Sheet 1: Sexuality – What are we talking about?

Match the term on the left to the correct definition on the right.

<p>A CELIBACY</p>	<p>1. A person who is attracted to and has a sexual relationship with a person of the opposite gender. (A man has a relationship with a woman or a woman with a man)</p>
<p>B HETEROSEXUAL</p>	<p>2. A person has a sexual relationship with a partner and at the same time has a sexual relationship with another person.</p>
<p>C HOMOSEXUAL</p>	<p>3. A person who is attracted to and has sexual relationships with both men and women.</p>
<p>D GAY MAN</p>	<p>4. A person who feels very strongly that they were born with the body of one gender and the mind of the other gender (eg a man with a male body feels and thinks like a woman)</p>
<p>E TRANSVESTITE</p>	<p>5. A man who is attracted to and has a sexual relationship with a man.</p>
<p>F LESBIAN</p>	<p>6. A person has a sexual relationship with only one partner.</p>
<p>G BISEXUAL</p>	<p>7. A person does not have sexual relationships with other people.</p>
<p>H MONOGAMY</p>	<p>8. A person who is attracted to and has sexual relationships with people of the same gender. (Man with man or woman with woman)</p>
<p>I AFFAIR</p>	<p>9. A woman who is attracted to and has sexual relationships with women.</p>
<p>J TRANSSEXUAL</p>	<p>10. A person who likes wearing clothes which would normally be worn by people of the opposite gender.</p>

Resource Sheet 2: Sexuality: what do you think?

	Agree	Disagree
1. All married couples have sex		
2. One in one hundred people are gay		
3. All gay men have anal intercourse		
4. Most people do not know any homosexuals		
5. All prostitutes are women		
6. Some women are raped by their husbands		
7. People with disabilities do want to have sex		
8. It is very acceptable for people not to have sex		
9. Some gay men are married to women and have children		
10. Christianity accepts the use of contraceptives		
11. The Jewish faith accepts homosexuality		
12. About 30% of young people have intercourse before they are 16 years old		

Resource Sheet 3: Create a character questionnaire

1. Name	8. Who are friends?
2. Age	9. Does..... have a girlfriend or boyfriend? Yes/No If Yes, what is their name
3. Gender Male/Female	10. Does go to school or college?
4. Sexuality	11. Does have a job? Yes/No If Yes what is it
5. Religion/faith	12. What does do during leisure time? (sports, clubs, pubs, homework, visit friends etc)
6. Address	13. What is favourite food favourite TV programme favourite music
7. Who does live with? (parent/s, relations, other adults, other young person/people)	

Resource Sheet 4: Relationship cards

<p>..... is very attracted to a boy he knows, and is fairly sure that the other boy feels the same.</p> <p>What do you think he should do next?</p>	<p>..... is very attracted to a girl she knows, and is fairly sure this girl feels the same.</p> <p>What do you think she should do next?</p>
<p>..... is very attracted to a boy she knows, and is fairly sure that he feels the same.</p> <p>What do you think she should do next?</p>	<p>..... is very attracted to a girl he knows, and is fairly sure that she feels the same.</p> <p>What do you think he should do next?</p>

3.4 RE AND DRUGS EDUCATION: MAKING CONNECTIONS IN A SECONDARY SCHOOL

Introduction

A group of Year 9 Religious Studies students consider how religious beliefs affect approaches to moral issues, exploring religious and non-religious attitudes to drug taking and the rules applied by religious groups on drug use.

This would be contained within a module on 'Drugs and the law – a local, national and global issue' which would be covered over 6 to 7 weeks. This section will be allocated 5 lessons (each 45 minutes in duration).

Learning opportunities

RE: AMV Key Stage 3 Unit 6 (Keeping the Rules) Focus Areas A & F

Pupils should be given the opportunity to consider:

- a a variety of codes of behaviour;
- b the authority and relevance to modern life of ethical codes;
- c the connection between religious beliefs/values and codes of moral behaviour;
- d how beliefs, values and moral codes might be applied to a variety of ethical issues

and /or

RE: Somerset Certificate of Religious Education (SCoRE) Crime and Punishment – Focus areas A & F.

Students should:

(AT 1 – area A)

- a demonstrate knowledge and understanding of religious and non-religious beliefs about crime and punishment in relation to use and misuse of drugs;
- b explain the relevance to everyday life of appropriate writings and teachings of key religious figures, and

(AT2 – area F)

- a consider a range of moral principles and religious teachings in relation to issues of crime and punishment;
- b consider how values and commitments might affect people's attitudes and behaviour in relation to issues of crime and punishment;
- c consider and evaluate religious and non-religious views on crime and punishment in relation to their own values and commitments.

and /or

RE: GCSE short course units relating to: affects of Christianity (or Roman Catholic teaching) on behaviour, attitudes and lifestyles (AQA – A), thinking about morality: relationship between belief and behaviour (AQA – B), Living the Christian/Muslim/etc. life (Edexcel – B), authority, community, morality or lifestyle

and social practices (WJEC – A), issues of choice, personal and corporate identity (WJEC – B – Option A).

PHSE (National Curriculum, 2000, non-statutory guidance)

Pupils should be taught:

- to respect the differences between people as they develop their own sense of identity (1b);
- basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs (2d);
- how to empathise with people different from themselves (3b);
- to recognise some of the cultural norms in society, including a range of lifestyles and relationships (3d);
- to consider social and moral dilemmas (4g).

Citizenship (National Curriculum, 2000)

Pupils should be taught:

- the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice, and how both relate to young people (1a);
- to contribute to group and exploratory class discussions, and take part in debates (2b).

