

## TEACHING & LEARNING JOURNAL - EDITION 22

### Improving Literacy in Religious Studies

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#### Knowledge Organisers

As part of the working party for Literacy this year, I have been able to co-ordinate and share ideas with fellow colleagues across the academy to develop the use of knowledge organisers within Religious Studies. Knowledge organisers are a summary of the key facts and information that students need about a specific unit of work. These can also be used as a clear reference point for key terms and vocabulary within the same unit of work.

Religious Studies is a subject which is quite 'word-rich' in terms of specific subject vocabulary. There are specific terms that students just need to know in order to access the content that is being taught within the classroom. This is the case across both key stages. Therefore, from September 2020, knowledge organisers will be rolled out for both Key Stage 3 and Key Stage 4. They will act as a useful point of reference in the student's exercise books and can be used for quizzes on key words and for revision purposes.

Key Words			
<b>Apartheid</b>	Racial segregation between blacks and whites in South Africa.	<b>Poverty</b>	Being without money, food or other basic necessities in life (being poor).
<b>Human Rights</b>	The basic rights and freedoms for all human beings.	<b>Reconciliation</b>	Restoring friendly relations after a conflict or disagreement.
<b>Injustice</b>	The opposite of justice- where something is not right or fair.	<b>Retribution</b>	Seeking revenge or retaliation.
<b>Justice</b>	Bringing about what is right or fair.	<b>Segregation</b>	Separation in society e.g. on buses, public facilities etc.
<b>Necessity</b>	An item that is needed in order to survive in life.	<b>Social Justice</b>	Being treated equally in society regardless of skin colour etc.



  

Topic	Key Ideas
<b>Justice and Human Rights</b> 	<ul style="list-style-type: none"> <li>Examples of injustice in the world include: <ul style="list-style-type: none"> <li>Poverty</li> <li>War</li> <li>Lack of basic human rights</li> </ul> </li> <li>Maria Gomez was a Baptist primary school teacher who died on 5<sup>th</sup> April 1989. She fought for justice in El Salvador by using <b>non-violent</b> means.</li> <li>In 1948 the Universal Declaration of Human Rights (UDHR) were created. There are <b>30</b> articles in total.</li> <li>For example, the right to <b>freedom of speech</b> and to <b>vote</b>.</li> </ul>
<b>Christianity and Justice</b> 	<ul style="list-style-type: none"> <li>Jesus told <b>parables</b> (stories with a meaning) to his followers. Below are examples which link to the concept of justice.</li> <li><b>The Story of Zacchaeus</b> <ul style="list-style-type: none"> <li>A corrupt tax collector who Jesus spoke to and persuaded him to change his ways.</li> </ul> </li> <li><b>The Prodigal Son (The Lost Son)</b> <ul style="list-style-type: none"> <li>The father has two sons. The youngest son wastes his father's inheritance. Despite this, when he returns home, the father forgives the son.</li> </ul> </li> <li><b>The Good Samaritan</b> <ul style="list-style-type: none"> <li>Despite their differences, a Samaritan helps a Jewish man who is left for dead after being beaten by robbers.</li> </ul> </li> </ul>

**Example from KS3**

Key Words			
<b>Covenant</b>	An agreement or promise, God had covenants with Abraham and Moses.	<b>Sanctity of Life</b>	All life is sacred and holy.
<b>Messiah</b>	The 'anointed one', the saviour of the Jews.	<b>Shekhinah</b>	The divine presence of God.
<b>Messianic Age</b>	A future time of global peace when everyone will want to become closer to God.	<b>Shema</b>	A Jewish prayer which supports belief in the one God- 'The Lord is one'.
<b>Mitzvot</b>	Jewish rules/commandments. There are 613 in total.	<b>Talmud</b>	The Jewish spoken commentary.
<b>Monotheistic</b>	Belief in one God.	<b>Tenakh</b>	The Jewish holy scriptures.
<b>Pikuach Nefesh</b>	The duty to save a life, even if it means breaking Jewish law.	<b>Torah</b>	The first five books of Moses in the Old Testament.

