1. The Importance Of This Subject: Spirit And Law

“Religious Education has an important place in the curriculum. If that place is diminished or not stressed to the same degree then there are implications for education. Pupils will have an impoverished understanding of world events, art, history and literature. Religious education engages with the big issues of life, of meaning and purpose. We need to learn to appreciate the role of religion in life if we are to understand and relate to our neighbours. How can we claim to be an inclusive society if we don’t acquaint ourselves with the beliefs and values of minority communities? I also believe there is a contribution to personal, social and moral development. It is also important that religious education is related to religious scepticism as religious scepticism is the horizon of meaning against which young people operate and think.” (Dr. Philip Barnes, King’s College London on Sunday, Radio 4, February 20th 2011)

'The Apprentice is good entertainment but it's got nothing to do with business or how to be successful in business. 'If you're ruthless and selfish, you won't do well in business. 'Everyone wants a successful society, but to have a successful society you need a successful economy and to have a successful economy you want the best and the brightest wanting to go into business, into enterprise, and seeing it as worthwhile and noble work, which it is. It's not selfish, or work that takes from one person to give to another. Schools should undertake social skills training to equip pupils for the workplace as they must be able to work with other people. 'I think that employers need to be clearer with schools and universities that they also want teaching of values, of citizenship, of how as an individual it's important to give more than you take. That's what makes you effective in the workplace - that people like working with you and you're a useful member of a team and you're keen and happy to give service. I think that both schools and employers have to inspire the child to believe they can achieve a lot.”  ’ (Sir Terry Leahy, Former Head of Tescos, 19th March, 2011)

All Stage 4 students must, by law, receive an education in Citizenship and Religious Studies. Such an education nurtures core cultural facts, skills of empathy,
compassion, respect, critical thinking and thoughtfulness and the rights and responsibilities required to play a positive role in the local, national and international community. Please find links to the legal documents below:

- **Citizenship:**
  (New Curriculum)
- **Citizenship:**
  (Existing Curriculum)
- **Michael Gove on Citizenship and Religious Education**
- **Religious Education: Hertfordshire Locally Agreed Syllabus**
  [http://www.intra.thegrid.org.uk/learning/re/herts_agreed_syllabus_sec_12-17_v2.pdf](http://www.intra.thegrid.org.uk/learning/re/herts_agreed_syllabus_sec_12-17_v2.pdf)

The existing Citizenship Curriculum signposts the following important Curriculum Opportunities:

- Debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people and their communities
- Develop citizenship knowledge and understanding while using and applying citizenship skills
- Work individually and in groups, taking on different roles and responsibilities
- Participate in both school-based and community-based citizenship activities and reflect on their participation
- Participate in different forms of individual and collective action, including decision-making and campaigning
- Work with a range of community partners and organisations to address issues and problems in communities
- Take into account legal, moral, economic, environmental, historical and social dimensions of different political problems and issues
• Take into account a range of contexts, such as school, neighbourhood, local, regional, national, European, international and global, as relevant to different topics
• Use and interpret different media and ICT both as sources of information and as a means of communicating ideas
• Make links between citizenship and work in other subjects and areas of the curriculum.

2. Year 9: Social Ethics and Global Citizenship

The focus in Year 9 is effectively on issues of Social Ethics. Social Ethics refers to the ethics of society and the conduct and behaviour of social groups or nations or the world community. Another name for this would be Global Citizenship.

• Term 1 focusses on Prejudice and Discrimination and War
• Term 2 focusses on Citizenship Through Music and the Arts and Poverty and The Environment
• Term 3 focusses on The Law, Crime and Psychology and An Introduction To Business Studies and Ethics

Such themes are age-group appropriate in terms of scope and engagement. There will be connections to what is studied in GCSE Religious Studies.

3. Year 9: Term 1: Prejudice and Discrimination and War

This document focusses on what is to be taught and learnt in Term 1. The focus on each class is detailed below.

The topics learnt and taught address the following legal requirements:

• Pupils should be taught about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding (Citizenship, New Programmes Of Study, From 2014)
• The different ways in which a citizen can contribute to the improvement of their community (Citizenship, New Programmes Of Study, From 2014)
• The development of, and struggle for, different kinds of rights and freedoms (speech, opinion, association and the vote) in the UK. The origins and
implications of diversity and the changing nature of society in the UK, including the perspectives and values that are shared or common, and the impact of migration and integration on identities, groups and communities. The challenges facing the global community, including international disagreements and conflict (Citizenship, Existing Programmes Of Study)

- Pupils should learn to investigate, study and interpret significant religious issues which can either be philosophical and/or ethical issues, including the study of religious beliefs and teachings and a variety of interpretations of these; to think rigorously and present coherent, widely informed and detailed arguments about beliefs, ethics, values and issues, drawing well-substantiated conclusions. Pupils should reflect on, express and justify their own opinions, values and attitudes in light of their learning about religion and their study of religious, moral and spiritual questions, which can be philosophical and/or ethical in nature; to relate their learning in Religious Education to the wider world, gaining a sense of personal autonomy in preparation for adult life; to develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, problem-solving, communication, tolerance and sensitivity for working in a multicultural society. (Religious Studies, Hertfordshire Locally Agreed Syllabus)

4. **Year 9 Term 1: Prejudice and Discrimination: Assignments**

The out of class differentiated and engaging assignments for Term 1 should have a School-wide impact. We do not wish Citizenship to stay in the classroom. These Assignments inform Interim Reports (numbers for classwork, homework and behaviour for learning) completed in November and written Full Reports completed in 2014. No grades are at present, awarded for non-examinable Citizenship.

