

RME Senior Phase Exemplification Course Outline

Religion, Beliefs and Viewpoints

*To research, plan, deliver and evaluate a **religion, beliefs and viewpoints fair**, reflecting the diversity of beliefs and viewpoints within the local community set in the context of the diversity of beliefs present in modern Scotland.*

RME Senior Phase Exemplification

Course Outline

Name of Course: Religion, Beliefs and Viewpoints

Focus: To research, plan, deliver and evaluate a religion, beliefs and viewpoints fair, reflecting the diversity of beliefs and viewpoints within the local community *set in the context of the diversity of beliefs present in modern Scotland*.

Level of Certification: Senior Phase. Possibility of meeting outcomes to gain a standalone unit qualification from the SQA Religious, Beliefs and Values Award at Level 5/6.

Aim of Course: To enable pupils to develop an understanding of the impact that religions and beliefs, together with other viewpoints, have had and continue to have on their local community. To give senior pupils an opportunity to organise a one-off event for younger pupils.

Value Added: This course will help pupils to understand the beliefs, values and practices and traditions of people within their own community. It will therefore help pupils to assess and review their own beliefs and values and develop their wider understanding of the world in which they live and the wider world into which they will enter when they leave school. It will also enable them to develop life skills in organisation and people management, as well as research skills.

Duration of Course: This course is designed to take place over the duration of an 8 week block with a final fair to take place in due course. If pupils do not attend RMPS on a rotation basis, and therefore have more time, the course can be lengthened accordingly.

Course Synopsis: This course will be based on the pupils investigating which religions, beliefs and viewpoints are present in their local community and the impact they have had and continue to have on the life of the community. Pupils will spend time researching in school but will also spend time in the local community talking directly to people, in accordance with the appropriate health, safety and child protection policies of the school. This work will then culminate with the pupils planning a fair which will display their findings and will, hopefully, include representatives from various local groups engaging with those attending the fair. After the event pupils will then reflect upon and evaluate their own work and measure the success of the fair itself.

Links to outcomes for Religion, Beliefs and Values Award (Level 5/6)

It would be possible for pupils to achieve a unit qualification from the SQA Religion, Beliefs and Values Award. Again, depending on time allocation, pupils could achieve one or both of the units indicated below. The information below is taken from the SQA website and full details of the qualification can be found on the website <http://www.sqa.org.uk/sqa/57042.html>.

Investigating Religion and Belief

In this Unit, learners will analyse and reflect on a topic involving religion or religious belief. They will develop knowledge and understanding of the topic by reflecting on relevant religious viewpoints and their personal faith or values. They will have the opportunity to discuss and debate the topic.

The learner will be required to provide evidence of:

- reflecting on a chosen topic involving religion or religious belief
- developing knowledge and understanding of the topic

Values in Action

In this Unit, learners will put their beliefs or values into action through active engagement in the community. This may be achieved through a wide range of settings and contexts. Learners will record the activity they have taken part in. They will reflect on how it contributes to their understanding of their beliefs or values.

The learner will be required to provide evidence of:

- active engagement in their local, national or global community
- an explanation and analysis of how the activity demonstrated their beliefs or values
- reflection on, and analysis of, how the beliefs or values they have put into action compare with relevant religious viewpoints or viewpoints independent of religious belief.

Higher Order Thinking Skills

While organisational skills are central to this activity, pupils should be engaging throughout in Higher Order Thinking about the religions, beliefs and viewpoints they plan to have in attendance at their fair. This will involve developing a deeper understanding of the key features of religion, beliefs and viewpoints and any important issues which might arise as a result of representatives of those religions, beliefs and viewpoints making presentations at the fair. This will require pupils to develop a deeper understanding of variety within religions, beliefs and viewpoints and how to critically assess the extent to which any representative of a religion, belief or viewpoint is, in fact, representative of that religion, belief or viewpoint more widely. Pupils will also have to act sensitively and thoughtfully in relation to managing and range of different religions, beliefs and viewpoints, and this will require careful critical analysis of the content of religions, beliefs and viewpoints and their different adherents.

Course Outline

A brief 8 week outline is given below to indicate the probable time frame required to complete this course.

Week 1 – Introduction Lesson: Which religions, beliefs and viewpoints are currently present in Scotland?