Drug Education (taken from *Drug Education: Curriculum Guidance for Schools*, 1995, DfEE)

Pupils should be taught:

- school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs and responses to drug-related incidents;
- the law relating to drugs;
- attitudes and beliefs about drugs and drug users among different groups in society;
- attitudes towards drugs and laws relating to drugs.

Resources

- Leaflets outlining information on the drugs listed below.
- Information on drugs and the law.
- Resource Sheets (on the following pages).

Previous Learning

1. Ground rules. It is assumed that ground rules for PSHE sessions focusing on drug issues will have been negotiated with the class. Students may need reminding of these agreed rules before the start of a session. (For guidance on ground rules, please see Resource Sheet 1 on the following pages).
2. The students should also have a basic knowledge of the drugs listed below and a good understanding of the effects and risks of tobacco, alcohol and solvents.

3. Students should also be aware of the school rules and school policy relating to drugs, alcohol and tobacco.

Teaching activities

1. Drugs and the law

This first activity will focus on students gaining an understanding of the basic laws regarding commonly used drugs. A simple quiz can be completed in small groups and should be used as a basis for discussion, correcting any misinformation. (An example of a quiz can be found in Resource Sheet 2 on the following pages).

2. Attitudes to drug issues

In order to focus on attitudes towards drug issues, the following statements could be read out and the students respond by placing themselves in a line as an attitude continuum with one end being 'agree' and the other end 'disagree':

- Cigarette smoking should be banned in all public places.
- 16 year olds should be allowed to buy alcohol.
- Cannabis should be legalised and anyone over 16 should be allowed to buy it and use it.
- People who are addicted to illegal drugs should get medical help rather than be put in prison.
- Dealers who supply drugs should be put in prison for a very long time.
- The price of cigarettes should be doubled.
- People who have heart problems through smoking should wait longer than other people for medical treatment.
- Any student found with illegal drugs in school should be expelled.
- Needle exchanges are a good idea.
- Medicines probably do as much damage as illegal drugs.
- You need drink at a party to have a good time.

The responses to each statement should be reflected upon and students given the opportunity to discuss why they stood in a particular place, either by talking to the person standing next to them or as a whole class discussion.

This exercise can also be carried out by students or groups of students being given a 'role' card for different religions / faiths / members of society and asked to respond as they think a member of that group might respond using information from the card. (See Resource Sheet 3 on the following pages) It would be useful to discuss about the variation in people's interpretation of such codes of conduct, e.g. do all Muslims abstain from drinking alcohol? Do all police officers agree with the law? Do all doctors not smoke / drink?

3. Attitudes to drug laws

Students should work in groups of 4-6. Each group should be given a list of the following suggested changes to the law:

- Make it legal for people to possess cannabis.
- Ban all advertising of cigarettes and alcohol.

- Ban the production and sale of cigarettes.
- Identity cards for young people to get into pubs.
- Make it illegal to drink on the streets in town centres.
- Make all personal drug use legal – it would not be an offence to possess or use small amounts of any drug.
- Bring in the death penalty for selling heroin.
- Make glue/solvent sniffing illegal.

and for each they should note down:

- Possible good effects.
- Possible bad effects.

Ask each group to decide on two changes they would support and two they would not support. Groups should be prepared to say why they have reached these decisions. Encourage other groups to question / criticise these choices.

4-5. Role Play activity

Set the Scene:

The island of Balencia is made up of 1000 inhabitants, all of whom have been shipwrecked. Each group represents those who have the responsibility for governing the island. They have decided to stay on the island to make a life and future for themselves and their children.

Among the issues to be sorted out is that of drug use. Ask the students to offer possible questions, using the following prompts, if necessary:

- What will you have to say about the use, no use or misuse of different drugs?
- Which drugs will be allowed on the island?
- Which will be illegal?
- What restrictions will be placed on the use of drugs? e.g. any age restrictions?
- What will happen to those people who break the laws, both those who use illegal drugs or who have problems with the use of legal ones, and those who sell drugs illegally?
- How will you try and prevent drug misuse?
- What will you do about drugs that are being grown on the island?
- What are the reasons people give for their ideas?
- What beliefs and values about human beings are reflected in the reasons given?

The drugs that are currently available on the island are:

- various medicines, including paracetamol, painkillers, antibiotics and treatment for common illnesses;
- alcohol;
- tobacco;
- cannabis (it is also growing on the island naturally);

- heroin;
- caffeine;
- cocaine;
- magic mushrooms which grow on the island;
- ecstasy tablets.
- amphetamine
- LSD
- aerosols and glues available in the stores that have already been established.

The class should work in groups of three to five and depending on the role they take on, decide on their response to the questions above. The class can either be split randomly by giving out the cards individually or by assigning pupils to roles.

Use the ideas in Resource Sheet 3 to group pupils who will then represent those people who have the responsibility for governing the island.

Allow time for the groups to discuss and research the questions and decide on a response according to their role.

Between session 4 and 5, students can:

- conduct some research to find out the views of others about drug use
- find out about other relevant laws and guidelines around drug use (drugs which can be used for medicinal purposes etc.)
- find out what other people suggest as the way forward concerning the use of drugs in Balencia.

Pupils should then either:

- a) come together as a whole class and discuss each other's decisions and produce a 'Drug Charter' for the island; or
- b) re-group so there is a representative from each group of people and produce a 'Drug Charter'.

ASSESSMENT

Formative

Impressions are gathered about student's responses to the PSHE&C criteria throughout the activities.