- Assignment 1 should be set in Week 1. Students should be given one month. Students should compose and create a power point, a word document, a leaflet, a piece of music, a video, a piece of art, a poem or rap or a detailed poster campaign. The work should define some forms or one from of prejudice and discrimination, state why this is wrong from a religious and non-religious perspective and suggest practical ways in which such wrongs can be eliminated. Pieces of work will be used around School and in Assembly to
continue to create a School free from Prejudice and Discrimination in all its forms. Pieces of all work may be shared with the Local Authority or Council. There can be links made to Black History Month in October, World Mental Health Day in October and the United Nations Day Of Older Persons in September and, looking forward, UN Day For The Abolition Of Slavery (November), UN Holocaust Awareness Day (January) and GLBT Awareness Month (February) and International Women’s Day (February).

- Assignment 2 should be set in mid - October. Students write a response to the question “What happens on Remembrance Sunday and why is Remembrance Sunday important?”. Students can form this response in a poem or an essay. This response should include their own views on War. Outstanding pieces may be shared with the School as a whole and local British Legion.

- There is an optional enhancement event organisation project for interested students of inviting survivors / veterans of World War 2 in to School to share their experience and oral history of a significant time. Three Meetings for staff / students interested in this idea would need to take place in the lunch hour.

All these assignments provide opportunities for student moral leadership in the class and in the Wider School. Citizenship should help lead the Ethos of the School outside the classroom. The Ethos of the School is Christian but shares a common humanist respect, compassion, celebration of aspiration and achievement, valuing the vulnerable and empathy for those of all faith, uncertain faith or no faith.

5. **Year 9 Term 1: Prejudice and Discrimination and War: Lessons**

Lesson power points from the outgoing academic year currently exist on the Share Point Virtual Learning Environment though they need enhancement in July and August. A further document will be e-mailed before the Term outlining the activities for the classes below.

All documents will be saved to:

- U Drive
- Departments
There will be a move away from the Current Affairs aspects which Current Affairs resources e-mailed to teachers as extra rather than the kernel of what is taught and learnt. Current Affairs will now be extra not core. The lesson guide below allows staff to plan ahead if they wish.

<table>
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<tr>
<th>Lesson</th>
<th>Knowledge / Understanding / Evaluation</th>
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<tr>
<td>1</td>
<td>In this class, students will learn about what prejudice and discrimination is and be able to give examples. Students will learn about the Stephen Lawrence case. Students will understand why prejudice and discrimination are wrong especially relating to the relevant legal acts on this topic. Students will be able to suggest reasons why prejudice and discrimination occurs without justifying. Students will be able to share examples of their experience of prejudice and discrimination. Students will study experiences of the Mosque in Bishop’s Stortford when it was built. Students will be able to suggest practical strategies for the elimination of prejudice and discrimination in school and society.</td>
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<td>2</td>
<td>In this class, students participate and share inspirational case studies who have shown leadership in standing up against prejudice and discrimination in society. In pairs and groups, students will research and share an iconic figure who has stood up against prejudice and discrimination. Students are to be encouraged to seek out local or original examples. All students will develop a knowledge and understanding of what their case study did and be able to define how this revealed leadership. Many students will be able to relate these figures to TBSHS today and state how they could influence our local community. Students may be able to question the effectiveness of their chosen figure and whether their methodology could have been more successful. The power point gives information on Luther King, Gandhi and Parks as a stimulus.</td>
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<tr>
<td>3</td>
<td>In this class, all students will learn about the meaning of sexism and understand the corrosive and harmful effects this has. Students will be able to give examples of sexism in wider society. Students will evaluate what can be done to challenge and eradicate sexism in society with reference to gender stereotyping and equality and positive discrimination in the workplace.</td>
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Students will also learn about the role, influence and effectiveness of the Suffragette Movement and Margaret Thatcher and suggest role models who have stood up against sexism. Some students will suggest ways in which an all boys school can educate students about sexism in society and identify and challenge examples of “casual sexism”.

