

10 KS3 PROJECT UPDATE

Report By: Kate Mayglothing

Purpose

1. To update SACRE on the KS3 project and consider sample pages of the KS3 project work for recommendation to the LEA.

Background

2. The work of the Key Stage 3 (KS3) Working Group was last reported to SACRE at the 15th July 2002 meeting when the report was noted.

Report

3. The following pages are a sample of the KS3 project to be presented to secondary schools this summer. The sample includes lesson plans and materials relevant to that lesson. In addition there are examples of two of the assessments included in the project.
4. All secondary schools will receive a copy of the project with a video of believer's testimonies and cassette of relevant music to accompany lesson activities.
5. I will be visiting most of the secondary school RE departments to introduce the project. In addition the RE Swapshop termly meeting will be an opportunity to advertise the project.

RECOMMENDATION

THAT SACRE note the work of the KS3 Working Group and recommend the project to the Local Education Authority.

Mission Impossible?

A KS3 project for Year 7 pupils

A unit of work for Year 7 pupils designed to evaluate
skills and level of ability within the first year of
secondary school

from Herefordshire
S.A.C.R.E.

Contents

Aims

Why a unit of work at the start of KS3?

The KS3 project and the Agreed Syllabus

Assessments

Homework

Before you teach – points to note

Appendices

QCA levels of attainment

Skills used in KS3 Project

List of speakers

Aims

- Establish an ethos of openness, discipline, respect, high quality of work and high expectations in RE.
- Enable pupils to have a challenging, stimulating and positive experience of RE in KS3
- To challenge the issue of the 'drop-off' in progress of pupils in Year 7.
- To provide base-line data about pupils levels of attainment in Year 7 enabling more effective target setting and analysis of pupil attainment across KS3

Why a unit of work at the start of KS3?

This project was created and developed by a group of teachers within Herefordshire. The motivation behind it was the difficulty in assessing Year 7 pupils based on CAT scores and other data fed into Secondary Schools by Primaries. It was felt that it would be very useful to have a project/unit of work for Year 7 pupils to complete in their first term for several reasons:

- It would provide levels of attainment for Year 7 pupils, based on RE levels of attainment rather than generic criteria from other subjects. This data, if teachers chose to do so, could inform RE teachers of pupils' ability and previously gained knowledge and skills. The 'patchy' nature of Year 7 knowledge is an issue in secondary schools
- It would provide stimulating and challenging activities for pupils in their first few weeks at secondary school therefore dispelling the negative preconceptions of RE that some pupils have.
- The stimulating and challenging activities may promote ideas for further development of schemes of work in RE departments thus raising the standard of RE even further.
- This unit of work may go some way in reversing the trend of Year 7 pupils experiencing a dip in motivation and work in their first year at secondary school.
- The development of a further unit of work at the end of the Key Stage would enable RE teachers to monitor the progress made by pupils over the whole Key Stage enabling better analysis of 'value added' To emphasise use of skills in enabling pupils to produce high quality work in RE. .
- Relevant skills are listed for each lesson and are reflected in the learning outcomes and the attainment targets AT1 Learning about and AT2 learning from.

The KS3 project and the Agreed Syllabus

The KS3 project addresses several of the units in the Programme of study. These are highlighted in the table below

1. Beliefs	2. Practices	3. Lifestyles
a) Big Questions	a) Expressions of belief	a) Journey of Life
b) Holy Books	b) Where, how and why people worship?	b) Beliefs into practice
c) Key religious figures	c) Festivals and fasts	c) What matters most?

Pupils will come to secondary school with different perceptions of what RE, different experiences of RE teaching and differing amounts of knowledge. If the primary feeder schools have followed the Herefordshire Agreed syllabus pupils should have studied:

R/KS1: 9 study units; Christianity and Islam

KS2: 12 study units; Christianity and 3 religions with at least one from Judaism/Islam and one from Hinduism/Buddhism/Sikhism

Assessments

This unit of work is designed to include pieces of work to be assessed in line with the QCA levels of attainment. On the reverse side of the assessments levels are interpreted in 'pupil speak' so pupils can see what they should demonstrate in their work to achieve each level. There is an opportunity for teachers to give positive and critical feedback and for pupils to complete self assessment.