Summative

Summative (based on the Area F 'objectives for learning and assessment' in AMV)

Judgements about the *level* at which pupils were working were made according to the extent to which they were able to:

- L4 ask a range of questions about choices and decisions and suggest what moral implications may be involved, making reference to the teaching of religions where appropriate;
- L5 express their own values and commitments and review them in the light of other people's values and commitments, including those held by people with a faith commitment;
- L6 demonstrate a critical awareness of and respect for people's values and commitments, including those held by people with a faith commitment;
- L7 explain their own values and commitments, with supporting arguments and evidence, in relation to religious and other teaching on a contemporary moral issue;
- L8 evaluate their own and others' views of religious and other values and commitments with sensitivity to people's concerns and convictions.

Progress in Citizenship and PSHE should be judged in relation to the end of key stage statements provided on pages 10-12 above.

REFLECTIONS

Advantages of making links with PSHE and drug, alcohol and tobacco education.

These activities allow RE and drug education objectives to be addressed at the same time which supports the overcrowded timetable. Moral values need to be part of drug education and these activities allow distancing techniques to promote and provoke discussion without disclosing personal information. The need for negotiating ground rules again needs to be emphasised.

Resource Sheet 1: Ground Rules

It is strongly recommended that drug educators negotiate ground rules with young people rather than seeking to impose them. Examples of useful ground rules include:

- listening to what other people say;
- not to interrupt other people;
- not putting anyone down;
- encouraging each other to take part;
- the right to pass;
- speaking for ourselves rather than other people;
- no telling people things about yourself you don't really want them to know.

In addition:

- clarify the limits of confidentiality within the classroom setting so that young people know the sort of information that may have to be passed on. This will involve explaining how disclosures are handled, particularly when young people are involved with drugs to the extent they are putting themselves or others at risk of immediate and serious harm.

It is also important to be clear with young people about whether or not they will talk about their own drug use, particularly regarding illegal and socially unacceptable drugs. In schools it is usually inappropriate for young people to discuss their own drug use (other than possibly tobacco, alcohol, medicines and caffeine) when they are working in groups. Drug education should normally be carried out in the third person so that young people are not expected to discuss their own drug use.

Resource Sheet 2: Are these people breaking the law?

1. A group of 15 year olds are drinking cider in the park.
2. A 15 year old gives some cannabis to a friend.
3. A 12 year old smokes 10 cigarettes a day.
4. A shopkeeper sells butane lighter fuel to a 17 year old.
5. A shopkeeper sells cigarettes to 15 year old.
6. A 14 year old buys some aspirin.
7. A landlord sells lager to a 16 year old who is in their pub having a meal.
8. A chemist sells 50 paracetamol to an 18 year old.
9. An 18 year old smokes cannabis and is immune from prosecution because he is a Rastafarian and his religion approves of cannabis.
10. A 17 year old grows a cannabis plant in their bedroom.
11. A 17 year old gets some ecstasy tablets for a friend with money the friend gave to them.

Answers

1. No. However, police do have powers to confiscate alcohol from under-18's who drink alcohol in public places and some towns and cities have by-laws prohibiting the use of alcohol in public places at any age.
2. Yes. The friend who gets the cannabis could be charged with supplying a controlled drug. The friend who receives the cannabis is also breaking the law by being in possession.
3. No. It is not illegal to buy or smoke cigarettes at any age.
4. Yes. The shopkeeper is committing an offence if they sell butane lighter fuel to someone they know to be under 18. They could be fined. The young person is not committing an offence by buying butane lighter fuel.
5. Yes. The shopkeeper is committing an offence by selling cigarettes to an under-16. They could be fined. The young person is not committing an offence.
6. No. However, some chemists are reluctant to sell medicines like aspirin and paracetamol to under-16s.
7. No. Generally alcohol cannot be sold to under-18s but beer, lager, cider and wine (but not spirits) can be served to young people aged 16 and over if they are having a meal in a pub or restaurant.
8. No. However, new guidelines have been introduced recommending that a maximum of 32 paracetamol tablets are sold to people at anyone time. The chemist would probably be warned if it was a one-off but if it regularly happened they could lose their license to sell medicines.
9. Yes. Membership of religious groups does not override drug laws.
10. Yes. They could be prosecuted for supplying ecstasy, even if it was not their money and they made no profit.
11. Yes, even if the young person does not harvest or use the cannabis.

Resource Sheet 3: Role Play Cards

The teacher

You are a teacher. You are very worried about the example set to young people by the behaviour of adults. You believe that the future of the island depends on education and helping young people to grow up knowledgeable and healthy.

The doctor

You are a doctor. You know there are health problems caused by drugs and how much this costs the health service but you also know how important drugs are in helping people. You yourself like to drink wine and smoke cigars.

The religious leader

You are a religious leader. You are trying to help the people to get the best out of life physically, mentally, socially and spiritually. Your own faith forbids the use of alcohol and you know about the dangers of many drugs but also the benefits that some drugs can bring to the people. You know that drugs are used sometimes for fun but also to help people who are desperate. You want to do what is right for your people but also abide by the teachers of your religion.

The police officer

You are a police officer. You think there should be laws about drugs but you cannot decide on which ones. You think that there should be laws to stop people using drugs and selling them to others. You want Balencia to be a safe society with no violence.

The shopkeeper

You are a shopkeeper. You want to sell alcohol and tobacco products because they earn you a lot of money. You believe it should be up to others what they do with their money. You are concerned about the age at which some products can be bought and used and have suspicions about some young people purchasing aerosols.

The politician

You are a politician. You are against drugs because of the harm they can do and because the people you want to vote for you don't like drugs either. But you also know that taxes on certain drugs can earn a lot of money for the government. You want to do what is good for the people and continue to be a Member of Parliament in Balencia.

The sports person

You are a famous sports person and feel the key to a happy life is for people to get the most out of leisure time and sporting activity. You think that people should not rely on things like drugs to help them reach 'highs'. You think everyone should aim to be number one and to win at everything. You don't object to your sport being sponsored by alcohol and tobacco companies.