| 4 | In this class, to coincide with World Mental Health Day, all students will learn about the importance and nature of mental health and what practical strategies nurture good mental health. In groups, students will work on practical tasks to share this awareness – raising with the rest of the School. Students will question whether the mentally ill still suffer prejudice and discrimination, why this is wrong and what could be done to value the vulnerable. Students will connect this with Disability Discrimination and learn about the Disability Discrimination Act of 2010 and the Paralympics. Students will study how and why those with disabilities should be supported by employers. |
| 5 | In this class, all students will know and understand what Homophobia Is and why using the term “Gay” as a form of abuse is wrong. Students will analyse why some people are Homophobic and learn about the extent of homophobic bullying in some schools. Students will suggest practical strategies to eliminate and eradicate Homophobia in schools and wider society. Students will learn about the life story of an openly gay person and the courage they have shown to stand up for and share their sexuality. Students may evaluate how society can hold together religious convictions against homosexuality with the necessity not to be homophobic. |
| 6 | In this class, students will share and evaluate each other’s projects. The class will be vote on which projects should be launched across the School and even shared with the local community (Mayor or local newspaper). This class provides a good opportunity to educate students about presentations in some cases and what makes a good presentation. |
| 7 | In this class, students will be able to define and identify ageism, of both young, old and middle aged, and students will suggest strategies for how we can build and create a society where young and old work together and show each other mutual respect and the challenges involved in making this dialogue occur. In particular, in this class, there will be a focus on prejudice and discrimination of |
the young and old in society and stereotypical images of both. Some students will reflect on the challenges and opportunities posed by an increasingly elderly population. All students will analyse how the media presents young and old. Some students will suggest how the new Mayor of Bishop’s Stortford can keep her pledge to support and encourage the young of the town.

8 In this class, all students will learn about key secular and religious teachings on the topic of Prejudice and Discrimination. Students will learn about the UN Declaration Of Human Rights and know and understand its importance. Key quotes and stories from major religions will teach the students the importance of respect and provide an opportunity for drama and role play. Students will evaluate the positive contribution religions can make to this debate and some suggest may suggest how religion may have caused prejudice and discrimination in the past. Islamaphobia will be defined. Students will research what practically religions have done and achieved on this issue. Some students will question whether religions can do more on this issue and if so how.

9 In this class, students share their Remembrance Sunday project. This is prefaced by the first 10 and last 10 minutes of “Saving Private Ryan” on the theme of Remembrance and “earning this sacrifice”.

10 In this class, all students will define War and suggest reasons why War occurs and the effects of War. Students will learn about the chronology of The Holocaust and why the Second World War was fought. Students may reflect on why The Holocaust occurred or was allowed to occur in a civilized country and world. Students will analyse whether there are alternatives to war and whether, once started, war can be controlled. Students will evaluate where a world free of war is possible and, if so, how.

11 In this class, students will research and identify key aspects of World War 1 or War 2 in terms of UK history. Students will know and understand the causes and character of these wars and evaluate their legitimacy. Some students may be interested in organising an event in the future to invite veterans/ survivors in to School to share their stories after School in the Hall from 4pm to 5pm.

12 In this class, students will aim to construct rules for going to War. Students will suggest their own tick list and criteria for conflict in the world that could be
used by the United Nations. Students will use their criteria to check famous wars in history and whether they were legitimate. Students will compare their theory or theories to Aquinas’ famous Just War Theory for War and evaluate its continuing relevance. Students will also learn about a similar theory to Just War, that of Lesser Jihad in Islam.

13 In this class, students will know, understand and evaluate Pacifism. Students will learn about this theory and practice, the advocates of this theory and practice and its relation to key religious teachings. Students will reflect on how Pacifism would enhance the world and link this to School life. Students will relate this to Conflict Resolution and Reconciliation. Students will offer their perspective on Pacifism. There will be opportunities in this class to consider further the non-violence of Luther King, Gandhi and the Dalai Lama and the journey to forgiveness and reconciliation of Mandela.

14 In this class, students will explore two issues in modern warfare – terrorism and nuclear war. Students will define these topics and give examples. Students will debate and discuss what can be done in the world today to eliminate these evils and ensure these evils do not take place. Students will debate and discuss the morality or otherwise of bombing Hiroshima and Nagasaki. Students may debate whether restricting freedom is a price worth paying for eliminating terrorism.

15 and
16 In these classes, students watch the film “Hotel Rwanda”. This is a historical and inspirational case study of how one man made a difference and stood up against prejudice and discrimination in war time. This story unites the two topics of this term. Students will complete a worksheet as they watch and there will be discussion points.

6. Bibliography (used for the Resources)

- Helen Barley, Laura Burridge, Tanya Hall, Chris Owens, “WJEC GCSE Religion And Life Issues” (Heinemann, 2009)
- Graham Davies and Melissa Davies, “Exploring Questions In RE Book 2” (Nelson Thornes, 2005)
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• Marianne Fleming and David Worden “Thinking About God And Morality” (Heinemann, 2004)
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• Tony Thorpe and Julie Nakhimoff, “OCR Citizenship Studies” (Hodder, 2009)
• Jenny Wales, “Citizenship Today” (Collins, 2009)

Thank you

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