There are 4 pieces of work that could be assessed:

1. Similarities and differences in codes for living for Christianity, Islam and Sikhism
2. How can rules be interpreted differently?
3. Mission Impossible: Is the Mission doomed?
4. Do I need a code for living?

Only together can these pieces of work begin to present a picture of a pupils level of attainment. In addition teachers will get a 'feel' for the level that best fits each pupil. After this unit of work teachers should feel confident in knowing the level of each pupil.

Example of Lesson plan and resources for lesson 2.

Unit Title: Mission Impossible	Year 7
Lesson Title: What are rules for living?	Lesson 2
Key Question: What is a code for living and who lives by one?	Key Skills: Investigate, Reflect, Empathise, Apply, Express
Learning Outcomes: 1. To investigate the codes for living for the studied religions 2. To reflect on and empathise with the different believers and apply this knowledge to demonstrate how a code for living would influence behaviour.	Key words: Worship Indecent Hospitable Founder
AT1: investigate and apply knowledge of codes for living for studied religions.	Featured religions: Christianity, Islam and Sikhism
AT2: reflect on, empathise with and express how a code for living may influence behaviour.	Resources: Laminated 'Codes for living', photographs and information on famous people from newspaper articles, A3 grid-sheet 'Do you live by a code? Role-play cards.
Activities: Whole group role-play, paired role-play, completion of grid sheet, argument sheet and investigation sheet Homework: Investigation sheet Most able: Additional homework. To read related text Lord of the Flies and Animal Farm. Near end of Unit of work pupils to give presentation and relate this to their Mission. How does it inform them about the likelihood of this Mission succeeding?	Points to note: <ul style="list-style-type: none"> • If no time for more able pupils to do Argument sheet, it could be an alternative or additional homework. • Differentiated sheets for less able could be used as an activity before the role-play to enable greater understanding when completing the grid sheet or as an activity in next lesson to enable pupils to complete their 'market stall' successfully.

Task

Pupils are reminded of: Recap on last lesson, The Mission and how this lesson relates to the Mission. Pupils share any newspaper cuttings and magazine articles or pictures of famous people who follow a faith.

Inform pupils that an area in the room will be set aside for all the newspaper cuttings and articles they can collect on famous people who follow a faith and whenever a new one is brought in it can be added. Searching will be a continuing activity throughout the whole of this unit.

Explain Aims and Activities of this lesson.

Task

Pupils receive 'codes for living' from 3 major world faiths and the A3 grid sheet: **Do you live by a Code?** Teacher chooses 8-10 pupils to come up and select 8-10 famous individuals who live by these codes from the pack and put their pictures on the board.

Task

Role-play. 2 other pupils are chosen to select one of the individuals on the board and they role-play the famous individual and an interviewer while the rest of the class act as the audience. (Role-play cards can be used as an example of how to begin the programme)

- The grid sheet 'Do you live by a code' can be used for the audience to ask appropriate and relevant questions and
- The Codes for living should be used to enable pupils doing the role-play to make appropriate responses for each particular faith.
- During the role-play allow pupils to evaluate and assess the responses by asking pupils: Is that an appropriate or good response from a religious believer?

Task

Pupils from the audience can:

- volunteer questions and all of the audience fill in the answers when the role-played individual gives answers or,
- **Alternatively**, only SEN pupils might fill in sheets as more able pupils will be able to recall appropriate answers or
- no pupil writes down the answers on their sheets until they do the grid sheet in smaller groups. Their grid sheets are filled in for the famous interviewees they choose.