The free thinker

You are a free thinker. This means that you believe that people should be given the freedom to make their own choices about everything and that the government and laws get in the way. You enjoy smoking cannabis yourself and you also believe that experimentation or trying drugs once or twice is alright.

Activities adapted from:

Delta 1, *Drug Education Learning Activities for Key Stage 3*, 2002, DrugScope.
Taking Drugs Seriously, 1996, Healthwise.
The World of Drugs for secondary schools, 1997, Tacade.

3.5 RE AND THE INTERNATIONAL DIMENSION: MAKING CONNECTIONS IN A SECONDARY SCHOOL

Introduction

This worked example uses the story of the Buddhist Nobel Prize Winner and elected leader of Burma's National League for Democracy, Aung San Suu Kyi, to help pupils consider issues of democratic freedom.

We are indebted to Lat Blaylock of RE Today Services for some of the teaching activities listed in this unit, as well as ideas on resources to support the study.

Learning opportunities (LO)

RE: AMV Key Stage 3 Unit 7 (Expressions of Belief) Focus areas C & D

Pupils should be given the opportunity to consider:

- a) the ways in which individuals might express their identity and beliefs;
- b) the ways in which communities might express their identity and beliefs;
- c) the influence of religious leaders on believers and in the wider world.

and

RE: AMV Key Stage 3 Unit 9 (What's To Be Done?) Focus areas B & F

Pupils should be given the opportunity to consider:

- a) the rights and responsibilities of individuals and communities;
- b) different responses to poverty, injustice, disadvantage and distress;
- c) how groups attempt to encourage members to live up to their beliefs;
- d) how values affect people's attitudes to other beings and to their world.

Citizenship

Pupils should be taught:

- about the work of (community-based, national and) international voluntary groups (1f);
- about the importance of resolving conflict fairly (1g);
- about the world as a global community, and the political, economic, (environmental) and social implications of this, and the role of the European Union, the Commonwealth and the United Nations. (1i);
- to think about topical, political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources (2a);
- to justify orally and in writing a personal opinion about such issues problems or events (2b);
- to contribute to group and exploratory class discussions, and take part in debates (2c);
- to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own (3a).

Resources

Liam Gearon, 2004, *A Noble Life: the Story of Aung San Suu Kyi*, RMEP.
Burma Solidarity: www.burmacampaign.org.uk

Deborah Helme, 2004, *A Powerful Voice: the story of Bono of U2*, RMEP.
U2 song: *Walk On*, dedicated to Aung San Suu Kyi, from the CD *All that you can't leave behind*.

Looking inwards – Looking Outwards, page 128: *Charter for a Better World*, RE Today Services: <http://www.retoday.org.uk/home.htm>.

United Nations website: <http://www.un.org/english/>.

European Union website link to policies on Myanmar:

http://europa.eu.int/comm/external_relations/myanmar/intro/index.htm.

Key Question: How can pressure groups help the cause of justice?

Teaching Activities focusing on key concepts of government and politics, faith and idealism:

1. Briefly tell the story of Aung San Suu Kyi.
2. Engage pupils in a reflective activity linked to Mandela's idea that, 'There is no easy walk to freedom anywhere'. This could be done in the imagination, or as an actual meditative walk, with pupils keeping eyes open but lowered, watching their feet as they think of 'walking to freedom'. In the debrief, ask pupils about their thoughts during the exercise and what they think Aung San Suu Kyi would say about her own life and walk as a Buddhist.
3. Pose pupils the dilemma of Aung San Suu Kyi leaving Myanmar (Burma) or staying. Ask: would she be better off out of Burma? Would the generals be weaker or stronger if she left? Can she best give hope for the people at home or abroad? Compare her situation with that of the Dalai Lama and consider different economic, religious, social and political considerations. Which considerations should have the highest priority?
4. Survey the Burma Solidarity Campaign, from the website. Play Bono's song *Walk On*, and ask pupils to connect lines from the song to Aung San Suu Kyi's life.
5. Remind pupils of some key principles of Buddhist teaching, including the eightfold path. Ask pupils to comment on Aung San Suu Kyi's actions, decisions and speeches in the light of Buddhist teaching.
6. Ask pupils to investigate statements about Myanmar (Burma) on the websites of the European Union and the United Nations and to use relevant information towards constructing a 'Charter for a better world', eg the activity in *Looking Inwards – Looking Outwards*, page 128 (see resources).
7. Ask pupils to check their charter against the teachings of Buddhism and at least one other faith, saying whether followers of those faiths would be likely to agree with their charter or not and why.

Assessment

Formative

Impressions are gathered about pupils' responses to the RE and C&PSHE criteria throughout the activities.

Summative (based on the Area C and F 'objectives for learning and assessment' in AMV)

Pupils create a document commissioned by the United Nations to report on the situation in Myanmar, the impact of Aung San Suu Kyi and to make suggestions for improving the situation for all in Myanmar, Buddhists and non-Buddhists alike.

Their report should make use of the information and insights about Buddhism and Myanmar gathered from the above activities. Grades can be created by adapting the Levels Descriptors from AT1 (Area C) and AT2 (Area F) (see AMV pp 45-50). For example:

(Level 4) All pupils must:

- express Buddhist beliefs with reference to Aung San Suu Kyi's life and describe the meaning of her actions for Buddhists;
- ask a range of questions in relation to her life, choices and decisions, suggesting possible moral implications of different choices.

(Level 5) Most pupils should:

- identify and compare some of the ways in which Buddhists and other religious believers express their beliefs through the way they live their lives and how this may have an impact on other believers;
- express their own values and commitments and review them in the light of those of Aung San Suu Kyi.

