



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
6	<p>KQ: How can the media influence what we think about religion?</p> <p>Has freedom of speech gone too far?</p> <p>Are religious stereotypes acceptable?</p> <p>Is religious comedy blasphemy?</p> <p>Should we all have freedom of speech?</p>	Looking at media and rights in PSHE/CZ.
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
Mid unit Through peer and self-assessment.	In line with the schools marking policy.	<p>I can describe my own response to the concept.</p> <p>I can explain my own response to concepts.</p> <p>I can explain my responses to religious concepts.</p> <p>I can explain my responses to religious concepts with justification.</p> <p>I can give a detailed explanation for my response to the religious concept with justification for my response based on a coherent argument.</p> <p>I can respond sensitively to the experiences and feelings of others, including those with faith.</p> <p>I can respond to the teachings and experiences of inspirational people by relating them to my own and others' lives</p> <p>I can respond to religious perspectives on a range of contemporary moral issues by relating these to my own and others' lives.</p>



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	KQ: How can the media influence what we think about religion?	<ul style="list-style-type: none"> All to describe the media and at least one example of the influence it can have on religion. Most to explain the way the media can influence the way people view religion, with reference to examples. Some to evaluate the effect the media can have on religion, and form an opinion on it. 	What types of media influence you? Rank them in order of their importance, with 1 being the highest.	<ul style="list-style-type: none"> Discuss the different types of media that you use in your day to day life. Identify examples of religion and how it has been mentioned on it. Put your answers in a mind map. Feed your answers back to the class. <p>Come up with a list of ways that people are influenced by the media.</p> <p>Put your lists in two columns –</p> <ul style="list-style-type: none"> Read the hand out on the media. Answer the questions on the worksheet. Answer the questions so that they link to religion in the media. 	<ul style="list-style-type: none"> “It is important that the media informs people about religious issues, otherwise they will not know what is happening within their own communities”. Do you agree or disagree with this statement? Give reasons for your opinion. State why someone may disagree with you. 	Do you think the media should be allowed freedom of speech?	<ul style="list-style-type: none"> <u>Describe</u> today’s lesson in <u>one</u> complete sentence. Reduce that sentence to <u>three</u> keywords.



2	Has freedom of speech gone too far?	<ul style="list-style-type: none"> All to describe what our freedom of speech and religious human rights are. Most to explain, using RELIGION as an example, the issues around freedom of speech in the media. Some to evaluate, and give their opinion on, whether the media misuse their freedom of speech in respect of religion. 	<p>Look at the above headlines. Describe what impression you think the media are trying to create of religion?</p>	<ul style="list-style-type: none"> Article 10 of the European Convention on Human Rights (ECHR) gives us the freedom of speech. Our freedom of speech comes with responsibilities towards others. It cannot be used to incite hatred or offend other rights. <u>In pairs, discuss</u> examples of when the media have used the freedom of speech to misrepresent a specific religion. You will be asked to <u>feed back</u> to the class. Watch this video. As it is being played, answer the following questions: <ul style="list-style-type: none"> Do you think Steve Emerson's views are responsible journalism? Do you think he should be allowed to report in this way? 	<ul style="list-style-type: none"> Complete the worksheet. Identify quotes for the freedom of speech, and those which are express concern over it. Identify our religious human rights. <p>Then, answer the questions on the sheet.</p>	<ul style="list-style-type: none"> Explain in two paragraphs if you think people stereotype religions? You must make reference to at least 2 world religions in your answer. 	<ul style="list-style-type: none"> Revisit the lesson objectives. Show me the following if you think you met the objective: Be prepared to answer questions to prove you met the objective. <p>If you think you met the objective If you are unsure that you have met the objective If you don't think you met the objective</p>
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3	Are religious stereotypes acceptable?	<ul style="list-style-type: none"> All to describe the meaning of stereotypes, using one religious example. Most to explain the different views on whether religious stereotypes are acceptable. Some to evaluate the different views on religious stereotypes and form an opinion on whether they are acceptable. 	Starter: define the word stereotype. What does it mean to you? Write your answer in your book.	<p>When religious characters appear in TV programmes such as documentaries or soaps they are often based on stereotypes and focus on controversial issues.</p> <p><u>Discuss</u> with the person next to you specific <u>examples</u> of this and <u>why</u> you think this happens. <u>Feed back</u> to class.</p> <p>Picture task to stimulate discussion.</p>	<ul style="list-style-type: none"> “Religious stereotypes are just harmless banter. They are harmless fun and shouldn’t be taken too seriously”. Do you agree with this statement? Give reasons for your opinion. State why someone may disagree with you. Write a personal conclusion. 	Revision for mid unit test.	<ul style="list-style-type: none"> Describe what you have learned in today’s lesson into 5 sentences. Reduce those 5 sentences to 3 key words. Reduce those 3 key words to 1 key word.
4	KQ: How can I revise for the assessment on this topic?	<p>To be able to track knowledge on the topic so far.</p> <p>To be able to take away one revision resource.</p> <p>To be able to show a full knowledge and understanding of the topic.</p>	Learners to mind-map everything they can remember about the topic.	Learners to complete revision activities.		Revise for end of unit test. Must bring in a revision resource.	Pop quiz on topic.
5	KQ: How can I show my knowledge on the topic?	<p>All will be able to answer a question on the topic.</p> <p>Most will be able to explain their answers using PPE.</p> <p>Some will be able to describe why people may disagree with their view point.</p>	Set assessment protocol.	Students to complete assessment.		Pupils to research different forms of media.	Learners to self-assess how well they feel they did on the assessment.