Week 2 – Research Time: Which groups are in your local area? Initial research in collaborative groups

Week 3 – Research Time: Which groups are in your local area? Further research in collaborative groups

Week 4 – Research Time: Which groups are in your local area? Further research in collaborative groups

Week 5 – Planning Event: Delegation of roles and contacting outside agencies

Week 6 – Planning Event: Planning and hosting 'Religion, Beliefs and Viewpoints Fair'

Week 7 – Planning Event: Planning and hosting 'Religion, Beliefs and Viewpoints Fair'

Week 8 – Plenary – Evaluation: Evaluation of event and collation of findings

In order to achieve the unit qualification, pupils will need to keep a record of any work they complete [insert hyperlink to recording sheet]. This could include each pupil having a personal folder. Pupils should also keep other evidence, for example, correspondence with other agencies and notes from meetings that they have attended.

Resources

The following resources have been created to assist in the delivery of the course

Week 1 – Presentation 1 ['Religions, Beliefs and Viewpoints Course Introduction'](#)

Week 2 – Presentation 2 ['Which groups are in your local area?'](#)

Week 5 – [Sample letter](#)

Week 6/7 – [Fair feedback sheet and pupil reflection feedback sheet](#)

Plenary – [Presentation plenary](#)

Week One - Introduction: Which religions, beliefs and viewpoints are currently present in Scotland?

Introduction:

In [2011 Scotland's census](#) found that 54% of the population stated their religion to be Christian. Some might argue that this is not a true reflection of the religions represented in Scotland. This unit is designed to give pupils the opportunity to gain a better understanding of which religions, beliefs and viewpoints are present in Scotland today.

Stimulus:

Learners consider their own community and which religions, beliefs and values they think are present. This can be an open discussion with input offered from pupils on a 'First Thoughts' basis.

Key Learning:

Learners can:

Consider their own beliefs.

Identify which religions, beliefs and viewpoints are currently represented in Scotland and be able to make reference to the 2011 census.

Possible Learning Opportunities/ tasks

1 – Pupils should answer the question below from the 2011 census. **Remind pupils that the question is voluntary (as it was in the census).**

What religion, religious denomination or body do you belong to?

(Possible answers) None, Church of Scotland, Roman Catholic, Other Christian (please state), Muslim, Buddhist, Sikh, Jewish, Hindu, Another religion or body?

2 - Discuss results and the trends which appear. Do pupils think the question was honestly answered? Does it give a true reflection of society? Does it reflect their local community?

3 - Research other areas of Scotland and the UK. Which religions are represented? The question does not include Humanism as a possible answer. Do pupils think it should? How are other viewpoints represented in Scotland?

<http://www.scotlandscensus.gov.uk/news/census-2011-release-2a>

<http://www.theguardian.com/religion>

<http://www.vexen.co.uk/UK/religion.html>

Possible Evidence

Learners can:

Create a display of the results from the census question, taken by the class.

Compare the results from the class with the results from Scotland.

Reflection on Learning

Pupils should consider the importance of having an awareness of which religions, beliefs and viewpoints are represented in their local area. They should also consider what benefits there might be as a result of investigating and discovering more about the representation of beliefs and viewpoints in their local area and in their school.

Week Two - Which religions, beliefs and viewpoints can be found in your local area?

Introduction:

This unit is intended to give pupils an insight into which religions, beliefs and viewpoints are present in their local area.

This lesson is simply an overview and an introduction to what will form the basis of further research.

Stimulus:

Learners consider their own community and what religions, beliefs and values they think are present. This could be executed through cooperative learning.

Key Learning:

Learners can:

Identify which beliefs, religions and viewpoints are currently represented in their area

Identify how, and to what extent, these religions, beliefs and viewpoints are currently represented in Edinburgh and be able to give examples.

Possible Learning Opportunities/ tasks

1. Pupils can be divided into groups of four. These will form their collaborative groups. The groups of four will become “experts” on a particular belief, religion or viewpoint being represented in their area.. Ideally following may be covered but there is scope for pupil choice.

(Groups can focus on: Church of Scotland, Roman Catholic, Other Christian (pupils can choose), Muslim, Buddhist, Sikh, Jewish, Hindu, Pagan, Humanist.)

2. Once the groups have chosen their focus, they should conduct research using IT. Pupils should work to create a visual (poster, power point etc.) which can then be used to share their findings with their peers.
3. Once the research is complete, findings should be presented. All pupils should keep a note of the findings (both their own and the work of others) in their personal folders for evidence.