(Level 6) Some pupils might:

- demonstrate a critical awareness of how religious belief can be expressed in many ways and give an account of the feelings and beliefs they represent;
- identify and evaluate the powerful emotions associated with religious beliefs, values and commitments.

Progress in Citizenship and PSHE should be judged in relation to the end of key stage statements provided on pages 10-12 above.

REFLECTIONS

Advantages of making links with Citizenship and PSHE to teach the lesson

- Religious life-stances are made current, memorable and easy to relate to a real international issue, lending a wider interest to the material.
- Buddhist teachings are explored in terms of the difference they might make to real situations today.

3.6 RE AND THE HOLOCAUST: A CASE STUDY FOR THE DEVELOPMENT OF SKILLS, ATTITUDES AND VALUES FOR KEY STAGE 4

Introduction

This series of five lessons contributes to the 'Social Harmony' section of the Edexcel GCSE Religious Studies Specification A, 'Religion and Life, based on a study of Judaism'. The focus is on the plight of the Jews during Hitler's regime. The work would fit equally well in the following GCSE RS short course specifications:

- AQA Specification C, Option 5: Judaism;
- Edexcel Specification B, Unit L: Judaism, Option 2: 'The Holocaust';
- OCR's Specification B, Topic 5, Good and Evil (from Jewish perspectives).

These lessons demonstrate how aspects of one of the QCA schemes of work for Citizenship (unit 13, 'How do we deal with conflict?') may be delivered through a GCSE Religious Studies topic.

Learning opportunities

RE/RS – Edexcel Specification A 'Religion and Life, based on a study of Judaism': Social Harmony. Pupils should be given the opportunity to consider:

- prejudice, racism and discrimination;
- teachings to promote racial harmony;
- religious freedom and pluralism.

Citizenship (National Curriculum, 2000)

Pupils should be taught:

- about the importance of resolving conflict fairly (1g);
- the world as a global community, and the political, economic, environmental and social implications of this... (1i);
- to think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources (2a);
- to justify orally and in writing a personal opinion about such issues problems or events (2b);
- contribute to group and exploratory class discussions, and take part in debates (2c);
- to use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own (3a);
- to reflect on the process of participating (3c).

PSHE (National Curriculum, 2000, non-statutory guidance)

Key Stage 4: pupils should be taught:

- to have a sense of their own identity and present themselves confidently in a range of situations (1b);

- to recognise influences, pressures and sources of help and respond to them appropriately (1d);
- about the diversity of different ethnic groups and the power of prejudice (3a);
- to challenge offending behaviour, prejudice, bullying, racism and discrimination assertively and take the initiative in giving and receiving support (3c);
- to be able to talk about relationships and feelings (3e);
- to consider social and moral dilemmas (4g).

Resources

- Film: *Schindler's List*.
- www.holocaustmemorialday.gov.uk/resources
- Fania Fenelon, 1979, *The Musicians of Auschwitz*, Sphere Books.
- Watton, V.W. and Wells, R., 2002, *Religion and Life Teacher Pack*, 3rd edition, Hodder & Stoughton.
- Lovelace, A. and White, J., 2002, *Beliefs, Values and Traditions*, 2nd edition, Heinemann.

Key Question: What should people today learn from the Holocaust?

Teaching activities

1. *What is religious freedom?* Ask pupils to make a Mind Map of what they know about the Holocaust and discuss the results with them. Tell pupils about the annual National Holocaust Memorial Day, 27 January, and the reasons for setting it up. Show a short clip from 'Schindler's List' and ask pupils to make a connection between the idea of 'freedom' to Holocaust Memorials, such as the Memorial Day in the UK and Yad Vashem in Jerusalem. Invite pupils to provide ideas for commemorating National Holocaust Memorial Day, including their own presentations to peers or younger pupils.
2. *Arrival at Auschwitz.* Ask pupils about going on a journey, eg, a holiday. Explore feelings of interest, excitement, wonder, curiosity. Then use pictures of trains arriving at Auschwitz camp. Ask pupils to imagine themselves as refugees on those trains and to write a letter to a friend about 'arrival': what they were told, how they felt, their expectations.
3. *The role of women in the Holocaust (as seen through a survivor's eyes)* – 2 lessons. Fania Fenelon wrote a book on her time at Auschwitz camp called 'The Musicians of Auschwitz', She survived imprisonment at the Auschwitz camp due to the fact she was a musician. Read the chapter 'Madame Butterfly' where she finds out there is an orchestra at Auschwitz and they want musicians for it (pp.19,20). Ask pupils about her feelings as she tried to save herself while being aware of the situation of others at the camp. Ask them to read on and then write a series of diary entries (or a poem) about seeing others being taken for execution.

4. Read the Chapter, '*Music for Himmler*' (pp.186-188) about two women who were electrocuted and the giving of the rotten egg (as a reward!) because the orchestra played well. Ask pupils: Should someone have stepped in to help the two women? What could have been done to save them? What do pupils think of one woman's actions to survive – was she being true to her beliefs? – what laws could she follow? – which would she break? Ask pupils to write their own views about the events with reasons.
5. Explain that the UK is a *multi-ethnic, multi-religious society* and the difference and overlap between ethnicity and religious affiliation. Ask pupils how far the UK is welcoming nation for strangers, travellers and different religious and ethnic groups. How far is there religious freedom for Jews and other faith communities? What are the factors which make a nation more or less tolerant of others' beliefs and practices?
6. Ask pupils for ways in which the peoples of the world could make sure that the Holocaust never happens again. Pupils use these ideas in a written explanation of the main lessons of the Holocaust for Jews and for non-Jews.