6	KQ: How can I improve on my assessment?	All will be able to reflect on their test and see areas for improvement. Most will be able to pick a question to re-draft. Some will be able to add religious scripture to strengthen their answer.	Instructions on general class mistakes.	Read assessment and re-draft question. Learners to research scripture which they can add to support answer.	Re-draft of question.	Pupils to create a mind map for revision of all the topics they have done so far.	Learners read through each other's work for ideas on how to improve their own.
7	Is religious comedy blasphemy?	<ul style="list-style-type: none"> All to describe what blasphemy means, using religious examples. Most to explain the different opinions on the use of religion for comedy, using examples. Some to evaluate the different opinions on the use of religion for comedy and to form an opinion on it. 	What do people mean when they say something is blasphemous? Can you think of an example where people have been seen as being blasphemous?	Should people be allowed to create these images? Show various images. <ul style="list-style-type: none"> https://www.youtube.com/watch?v=eAynqZ7HAKc What might be seen as blasphemous in the clip? Do you think it is right for Muslims to be offended? Does this kind of behaviour incite religious hatred? Or is it just BANTER! Freedom of expression information given by teacher.	"Religious humour is just that, humour. People shouldn't take offence. If you don't like it, don't listen to it". Do you agree/disagree? Give reasons. State why some people may disagree with you. Write a personal conclusion.	<ul style="list-style-type: none"> Create your own set of rules around freedom of speech. 	<ul style="list-style-type: none"> Take a post it note. Write one thing you have learned. You can only leave the classroom when you have written down what you have learned. Use the post it note as a ticket out of the door!



8	Should we all have freedom of speech?	All to describe if people should be allowed freedom of speech. Most to add examples to their opinions on freedom of speech. Some to evaluate the pros and cons of freedom of speech.	“It’s a free country; anyone has the right to watch and read whatever they want.” Do you agree? or Do you think the media needs more censorship?	Newspaper article discussed. Pictures to lead onto the question... Should all these people have the right to express themselves publicly? Who should decide? I think people should/should not be allowed to express themselves publically because..... A look at censorship.	“All people should have the right to freedom of speech” <ul style="list-style-type: none"> • Bullet point the arguments for and against freedom of speech. • What evidence/case studies will you use to support your points? • Can you think of any relevant religious teachings? • Once you have done the above, write a paragraph explaining your own personal conclusion. Give detailed reasons and try to apply your point of view to a variety of situations. 	Learners to write a paragraph on their view of marriage.	Learners to write down three questions they will use to peer assess another pupils knowledge.
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