Task

Pupils split up into groups of 2/3 and role-play an interview with a Christian, Muslim and Sikh. For each one they can use one of the role models from the board and record what an appropriate response might be. Complete the grid sheet. Again, the Codes for living should be used to enable pupils to make appropriate responses for each particular faith.

Differentiation: either put a tick/cross in the box or
write the rule that might apply in that situation.

Task

Complete an argument sheet: Can you still live by a code even if you break some of the rules? Pupils work in twos and evaluate and argue different points of view applying the knowledge gained from their own experience and the codes for living.

Differentiation: this could be used as an extension activity for the most able or a whole class activity.

Homework: Find out the following information about the three religions Christianity, Islam, and Sikhism. Use the Homework sheet to collate this information.

Differentiation: Pupils may be asked to find information for 2 of the questions listed or complete the whole sheet depending on ability

Most able: Additional homework. To read related text Lord of the Flies and Animal Farm. Near end of Unit of work pupils to give presentation and relate this to their Mission. How does it inform them about the likelihood of this Mission succeeding?

Resources for Lesson 2: Role-play cards

Interviewer

Welcome to the programme. This evening our special guest is _____.

S/he is known for _____

Tell us _____ how long have you followed your faith?

- What is it that you believe?
- And what is it about your faith that helps you?
- How does your belief affect you in your everyday life?

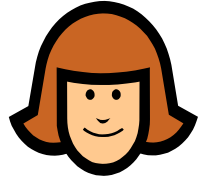
Well that is very interesting, perhaps we could now have some questions from our studio audience.

Guest on show

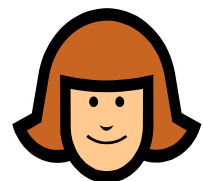
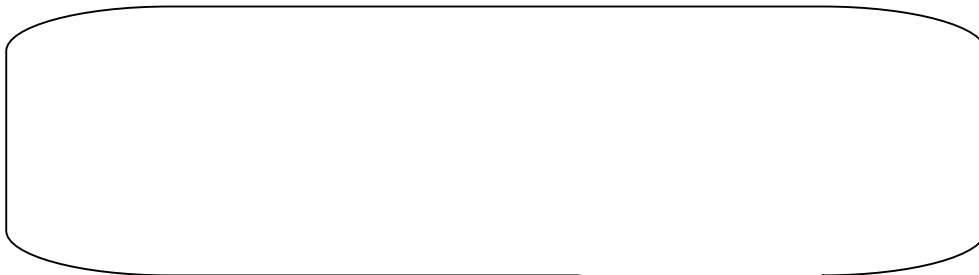
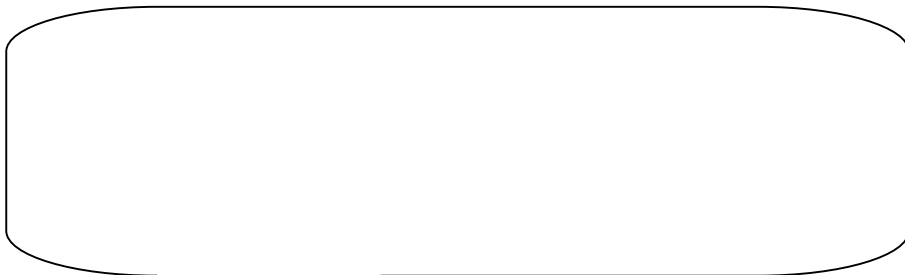
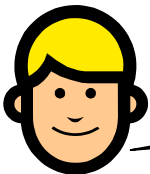
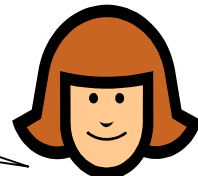
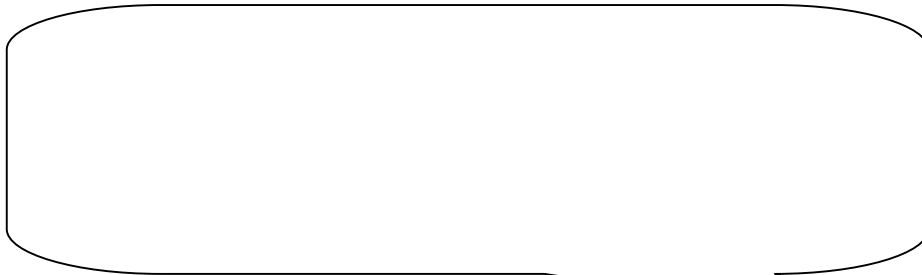
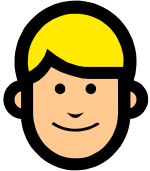
- I have followed my faith since _____
And I felt convinced I was doing the right thing since _____
- I believe in a God and I believe God is _____
- My faith helps me because it gives me some simple ideas to guide me e.g. I believe it is important to respect other people therefore I am often reminded to respect people whether they are black, white, male or female, young or old and so on.
- Everyday my faith has an impact on me e.g. I pray to God to help me _____
I try to be truthful and honest. I try to live my life as God would like me to e.g. _____