ASSESSMENT

Formative

Impressions are gathered about pupils' responses to the RS and C&PSHE criteria through question and answer activities and through marking of a selection of diary entries and poems (lesson 3).

Summative (based on the GCSE criteria for assessment objective 2)

Judgements about the *level* at which pupils were working were made according to the following GCSE mark scheme:

Level 1	for simple, appropriate and relevant ideas;	(2 marks)
Level 2	for a basic explanation showing understanding of relevant ideas	(4 marks)
Level 3	for a developed explanation showing an understanding of the main ideas using some specialist vocabulary	(6 marks)
Level 4	for a comprehensive explanation showing a coherent understanding of the main ideas and using specialist vocabulary appropriately	(8 marks)

Progress in Citizenship and PSHE should be judged in relation to the end of key stage statements provided on pages 10-12 above.

REFLECTIONS

Advantages of making links with Citizenship to teach the lessons

- Pupils can explore more of the factors which led to the Holocaust, including religious, political and economic ones.
- Religious principles are explored in terms of the difference they might make to modern British society.

SECTION 4

Contributing to RE, Citizenship and PSHE through contacts with religious communities

SECTION 4

CONTRIBUTING TO RE, CITIZENSHIP AND PSHE THROUGH CONTACTS WITH RELIGIOUS COMMUNITIES

1. Contact with religious communities can support RE, Citizenship and PSHE by:
 - giving a new and different perspective to work done in the classroom;
 - making RE work alive and real;
 - providing access to buildings and artefacts;
 - giving opportunities to question people from other faiths and cultures;
 - giving opportunities for discussing issues which affect people of all faiths, cultures and backgrounds and hearing different points of view;
 - encouraging understanding and respect;
 - developing relationships with a wide range of people;
 - recognising and challenging stereotypes;
 - examining ways in which religions have developed, expressed themselves and interacted with each other in Britain.

All the units from *Awareness, Mystery and Value* at KS3 would be enriched by contacts with different religious communities.

2. Schools can help visitors from religious communities or guides to places of worship in the following ways:

Visitors in schools:

- ensuring that visitors have full details of the ages and abilities of the children and the size of the group;
- checking that visitors are happy to talk to a group of that size and composition – and are competent to do so;
- being clear who visitors are – their official roles, their position and viewpoint;
- giving visitors a clear brief – what you would like them to talk about and the reason for their input;

- being clear about the timing of the visit and of visitors' specific contribution;
- letting visitors have a copy of your RE/C&PSHE Policies and make them aware that they are making a contribution to the children's education – this is not an opportunity for evangelism of any sort, be it Christianity or veganism;
- observing the usual courtesies – meeting, greeting, introducing, letter of thanks etc;
- ensuring clarity over payment of travel expenses and/or any fee charged by the visitor.

Visits to places of worship:

- being clear about the size of the group, ages, abilities, any special needs, timing etc;
- giving details about pupils' previous knowledge and about the purpose of the visit;
- negotiating over activities etc so that both parties are happy with the plans;
- checking up on suitable clothing, headwear and other protocol;
- ensuring that the children are aware that a visit to a place of worship is educational but also requires a greater level of respect and sensitivity than other visits;
- ensuring clarity over any donations to the religious communities being visited.

3. In making links between schools and religious communities you may also wish to bear in mind the following:

- Some schools use a 'Code of Conduct' for visitors, such as that published by the Professional Council for Religious Education Professional Council for Religious Education (PCfRE). The key question for visitors is: 'If a member of another religion visited my child's school and contributed in the same way that I have done, would I, as a parent, be happy with the education given?' (PCfRE, 1997);
- Visits and visitors should be incorporated into the RE scheme of work and made available to parents. It is good practice to include outlines of the RE programme of study, with notes on how such visits contribute to the educational aims of RE, in occasional communications with parents, or

- If you can't arrange a visit or visitor, then use information technology to support pupils' experience and learning:
 - There are many websites now which allow pupils to follow 'virtual tours' of places of worship, and discover all sorts of facts and views from religious believers. One such site for Christianity is called 'RE:Quest' and can be viewed on the internet at: www.request.org.uk. Further virtual tours can be found via the RE 'Gateway' websites: <http://re-xs.ucsm.ac.uk/> and <http://www.reonline.org.uk/>;
 - Some websites also contain 'frequently asked questions (FAQ) sections, which allow teachers and pupils to discover facts and opinions from religious believers (see, eg, <http://www.islamfaq.com/> or <http://www.virtualjerusalem.com/judaism/asktherabbi/> or <http://www.jewfaq.org/>);, but don't flood the site – check to see whether your questions have been answered already!
 - Other contains games puzzles and news about festivals for children (see, eg, <http://www.torahtots.com/home.htm>);
 - Another idea is to arrange a video conference link with other schools and their local religious communities, or for pupils to engage in e-mail communication about RE issues with pupils in partner schools at home and abroad.