Topic	Key Ideas	Additional Teachings/Quotes
<b>Nature of God</b> 	<ul style="list-style-type: none"> <li>God is One. This is shown through the <b>Shema</b> prayer</li> <li>God is the Creator</li> <li>God is the Lawgiver and Judge</li> <li>God is omnipresent, omniscient, omnipotent</li> <li>The <b>Shekhinah</b> is the presence of God on earth.</li> </ul>	<ul style="list-style-type: none"> <li>"The Lord is our God, the Lord is One." (<b>Deuteronomy 6- The Shema</b>)</li> <li>"When God began to create heaven and earth..." (<b>Genesis 1:1</b>)</li> <li>"A pillar of cloud by day and fire by night." (<b>Exodus 13:21</b>)</li> </ul>
<b>Life after Death</b> 	<ul style="list-style-type: none"> <li>There is little teaching about life after death in the Jewish <b>holy books</b>.</li> <li>The <b>Torah</b> seems in favour of focussing more on life in the present e.g. obeying the <b>mitzvot</b> and helping those in need.</li> <li>There is belief in <b>judgement</b>.</li> <li>Some Jews believe in the idea of a</li> </ul>	<ul style="list-style-type: none"> <li>"And the dust returns to the ground as it was, and the lifebreath returns to God who bestowed it." (<b>Ecclesiastes 12:7</b>)</li> <li>"Many of those that sleep in the dust of the earth will awake, some to eternal life, others to reproaches, to everlasting</li> </ul>

**Example from KS4**

Knowledge organisers can also be physically created by the students themselves i.e. for the use of revision purposes. With my GCSE students, I tasked them with creating their own knowledge organiser for a specific unit of work that was studied. The students needed to come up with at least ten key terms with their respective definitions and summarise the core knowledge required for five key topics.

Key Words			
<b>Homosexual</b>	Member of the same sex	<b>Opposite</b>	The other ending of a relationship
<b>Heterosexual</b>	Member of the opposite sex	<b>Announcement</b>	Announcing a marriage
<b>Forfeiture</b>	Seize before marriage	<b>Provision</b>	The promise
<b>Family</b>	Connecting how many children	<b>Quarrel</b>	It is fight
<b>Marriage</b>	Legal union of partners in a relationship	<b>Prejudice</b>	The wrong someone at a situation
<b>Contraception</b>	Two people living together before marriage	<b>Marriage</b>	The union of a family

**Student-made GCSE example**

Topic	Key Ideas	Additional Teachings/Quotes
Marriage	<ul style="list-style-type: none"> <li>Christianity believes it is a <b>sacrament</b></li> <li>It is a <b>commitment</b> between two people for life</li> <li>Purpose is for <b>procreation</b> and <b>companionship</b></li> <li>Some see it as a <b>contract</b></li> <li>Some see it as a <b>relationship</b></li> </ul>	<ul style="list-style-type: none"> <li>"That is why a man leaves his father and mother and they become one flesh." (<b>Genesis 2:24</b>)</li> <li>"In death shall you rest." (<b>Isaiah 57:2</b>)</li> </ul>
Divorce	<ul style="list-style-type: none"> <li>Christianity does not <b>allow</b> divorce</li> <li><b>Annulment</b> is a legal way to end a marriage</li> <li>Marriage is a <b>contract</b></li> <li>Some see it as a <b>relationship</b></li> </ul>	<ul style="list-style-type: none"> <li>"Anyone who divorces his wife and marries another woman commits adultery." (<b>Matthew 19:9</b>)</li> <li>"If a man divorces his wife for any cause other than unchastity, he commits adultery." (<b>Matthew 19:10</b>)</li> </ul>
Contraception	<ul style="list-style-type: none"> <li><b>Contraception</b> is the use of a method to prevent pregnancy</li> <li>Some see it as a <b>contract</b></li> <li>Some see it as a <b>relationship</b></li> <li>Some see it as a <b>contract</b></li> <li>Some see it as a <b>relationship</b></li> </ul>	<ul style="list-style-type: none"> <li>"Be fruitful and multiply." (<b>Genesis 1:28</b>)</li> <li>"Be fruitful and multiply." (<b>Genesis 1:28</b>)</li> </ul>
Gender equality	<ul style="list-style-type: none"> <li><b>Gender equality</b> was the first female bishop in <b>1988</b></li> <li>God gave equality with <b>Adam</b></li> <li><b>Equality</b> and <b>justice</b></li> <li>Based on <b>freedom</b></li> <li>Based on <b>freedom</b></li> </ul>	<ul style="list-style-type: none"> <li>"Made in the image of God." (<b>Genesis 1:27</b>)</li> <li>"Love thy neighbour." (<b>Leviticus 19:18</b>)</li> <li>Equality of Adam and Eve in <b>Genesis</b></li> </ul>
Nature & Purpose of Families	<ul style="list-style-type: none"> <li>Nuclear, step, same sex and extended families</li> <li>Children should listen and try to learn the faith</li> <li>Parents should be <b>supportive</b> and <b>teach</b> them the faith</li> <li>Educate the faith, stability and protection</li> <li><b>Teach</b> and <b>protect</b></li> </ul>	<ul style="list-style-type: none"> <li>"Honour thy mother and father." (<b>Exodus 20:12</b>)</li> <li>"Deny the faith... write them down as unbelievers." (<b>Matthew 23:15</b>)</li> </ul>