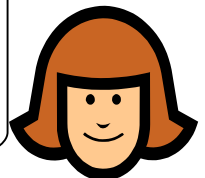
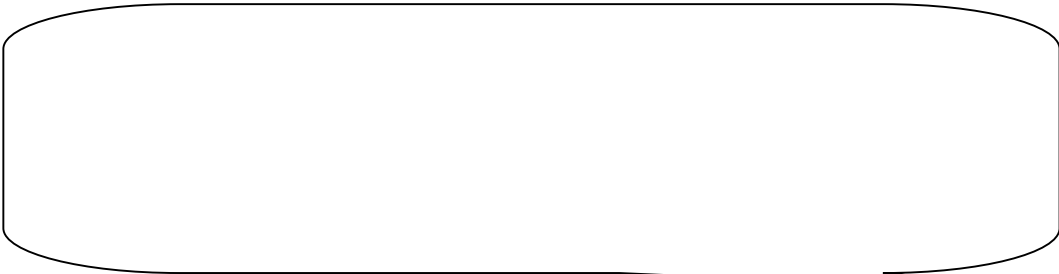
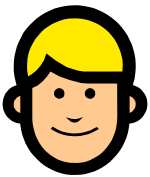
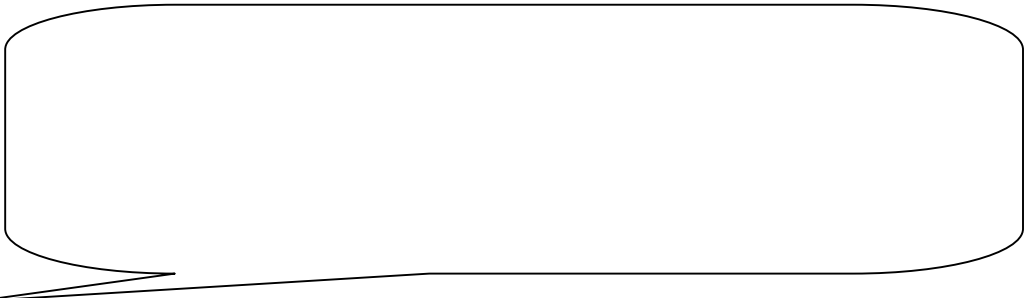
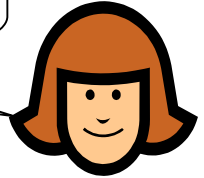
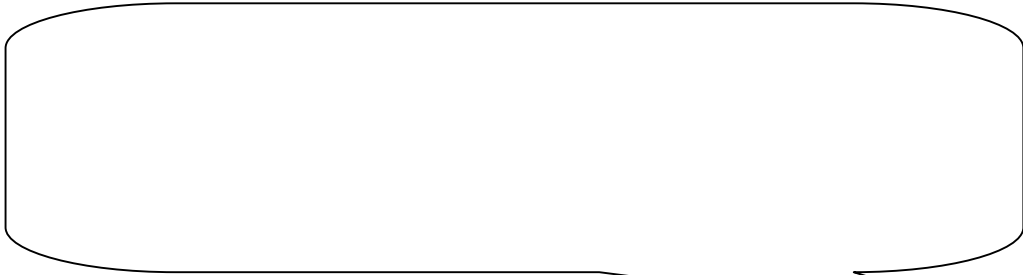
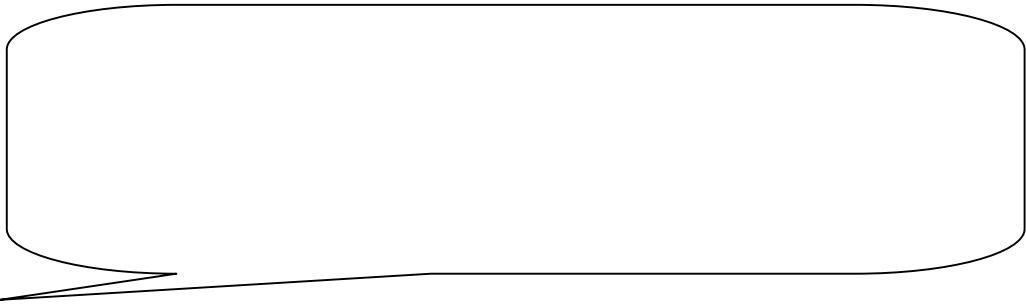
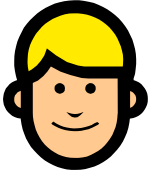
Arguments and opinions on whether you can live by a code even when you break some of the rules.