Possible Evidence

Learners can:

Create a short presentation of initial findings (this will form the basis for the final presentation which the group creates)

Work with others to create a visual of the results from their combined research.

Make a log in their personal folders of the findings from each group.

Reflection on Learning

Pupils should continue to consider the importance of being aware of which religions, beliefs and viewpoints are represented in their local area.

They should be developing an understanding of how a particular belief, religion or viewpoint is represented in their area with the intention to investigate further and make contact with them.

Weeks Three/Four - Which groups are in your local area and how did they come to be there? Further Research in Cooperative Groupings

Introduction:

This unit is intended to give pupils an insight into which religions, beliefs and viewpoints are present in their local area.

These two lessons are intended to build on initial findings from the first week of research.

Stimulus:

Learners consider their own community and which religions, beliefs and values they think are present. They are now working in established 'expert groups' and will be expected to compile their findings in a formal format.

Key Learning:

Learners can:

Identify which beliefs, religions and viewpoints are currently represented in their local community

Identify how, and to what extent, these religions, beliefs and viewpoints are currently represented in their local community and be able to give examples.

Possible Learning Opportunities/ tasks

The 'expert groups' now need to use their initial, short presentation to develop a final presentation to give to their religion/ organization. This presentation will also be used at their 'Religion, Beliefs and Viewpoints Fair'.

1. A starting point could be to search websites for various organizations to gauge how they describe themselves.
2. Pupils can be given the success criteria [insert hyperlink] for their final presentation. Pupils should then allocate the slides required across each group to ensure that all pupils have equal responsibility for producing the presentation.
3. Pupils may also want to produce additional material to accompany their slideshow, for example a leaflet or poster. This is at the discretion of the group.

Although 2 set lessons have been assigned for this section of the course, it is with the understanding that pupils will be required to work on this further in their own time.

Possible Evidence

Create a presentation to show how a particular religion, belief or view point is represented in the local area, and outline the key features of that religion, belief or viewpoint.

Work with others to create the presentation and be able to delegate responsibilities to ensure a positive outcome.

Reflection on Learning

Pupils should continue to consider the importance of having an awareness of which religions, beliefs and viewpoints are represented in their local area. They should also reflect upon any geographical/ socioeconomic and cultural factors which have led to the presence of this religion, belief or viewpoint in their area.

Pupils should be developing clearer understanding of how a particular belief, religion or viewpoint is represented in their area, with the intention to contact them and start to organize their 'Religion, Beliefs and Viewpoints Fair'.

Week Five – Delegation of roles and contacting outside agencies

Introduction:

This unit is intended to give pupils an insight into which religions, beliefs and viewpoints are present in their local area.

During this lesson pupils will start to organize their 'Religion, Beliefs and Viewpoints Fair'.

Stimulus:

Learners are working in established 'expert groups' and will begin the delegation of roles and contacting outside agencies to progress planning their 'Religion, Beliefs and Viewpoints Fair'.

Key Learning:

Learners can:

Understand in detail a belief, religion or viewpoint currently represented in their local area.

Take on responsibilities and contact outside agencies to plan a whole school event where beliefs, religions and viewpoints will be represented.

Possible Learning Opportunities/ tasks

1. Role delegation should take place at the beginning of this lesson. 'Expert groups' should now split into two sub groups; one group will focus on finalizing their presentation, making additional material to accompany the presentation and make contact with their belief, religion or viewpoint from their local area and the other will join together with pupils from other expert groups to form the group who will manage the organization of the fair.
2. Tasks for each group include:

Managing Event Group

- Approach school leaders to decide on an appropriate date for the fair to take place (this does not need to be imminent but would ideally fall at the end of the block)
- Decide what will be required to host the event (rooming/furniture) and whether or not items need to be brought in from out with the school.
- Identify and liaise with key contacts for the event

Presentation Groups

- Finalise presentation
- Create material to use on display at the fair
- Create additional material for distribution at the fair e.g. leaflets.

Possible Evidence

Managing Event Group

Communicate with school's Senior Leadership Team to establish when the event can take place.

Communicate with internal and external agencies/suppliers and contacts to assist the planning of their event.

Presentation Groups

Create and edit group presentation.
Create additional material to aid their presentation.

Communicate with a representative from a belief, religion or viewpoint to secure their attendance at the event and advise them of the nature of the event.

Reflection on Learning

Learners should now also possess a clearer understanding of how a particular belief, religion or viewpoint is represented in their area and be formally organizing their 'Religion, Beliefs and Viewpoints Fair'.