Specialist Religious Vocabulary

As part of an ongoing development within the subject, I have developed a more renewed emphasis on the student’s use of specific religious vocabulary within their answers, especially at GCSE level. Within a GCSE 12-mark question, students will struggle to achieve higher than 6 out of 12 marks unless there are ‘references to religion’. Examples could include direct quotations from sacred writings, references to denominations e.g. Catholics or religious terminology.

Whenever students complete a 12-mark question which is either teacher marked or peer-marked, they are given time to highlight where they have made religious references e.g. quotes, religious vocabulary or different viewpoints. This acts as a useful ‘signpost’ for their marker.

Genesis 1:25 also supports the idea that animals should be cared for and not used for experimentation. In Genesis, God gave Jews and Christians stewardship. This means that they are the caretakers of all of God's creations. God expects Jews and Christians to care and sustain his creations as well as improving them for future generations.

Some Catholics may argue that abortion should never be allowed. For example some Catholics believe that life begins at conception. This means that because of the belief in sanctity of life, they believe that all life is sacred and unborn children have the right to live. Genesis 1:27 supports this idea and states 'you were made in the image of God' so therefore abortion would be playing against God and interfering with his plan. Furthermore

Peer-Assessment

Using a similar model from the English department, I have placed a renewed emphasis on the student’s use of peer-assessment within RS. As already stated, students will struggle to achieve full marks in any extended writing answer within RS unless they make a clear reference to religion or religious vocabulary. Therefore, within the peer-assessment grids that students complete whilst undertaking this task, there is a column which addresses the need for a reference to specialist religious vocabulary. Much like the examples above, students are expected to highlight/underline reference to where this has been used. Examples/suggestions have been given to ‘steer’ the students in the correct direction for what they should be looking for.

PEER ASSESSMENT			
Has my partner...	Yes	No	Sometimes
1 Made less than 2 SPaG mistakes? (Write sp. and/or C)			
2 Used specialist vocabulary related to the question e.g. justice, reconciliation, pacifism etc.			
3 Stated an example with a simple explanation.			
4 Stated an example with a detailed explanation.			
5 Stated a second example with a simple explanation.			
6 Stated a second example with a detailed explanation.			
7 Accurately referred to sacred writings/scripture.			
WWW:	EBI:		

Explain two Christian teachings about God.  
Refer to sacred writings/Scripture. (5marks)

One Christian teaching about God is that he is omniscient. For example Psalm 139:1 NIV "You have searched me, Lord, and you know me." This means that God is all seeing and all knowing.

Another Christian teaching about God is that he is the perfect giver of justice. This means that God is the perfect judge of human character and ~~he means~~ he brings about what is right or fair.

Perfect!

PEER ASSESSMENT			
Has my partner...	Yes	No	Sometimes
1 Made less than 2 SPaG mistakes? (Write sp. and/or C)	✓		
2 Used specialist vocabulary related to the question e.g. justice, reconciliation, pacifism etc.	✓		
3 Stated an example with a simple explanation.	✓		
4 Stated an example with a detailed explanation.	✓		
5 Stated a second example with a simple explanation.	✓		
6 Stated a second example with a detailed explanation.	✓		
7 Accurately referred to sacred writings/scripture.	✓		
WWW:	EBI:		
You've given two example with good explanations.			