You cannot call yourself religious and follow a code for living if you break any of the rules!



Of course you can because.....





Sikhism - a code for living

- There is only one God
- Worship and pray to the one God, and to no-one else
- Remember God, work hard and help others
- God is pleased with honest work and true living
- Before God, there is no rich, no poor, no black and no white
- It is your actions that make you good or bad
- Men and women are equal before God
- Love everyone, and pray for the good of all
- Be kind to people, animals and birds
- Do not fear
- Do not frighten
- Always speak the truth: God and truth are two in one
- Be simple in your food, dress and habits
- God is the end which no-one knows, the more you say the more it grows.

Differentiated.

Sikhism - a code for living

Task: Fill in the missing words to produce a Sikh code for living.

- There is only one _____
- Worship and _____ to the one God, and to no-one else
- Remember God, work _____ and help others
- God is pleased with _____ work and true living
- Before God, there is no rich, no poor, no black and no white, all are _____
- It is your actions that make you good or _____
- _____ and women are equal before God
- _____ everyone, and pray for the good of all
- Be kind to people, _____ and birds
- Do not _____
- Do not _____
- Always speak the truth: God and _____ are two in one
- Be _____ in your food, dress and habits
- God is the end which no-one knows, the more you say the more it _____.

grows	fear	animals	men	equal	honest
God	pray	frighten	work	simple	
truth	love	bad			

Do you live by a code?

Questions	Religion followed: _____ (Christianity? Or Islam? Or Sikhism?)	Religion followed: _____ (Christianity? Or Islam? Or Sikhism?)	Religion followed: _____ (Christianity? Or Islam? Or Sikhism?)
1. When was the last time you went to a place of worship?			
2. Have you ever killed a living creature?			
3. When did you last argue with your parents?			
4. If you had £1,000 what would you spend it on?			
5. Have you ever been jealous of someone?			
6. What lie have you told recently?			
7. Is there some food you are not allowed to eat?			
8. Do you wear specific clothes or headwear?			
9. Have you ever stolen someone else's girl/boyfriend?			
10. Have you ever been drunk?			
11. Have you ever made fun of someone with a disability?			
12. Have you ever broken the law?			
13. Have you ever been cruel to an animal?			
14. Do you think families are important?			
15. If you had a wish, what would it be?			