SECTION 5

Resources and websites for supporting the links between RE, Citizenship and PSHE

SECTION 5

RESOURCES AND WEBSITES FOR SUPPORTING THE LINKS BETWEEN RE, CITIZENSHIP AND PSHE

- Association of Religious Education Inspectors, Advisers and Consultants, 2005, *Self-evaluation in Religious Education: a toolkit for subject leaders*, (AREIAC);
- Blaylock, L., 2000, *Pilgrims, Dissidents, Activists and Subversives: models for a relationship between citizenship and religious educators*, NASACRE occasional paper number 1, National Association of SACREs;
- Blaylock, L., 2002, *Secondary RE and Citizenship: towards an open frontier*, Christian Education Publications;
- Britton, F., 2000, *Active Citizenship - a teaching toolkit*, CSV, ISBN: 0 340 78255 2;
- Clough, N. and Holden, C., *Education for Citizenship: Ideas into Action: a practical guide for teachers of pupils aged 7 – 14*, BEBC, ISBN: 01202 712933;
- Development Education Association, *Learning for a Global Society*, DEA;
- DfEE and QCA, 1999, *The National Curriculum Handbook for primary teachers in England*; DfEE;
- DfEE and QCA, 1999, *The National Curriculum Handbook for secondary teachers in England*; DfEE;
- DfEE, 1999, *Preparing Young People for Adult Life*, DfEE ref. RPPSHA;
- DfEE, 2000, *Sex and relationship education guidance*, DfEE ref. 0116/2000;
- DfEE, *Education for Citizenship and the Teaching of Democracy in Schools*, DfEE;
- DfES, 2004, *Drugs: Guidance for schools* DfES/0092/2004;
- Lees, J. and Plant, S., 2000, *Passport: a framework for personal and social development*, Calouste Gulbenkian Foundation (ISBN 0-903319-95-0);
- North Somerset SACRE, *Spiritual, Moral, Social and Cultural Development*, North Somerset Council;
- Pestridge, J. (ed.), 2002, *Citizens of Faith: making a difference*, Christian Education Publications, ISBN: 1 904024 21 1.
- Professional Council for Religious Education, 1997, *Religious Believers Visiting School: guidance and a code of conduct*, PCfRE, tel 01332 296655;
- QCA, 1999, *Post 16: Learning outcomes from careers education and guidance*, QCA;
- QCA, 2000, *Personal, social and health education and citizenship at key stages 1 and 2: initial guidance for schools*, QCA ref. 00/580;
- QCA, 2000, *Personal, social and health education at key stages 3 and 4: initial guidance for schools*;
- QCA, 2000, *Citizenship at key stages 3 and 4: initial guidance for schools*, QCA;
- QCA, 2001, *Scheme of Work for Citizenship at Key Stage 3*, QCA ref 01/776;
- Oxfam, 1997, *A Curriculum for Global Citizenship*, Oxfam;
- Schilling, D., 1996, *Emotional Intelligence*, Torrance, California: Innerchoice Publishing;

Singh, I., 2001, *Why Religious Education: better people, better citizens, better society?* NASACRE occasional paper number 2, National Association of SACREs;

Somerset Education Development Service, 1998, *Spiritual Development: building opportunities for spiritual, moral, social and cultural development*, Somerset County Council.

Selected websites

http://www.actionaid.org.uk/	Act! on Aid – with UK and international campaigns against poverty
http://www.agwsha.nhs.uk/	Avon, Gloucestershire and Wiltshire Strategic health Authority
http://www.cafod.org.uk/resources/schoolsteachers	Catholic Church education section: resources for schools
http://www.campaignforeducation.org/	Global campaign for education
http://www.christianaid.org.uk/learn/index.htm	Christian Aid: includes 'Gobalgang' resources for schools
http://www.citfou.org.uk/	Citizenship foundation, with practical ideas for implementing citizenship in schools
http://www.citizenship-global.org.uk/	Lesson ideas, resources, further links
http://www.citizen.org/	Ralph Nader's site for Citizenship in the USA
http://www.citizen.org.uk/	Institute for Citizenship: promoting informed active citizenship
http://www.cewc.org.uk/	Council for Education of World Citizenship
http://www.commonwealth.org.uk/	Commonwealth Institute: including educational activities
http://www.csv.org.uk/	Community Service Volunteers
http://cyberschoolbus.un.org/index.asp	United Nations global teaching and learning project
http://www.dea.org.uk/	Development Education Association: for teachers and pupils

http://www.developingcitizenship.org.uk/	Citizenship project for secondary schools, supported by a variety of charities and local authorities
http://www.dfes.gov.uk/citizenship/	The DfES Citizenship home page, with 'Making sense of citizenship' CPD handbook
http://www.dfes.gov.uk/citizenship/pupi_cool.cfm/	A full list of websites to support Citizenship-related activities from the DfES.
http://www.dorset.swest.nhs.uk/	Website of the Dorset and Somerset Strategic Health Authority
http://www.drugs.gov.uk/content/serve.pcgi/site/	Department of Health's Drugs information site
http://europa.eu.int/youth/index_en.html	Youth Section of the European Union online
http://www.hansardsociety.org.uk/	Education for parliamentary democracy
http://www.healthyschools.somerset.gov.uk/home.htm	Somerset Healthy Schools site, with links for secondary and primary pupils
http://www.glade.org/	The Glade Centre, Somerset's own global and development education site
www.globalgateway.org.uk	International education partnerships
http://www.globaldimensionssouthwest.org.uk/index.html	Support for the Global Dimension in the South-West
http://www.learningafrica.org.uk/	Resources for teachers wishing to help pupils learn about Africa
http://www.ncaction.org.uk/subjects/citizen/index.htm	Citizenship case studies and pupils' work exemplified
http://www.nc.uk.net/	National Curriculum gateway to Citizenship, PSHE and RE

http://www.nc.uk.net/esd/	Education for sustainable development. Government information site, with school case studies
http://www.northsomerset.nhs.uk/	The North Somerset Primary Care Trust
http://www.oxfam.org.uk/coolplanet/index.htm	Oxfam's education pages for global citizenship
http://peopleandplanet.org/	People and Planet students' website, includes mostly free resources for teachers and sixth formers
http://www.pfeg.org.uk/	Personal Finance Education Group: 'helping teachers to develop financial capability in young people'
http://www.qca.org.uk/ca/subjects/pshe/	Non-statutory guidance and statutory orders for Citizenship and PSHE
http://www.qca.org.uk/ca/subjects/citizenship/	Non-statutory guidance and statutory orders for Citizenship
http://www.savethechildren.org.uk/	Charity fighting for children who suffer from poverty, disease, injustice and violence
http://www.schoolcouncils.org/	School Councils UK: promoting 'dynamic citizenship education'
http://www.teachernet.gov.uk/	DfES site with resources for teachers in all subject areas
http://www.unicef.org.uk/c8/index.asp	C8 – Unicef's version of the G8 for young people!
http://www.un.org/english/.	The United Nations
http://www.wiredforhealth.gov.uk/	Health information for teachers

