



Independent Learning Guidance for Parents

Department: Religious Education

Year Groups: 10&11

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Why is independent learning in Religious Education important?

- Independent work can be set to extend knowledge, consolidate knowledge or provide the basis for future in class learning
- It is important to develop the independent learning of young people and to develop resourcefulness, resilience learning as well as growing accustomed to working toward a deadline.

How will independent learning be set?

- Independent work will be set in class.
- Students will be expected to copy down the set work and the due date into their planners
- In accordance with school policy independent work will be posted on the Independent Learning Room on Fronter

Frequency

- Independent work will usually be set once a fortnight, but this may vary as it will only be set when appropriate and effective
- Tasks should usually take 30 minutes to complete
- Sometimes longer tasks will be set but a longer time period will be allowed for completion

Homework will usually

- utilise the resources/notes provided in lesson (either on a sheet or in the pupils' books)
- require the use of the Virtual Learning Environment (Fronter)
- expect the pupil to engage in current affairs to link the module of study to real life events
- require independent thought and reflection
- develop empathy, understanding and evaluative skills.
- require the pupil to use notes and exam board mark scheme to practice exam questions

What expectations do staff have of the work being completed?

- Independent work should be completed on time, without fail
- If a serious problem arises and work is not completed, a note from parents should be submitted
- It should be completed to the best of the pupil's ability
- It should be attempted on the night that it is set so help/clarification can be sought if needed before the due date.
- In a research task plagiarism is unacceptable.
- Help from parents may be sought but the task should be completed by the pupil in order to gauge a realistic picture of the pupil's level and ability.

What help and support is available?

- The teacher will be available to help with the task during lunchtimes if requested and if they are free.
- In the run up to exams and assessments the teacher may provide revision sessions at lunchtime. They will notify the students of this.
- Extra resources for each module are found on Fronter
- There are a number of useful textbooks in the school library and in the RE department that pupils can borrow (RE department books can only be borrowed during lunchtimes). This encourages independence and resourcefulness
- The ICT rooms are available during lunchtime in order for pupils to complete ICT based homework if they do not have this facility at home.
- Homework Club runs during lunchtimes in the Learning Support Room where Teaching Assistants can help with any independent work.

What work can be completed in addition to the set tasks?

Revision

- Ongoing revision over the two GCSE years will help students consolidate knowledge in order to develop a cohesive understanding of the topics.
- Preparing in this way will embed knowledge meaning that revision in the immediate run up to the exams and to assessments is more manageable

Past paper practice

- A lot of students find familiarising themselves with the format of questioning a challenge. This is tackled in class but extra practice would be an invaluable way of refining exam technique and consolidating knowledge
- Past papers could be completed un-timed with notes as a form of revision or timed with no notes as a way of practising technique.

Spellings and meanings

- Key spellings for the subject can be learnt as marks are available in the exam for Spelling, Punctuation and Grammar (SPG) (as in all humanities subjects)
- Pupils are required to know the meaning of key vocabulary (these may appear as 1 mark or 2 mark questions in the exam). Pupils should revise these meanings. They can be found in a pupil's exercise book, on Fronter and in the Revision Booklets which each pupil is issued with.
- Alternatively Pupils could be independent and test themselves on key spellings they know they are weak on (e.g. religious, belief)

Current Affairs

- Watching the news is invaluable. Citing current affairs which are relevant to the topics covered will demonstrate their knowledge in greater depth
- Talking / debating with peers and parents about what is covered in lessons is also invaluable as this will help consolidate knowledge in their mind, broaden their horizons and also develop their debating and evaluative skills which is essential (especially in their 12 mark question in the exam)

Extra Reading

- In some cases extra reading will be provided toward the beginning of topic. Although, in some cases, no specific task will be set associated with this, the knowledge acquired will provide the pupil with a greater holistic knowledge and depth of knowledge.
- If the GCSE group attend conferences, reading in preparation for this would help pupils get more out of the experience

Extra Curricular Activities

- Philosophy Club can be attended. Topics that are covered in the Philosophy section of the GCSE are explored as well as ones that are not. This will allow pupils to explore ideas in greater depth and debate their significance which would help consolidate knowledge and also stretch/challenge pupils.
- Human Rights Club can be attended. Topics that are covered in the Ethics Year 11 section of the GCSE are explored such as socially unjust societies, war and pacifism. This will help consolidate knowledge and provide pupils with current case studies which they can refer to in their extended (e) questions.
- Debate Club would help pupils evaluate and argue two sides of an argument which would help pupils with their general evaluative and critical thinking skills which are valuable in their exam as well as in wider society. Topics covered by Debate Club often touch on those covered by this GCSE.

Information on the resources found on Fronter

- A password and username are required to Fronter. Pupils have one each.
- The Religious Education Department Fronter room is organised into year groups and then into the topics covered by each year. Pupils should click on the relevant year and module.
- Examples of the types of resources found on Fronter are:
 - Revision Booklets for each Ethics and Philosophy Modules
 - PowerPoint presentations from class
 - Links to relevant websites with information on the topics studied.
 - Guidance on how to achieve an A* or to break the next grade boundary
 - Links to the exam board web page (which would provide information on specification, past exam papers and mark schemes – although all of these are provided in class)

<u>Module Number</u>	<u>Philosophy or Ethics</u>	<u>Unit Title</u>	<u>Timetable for Learning</u>	<u>Contents of Module</u>
B601	Philosophy	Belief about deity	Completed in the first half of Year 10	Nature of God <ul style="list-style-type: none"> • Beliefs about the nature of God Belief in God <ul style="list-style-type: none"> • Reasons given in support of belief Miracles <ul style="list-style-type: none"> • Concept of miracles, including different beliefs within the religion • God intervening in the world through: <ul style="list-style-type: none"> ○ Miracles ○ Jesus ○ Holy Spirit
B601	Philosophy	Religious and spiritual experience	Completed in the second half of Year 10	Public and private worship <ul style="list-style-type: none"> • Concept of worship • Worship in a Christian place of worship and at home • The use and significance of symbolism in worship • Use of art and music to express beliefs about God Prayer and meditation <ul style="list-style-type: none"> • Concept of prayer • The purpose and use of prayer to deepen faith • The power of prayer and answered prayers Food and fasting <ul style="list-style-type: none"> • Concept of fasting • Responses to God • Food for festivals
B603	Ethics	Religion and human relationships	Completed in the first half of Year 10	Roles of men and women in the family <ul style="list-style-type: none"> • Roles of men and women in a Christian family • Roles of men and women in the Church family Marriage and marriage ceremonies <ul style="list-style-type: none"> • Marriage ceremonies • The ways in which the ceremonies reflect and emphasise Christian teaching about marriage • Responses to civil partnerships Divorce <ul style="list-style-type: none"> • Beliefs about the ethics of divorce • Beliefs about the ethics of re-marriage Sexual relationships and contraception <ul style="list-style-type: none"> • Beliefs about sexual relationships • Beliefs about contraception
B603	Ethics	Religion and medical ethics	Completed in the second half of Year 10	Attitudes to abortion <ul style="list-style-type: none"> • Different attitudes towards abortion • Reasons for different attitudes Attitudes to fertility treatment <ul style="list-style-type: none"> • Responses to issues raised by fertility treatment and cloning Attitudes to euthanasia and suicide <ul style="list-style-type: none"> • Different attitudes towards euthanasia • Different attitudes towards suicide • Reasons for different attitudes Using animals in medical research <ul style="list-style-type: none"> • Beliefs about the use of animals in medical research