Mission Impossible?

What do I need to know about the religious believers that are going on the Mission?

Your mission, should you choose to accept it, is to leave Earth on a perilous mission to boldly go and establish a new colony in deepest space. As part of the selection process you have to find out the following information about each of the three religions that will be represented on the Mission.

Use this sheet to collate your information.

	Christianity	Islam	Sikhism.
What can you discover about the God in this religion?			
What can you discover about the founder of this religion?			
What is the name of the Holy book/scripture?			
What is the main building for worship?			

Is there a particular dress code?			
Is there a special day of the week for worship?			
Are there any special foods?			
What is, and what happens at, one of the main festivals celebrated?			
What do believers believe happens when you die?			
How would you know someone was a member of this faith community?			

'How can rules be interpreted differently?'

1. Choose one of the rules you have discussed or think of a different rule that affects you.
2. Draw a cartoon/sketch with a caption or annotation to illustrate how that particular rule could be interpreted in different ways, either by the same individual or by different groups within our society or within different denominations.

Choose from the following or **use one of your own** ideas:

- a. Do not be cruel to animals
- b. Give some of your wealth to charity
- c. Always tell the truth

To improve this piece of work further I should:

Level

Name:

Date:

Assessment

'How can rules be interpreted differently?'

Levels of attainment descriptors for pupils.

To show you are working at level 3 you should show in your work:

- **Draw an example** of a Christian, Muslim or Sikh following one of the rules of their code. Then draw an example of a Christian, Muslim or Sikh following the rule in a different way e.g. how they worship God.
- Use speech bubbles to show what the rule is and what is happening in your drawing.

To show you are working at level 4 you should show in your work:

- Through drawing examples, **describe** how Christians, Muslims or Sikhs would follow the same rule in different ways e.g. do not be cruel to animals. One believer might think this means not to beat or kick a dog another might think this means being a vegetarian.
- Use speech bubbles or captions to show what the rule is and what is happening in your drawing.

To show you are working at level 5 you should show in your work:

- Through drawing examples **describe**, how Christians, Muslims and Sikhs might interpret the same rule in a different way e.g. Always tell the truth. When might a believer think it is acceptable to lie? Give an example or is it never acceptable to lie?
- Use speech bubbles or annotation to show what your drawings tell us.

To show you are working at level 6 you should show in your work:

- How for example, different Christian denominations might use bread and wine, different Muslims interpret the rule of modesty in their dress etc.
- Clearly annotate your work to **explain** the different interpretations with **examples**.

In your assessment you did well on:

Action:

Summary of lessons

Lesson 1

Who tells the truth?

Truth Game and sorting exercise.

Homework: Find articles

Lesson 2

What are rules for living?

Role-play and grid sheet. Argument sheet

Homework: Investigation sheet (Questions for speaker if coming)

Lesson 2A

Who lives by a code and what does it mean for them?

Visiting speaker

Lesson 3

What does it say in these codes for living?

Video. Market stall

Homework: Ask people for their 5 principles

Lesson 4

Are Christians, Muslims and Sikhs living by the same code?

The Market stall, (information on sheet 'What does it say in a code for living?')

Assessment: Similarities/Differences in codes of living in studied faiths.

Homework: Collage of rules/principles.

Lesson 5

Do I live by any principles?

Discussion of rules/principles. "Which rules do you think reflect these principles?"

Assessment: How can rules be interpreted differently?

Homework: Reflective exercise on personal skills and qualities.

Lesson 6

Do I have a code for living?

Devise personal code for living. Discussion of principles. Moral dilemma exercise

Homework: How do we solve conflicts in our home?

Lesson 6

What do I believe?

Creating common code, Discussion and brainstorming

Assessment: 'Is this Mission doomed?' activity.

Assessment: Do I need a code for living?

Lesson 7

Will I make it?

Selection task activity