Week Six/Seven – Planning and hosting ‘Religion, Beliefs and Viewpoints Fair’

Introduction:

This unit is intended to give pupils an insight into which religions, beliefs and viewpoints are present in their local area.

During weeks six and seven pupils will be planning their ‘Religion, Beliefs and Viewpoints Fair’. It is intended that the event will take place consecutively with the planning however logistically this may not be able to happen.

Stimulus:

Learners are continuing to work in their established ‘expert groups’. One group will be managing the organisation of hosting the event itself and the other working on presentations and displays for the various religions, beliefs and viewpoints to be represented at the fair.

Key Learning:

Learners can:

Organise the logistics of hosting a fair and suitably display/present information about which religions, beliefs and viewpoints are represented in their local area.

Possible Learning Opportunities/ tasks

By this stage, pupils should be working in the two subgroups. Ideally they should fulfill the checklists below:

Managing Event Group

- A list of every display, which religions, beliefs and viewpoints are being represented and where their display will be in the hall.
- Ensure the correct equipment is in place for each display (display boards, tables, laptop to display work etc.).
- Coordinate when each year group will be attending the fair.
- Ensure each person who attends the fair receives a feedback sheet.
- Arrange for filming/photography of the event to take place.

Presentation Groups

- Make sure they have the correct equipment they require for their stand e.g. laptop, speakers, copies of their leaflet.
- Ensure that if they have guest from their organisation attending the fair that they know the format of the event and timings.

Possible Evidence

Completed personal reflection sheet.

Written response to 4 questions in relation to the feedback from those who attended the fair.

(An extension task could include the pupils writing an extended essay style response to the question: “Do you think the census results of 2011 are a true reflection of the religions, beliefs and viewpoints that are represented in your area?”.)

Reflection on Learning

Pupils should now have a clearer, informed idea of the religions, beliefs and viewpoints that are represented in their local area. They should also have developed in the following areas:

- Working with others/events management
- Investigative and presentation skills
- Time management
- Deeper understanding of religion, beliefs and viewpoints

Successfully gained a unit qualification from the Religions, Beliefs and Values Award.

Week 8 Plenary – Evaluation of Event and Collaboration of Findings

Introduction:

The intention of this unit was to give pupils an insight into which religions, beliefs and viewpoints are represented in their local area. During the final session of this unit pupils will be reflecting on feedback received and reflect on their personal experience.

Stimulus:

Learners are expected to reflect on what they have gained from this unit. They should discuss with one another what they felt were the successful elements, but also where improvements could be made. They should also consider what skills they have obtained and how they will benefit elsewhere from having these skills. They should also reflect upon how their understanding of religion, beliefs and viewpoints has deepened during this course

Key Learning:

Learners can:

- Identify skills they have developed during this unit.
- Evaluate collected information to evaluate the fair and the unit as a whole.
- Reflect upon their developing understanding of religion, beliefs and viewpoints

Possible Learning Opportunities/ tasks

Ideally pupils will come back together for a final session to reflect on the unit as a whole.

1. Organise their own folder of work/ evidence and complete their evaluation form. At this point the teacher would ideally give each pupil feedback and next steps.

2. Divide the class back into their groups of 4. Each group should be given an equal number of feedback sheets. They should collate their findings and answer the following questions:

What was the most common religion, belief or viewpoint that those attending the fair had heard of before the event?

Which one was most people aware of in the local area?

Which religion, belief or viewpoint was the most frequently cited as one which the fair helped develop awareness of?

What was the most common benefit achieved by delegates attending the fair??

3. Pupils should then compare their findings to the census results used in the first lesson and have a final discussion about the question: *"Do you think the census results of 2011 are a true reflection of the religions, beliefs and viewpoints that are represented in your area?"*

Possible Evidence

All pupils should spend week 6 ensuring that their folders are up to date. Every pupil's folder should include the following work:

Week 1 – notes from presentation on the census and a summary of the results from the class.

Week 2 – A print out of their groups short presentation of initial findings and their visual of the results from their combined research. Pupils will also have notes from the findings of each group's short presentation.

Week 3/4- A print out of their groups fuller presentation and any notes that were made in researching this task.

Week 5 – Depending on what sub group they were in, pupils should have copies of any communication with external agencies/suppliers e.g. letters.

A printed copy of their group's final presentation and any additional material created.