



## KS4 RS Provision

RS/SMSC is also delivered through the Tutor time current affairs programme, PDL days and Thought for the Week.

### PDL days

To be delivered during Period 5 on the relevant PDL days.

### PDL Day No.1— October

#### **Year 11—Theme for the day—CVs/college applications/finance**

Lesson: How does religion impact on different jobs? Look at a range of different religions and the jobs that people of certain religions/denominations can and cannot do.

Living Difference: 1. Enquiry and skills—b— contextualise each concept within religious and secular settings (e.g. apply Hindu teachings and beliefs to the working world).

C— Evaluate a range of views about each concept (how plausible are they, how strictly are they followed).

D—Communicate their own views about each concept with supportive evidence and argument (apply specific teachings to specific jobs and limitations.)

E—Apply their informed, personal opinions of each concept to other situations in life, society and the wider world (do they agree with not being allowed to do certain jobs, what potential problems could this create, are there any situations where these beliefs could not be followed?)

#### **Year 10—Theme for the day—Enterprise and Finance**

Lesson: How do different religions view Wealth inequality? Look at what wealth inequality exists, and recap/introduce different religions and denominations views towards wealth inequality.

Living Difference A—Enquire into religious and human experience through the study of key concepts—(look at poverty and wealth.)

B— Contextualise—(put a range of religious teachings to how wealth inequality is viewed.)

C—Evaluate—how are these teachings applied to wealth inequality.

D—Communicate their own views about each concept with supportive evidence and argument (apply specific teachings to particular stories and case studies.)

E—Apply their informed, personal opinions of each concept to other situations in life, society and the wider world (do they agree with people having different levels of wealth, should the rich give to the poor, are there particular situations where they have different views).



## KS4 RS Provision

RS/SMSC is also delivered through the Tutor time current affairs programme, PDL days and Thought for the Week.

### PDL days

To be delivered during Period 5 on the relevant PDL days.

### PDL Day No.2—February

#### **Year 10—British Values**

Lesson: Child Migration—History of it and current situation.

Living Difference A— Enquire into religious and human experience through the study of key concepts—(look at poverty and wealth, the prejudice and inequality these children face.)

B – Contextualise—(what do different charities do to aid these children, who allows the abuse to continue)

C—Evaluate—(explain who has helped to stop child migration, who has tried to justify it).

D—Communicate their own views about each concept with supportive evidence and argument (apply particular examples of children who migrated, both currently and in History and explain whether it is morally justifiable).

E—Apply their informed, personal opinions of each concept to other situations in life, society and the wider world (what do they think should happen in the future, how can charities help to stop this, is just giving to charity enough or do we need to take more action).

### PDL Day No. 3—June

#### **Year 10—Interviews and looking to the Future.**

Lesson: What is the impact of previous deeds on the future? Look at past actions and how this affects the future, case studies, look at reincarnation as well, make applicable to pupils e.g. how does what you post online impact on how you can be perceived in the future.

Living Difference A— Enquire into religious and human experience through the study of key concepts—(death and the afterlife, forgiveness)

B – Contextualise—(what are different religious teachings on previous actions e.g. apply Hindu teachings on Karma and reincarnation to the way people live in modern society).

C—Evaluate—(evaluate different interpretations of Biblical teachings, evaluate the plausibility of Hindu teachings on karma)

D—Communicate their own views about each concept with supportive evidence and argument (what are pupils' opinions about the idea of a person's past deeds governing their future and how they should be reborn).

E—Apply their informed, personal opinions of each concept to other situations in life, society and the wider world (do pupils' think it is right that past decisions affect the future? Do students think that their deeds have an effect on their destiny?)