SECTION 6

RE, Citizenship and PSHE in the context of healthy schools

SECTION 6 RE, CITIZENSHIP AND PSHE IN THE CONTEXT OF HEALTHY SCHOOLS

This guidance encourages the development of RE in the wider context of a healthy school. According to the **National Healthy Schools Standard**, a healthy school is one which:

‘takes a wide view of health, which includes all aspects of the life of the school and its relationship with the community. It encourages the active participation of pupils, helps them to do their best and build on their achievements. It is committed to on-going improvement and development. It promotes physical and emotional health by providing accessible and relevant information and equips pupils with the skills and attitudes to make informed decisions about their health. A healthy school understands the importance of investing in health to assist in the process of raising levels of pupil achievement and improving standards. It also recognises the need to provide both a physical and social environment that is conducive to learning and working for both pupils and staff.’

See <http://www.wiredforhealth.gov.uk/healthy/healsch.html>

Clearly religious education has an important role to play in providing opportunities for pupils’ emotional health, though it is, of course, not the only area of school life which contributes in this way.

In terms of the contribution of RE to pupils’ spiritual, moral, social and cultural development, **Somerset** and **North Somerset** have already produced guidance for schools (see ‘Resources and websites’ Section 8, below). Broadly speaking, this guidance provides a framework for whole school planning of opportunities for pupils’ spiritual, moral, social and cultural development, and includes specific connections with RE. The **North Somerset** guidance, in particular, includes specific links between the AMV programmes of study and spiritual, moral, social and cultural development.

When undertaking any ‘Healthy Schools Audit’ schools do well to bear in mind the contribution of religious education to the emotional health and well-being of pupils and staff.

Somerset and **North Somerset** offer Healthy Schools Programmes which support C&PSHE through newsletters, training opportunities which include the spiritual aspects of C&PSHE, and health promoting school and college awards.

For further information, see <http://www.teachernet.gov.uk/pshe/>.

The importance of listening to pupils

According to Dianne Schilling (1996, 20), pupils 'learn skills that will enable them to become responsible members of society if they are listened to effectively'.

One way in which teachers can support this principle is to give pupils a voice in the RE lesson. For example, once a class has been introduced to times of silent reflection, pupils can be offered opportunities to engage in moments of reflection to a greater or lesser extent. Following such times, pupils' thoughts arising from the focused experience can be shared in an atmosphere of mutual respect. Again, within the agreed syllabus, choices may be offered in relation to religious examples chosen for study. Through 'circle time' or class debate, pupils can express views on moral and ethical issues and *be listened to*. Being listened to, without being accused of being 'wrong' or ridiculed, provides pupils with opportunities to clarify feelings and thoughts and develop self-awareness.

Members of staff, too, will benefit from attention to these 'spiritual' aspects of life and experience. Teachers who lead pupils in moments of reflection can share in the quiet attention to 'being' that enables them to build up their emotional as well as intellectual resources.

See also, *Promoting children and young people's participation through the National Healthy Schools Standard* at:

<http://www.wiredforhealth.gov.uk/cat.php?catid=1056>.

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Members of the SACRE working parties:

Somerset

Karen Baker	Head of Religion and Philosophy, Sexey's School, Bruton
Chris Bye	Head of RE, Preston Community School, Yeovil
Diann Darling	Advanced Skills Teacher, Frome Community College
Dave Francis	Associate Adviser, Education Development Service
Robin Kanarek	Somerset SACRE, Jewish Community
Mike Keogh	Somerset SACRE, Buddhist Community
Graham Lever	Head of RE, Oakfield Middle School, Frome
Cathy Miles	Head of Religion and Philosophy, Frome Community College
Sarah Perryman	School Drugs Adviser, Somerset Health Authority
Craig Spence	Head of RE, Westfield Community School, Yeovil
Mike Strange	Somerset SACRE, Independent Evangelical Community
Frances Thomson	Formerly Head of RE, Crispin School, Street
Hilary Tinson	RE teacher, Heathfield Community School, Taunton
Dr Kath Wilson	Schools Adviser, Somerset Health Authority
Jeff Woodason	Head of RE, Haygrove Community School, Bridgwater
Sam Woodhouse	Associate Adviser, Education Development Service
Lynne Wooldridge	Head of RE, West Somerset Community College, Minehead

North Somerset

Steve Baber	Senior Adviser, North Somerset School Improvement Service
Wendy Hughes	Head of Religious Education, Wyvern Community School, Weston-super-Mare
Maggie McMahon	Head of RE, Backwell Secondary School
Jo Simons	Head of Year, Priory Community School, Worle
Sue Walker	Teaching and Learning Adviser, PSHE & Citizenship, North Somerset School Improvement Service

Post-16 working party

Grant Clarke	RE teacher, Frome Community College
Diann Darling	Advanced Skills Teacher, Frome Community College
Dave Francis	Associate Adviser for RE
Mike Keogh	Somerset SACRE, Buddhist Community
Brian Lawrence	The Kings of Wessex CofE VC School, Cheddar
Cathy Miles	Head of Religion and Philosophy, Frome Community College
Jackie Williams	Culverhay School, Bath