

ITY TEACHING HONESTY RESPECT RESILIENCE CURRIC
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RIT THROUGH SUBJECTS MOTIVATION FOCUS OPTIM

RELIGIOUS EDUCATION

SEBASTIAN SAGNIA
HASTINGBURY BUSINESS AND ENTERPRISE COLLEGE, BEDFORD

Teaching Character Through Subjects – RE Suite 1 Key Information

Teacher	Sebastian Sagnia	School	Hastingsbury Business and Enterprise College
Overview			
Curriculum Area	Religious Education		
Subject Focus	<p>A five lesson unit for key stage 4 topic Wealth and Poverty entitled, ‘Does the golden rule of all religions “Treat others as you wish to be treated,” help people to become better people?’</p> <p>Appropriate for any GCSE cohort from year 9-11 as was planned with external GCSE in mind.</p>		
Identified Key Character Qualities	Good sense, compassion, justice, good speech		
Character Focus	<p>Students are placed into scenarios or given questions to reflect on. Through reflection on what they would/should do they have the opportunity to reflect on their own character qualities.</p> <p>Students were given both lesson objectives as well as character objectives to try to integrate character across the lessons.</p> <p>Clear reflection and review opportunities cater for caterpillar process at key AFL moments in the lesson so that character growth opportunities do not restrict the learning but work alongside</p> <p>Lesson plans blue ink caterpillar process throughout. Also see review sheet I planned so that students themselves can identify and evaluate how and whether they improved their character during these lessons.</p>		
Differentiation	<p>Objectives for different abilities planned into the lessons-an A grade, C grade and E grade objective for higher middle and lower students.</p> <p>Alternative activities for stretch (higher ability) and lower ability (support) students was planned into each lesson (see plans)</p>		
Adaptability	<p>With higher able groups the E grade criteria could be changed to B grade criteria so that A, B and C grades are targeted.</p> <p>The lessons can be shortened/amalgamated if needed as the student reflection sheet caters for identification of where students have reached through self-assessment of character qualities.</p> <p>Longer lessons would cater for greater opportunities for feedback from the stretch and support activities.</p>		
Affect on School Priorities	Student feedback was that they prefer these lessons to my normal lessons as they enjoyed the thinking and real life		

	element the lessons catered for.
Things That Worked Well	I was really pleased with how much the students enjoyed the lessons in terms of subject specific. The extent students questioned and debated each other's decisions-RE at its best.
Things That Might Be Improved	How we can promote character on a subjective subject like RE still needs answering as it is difficult to measure character and how it has grown. The lesson objectives-felt like more work having a character objective Character reflection such as caterpillar process not getting in the way of what students need to learn for the exam Lesson 5-the letter to Prime Minister task needs far more than what I did as this is the perfect review point for whole of unit.
Lessons	
Subject Focus	<p>As mentioned above I used a key question for each lesson with generic subject and character objectives for the whole unit.</p> <p><u>A grade: (following the stretch activities where appropriate)</u></p> <p>Character objective: Can evaluate to what extent the golden rule can help them become a person of good character through detailed and sophisticated analysis and usage of terminology</p> <p>Learning objective: Can evaluate the positives and negatives of the usages and purposes of wealth and poverty.</p> <p><u>C grade: (following the main sequence of activities)</u></p> <p>Character objective: Can fully analyse and describe to what extent the golden rule can help them become a person of good character</p> <p>Learning objective: Can explain different views on the usages and purposes of wealth</p> <p><u>E grade: (following the support activities)</u></p> <p>Character objective: Can describe how golden rule can help them become a person of good character</p> <p>Learning objective: Can describe in some detail views on wealth and poverty</p> <p>Key questions:</p> <p>Lesson 1: What would you do and what should you do with great fortune? VIRTUE OF GOOD SENSE)</p> <p>Lesson 2: Do I agree with the response of Jesus to wealth and poverty? VIRTUE OF COMPASSION</p> <p>Lesson 3: Should you be able to follow an immoral occupation to escape poverty? VIRTUE OF JUSTICE</p> <p>Lesson 4: What thinking is needed in relation to matters of wealth and poverty as an issue? VIRTUE OF GOOD SENSE</p> <p>Lesson 5: What should the Government do about poverty? VIRTUE OF GOOD SPEECH</p>
Character Focus	As above

Lesson Activities**Lesson One:**

Lottery win scenario with series of questions to discuss and challenge their good sense character virtues

Questionnaire design and completion asking nominated Jesus characters (higher able) around the room to again challenge character of good sense in terms of wealth and poverty rights and wrongs.

Key question of lesson can then be fully answered which is important to learning of subject content as well as character in terms of what you should do with great character.

Differentiation is also used to stretch the higher able and support the lower able see lesson plans

Lesson Two:

Bible study of what Jesus thought about wealth and poverty. Video clip and bibles used. Look at different ideas Jesus shares in Bible.

Class to then respond to this with their view as a class through post it activity on what would the most compassionate way to view and act on poverty would be

Students can then show their own compassion characteristics through the response they give in the answer to the key question of the lesson 'Do I agree with the response of Jesus to wealth and poverty?'

Differentiation is also used to stretch the higher able and support the lower able see lesson plans

Lesson Three:

Students are placed into groups and each group prepares to defend themselves in court of Jesus. Each group has to defend their immoral occupation that they are given.

Students then have a mock trial with each group defending themselves.

The virtue of justice is explored through what is good justice being reflected on throughout as well as the idea of the golden rule being applied and reviewed for how this can work in real life for true justice.

Differentiation is also used to stretch the higher able and support the lower able see lesson plans

Lesson Four:

Key question of lesson is about promoting amongst students their good sense and bringing this out of them.

Primal scream loaded song used to promote discussion over what is good sense with money.

Students to have a silent debate (where they argue through their pens on big sheets rather than their mouths) in order that they can review each other's good sense.

	<p>Bono's thinking hats discussion task then used to review this and further review good sense on the key question of lesson.</p> <p>Differentiation is also used to stretch the higher able and support the lower able see lesson plans</p> <p>Lesson Five: Students are put into the place of the Government and tasked with using what has been learnt in unit so far to show good speech to each other and debate fully. Tennis debates aka Phil Beadle tennis arguments on key questions needed to be debated for unit/lesson.</p> <p>Reference to Christianity as a must as this is the key religion in our OCR course-can be substituted for whatever religion class are studying by any teacher.</p> <p>Debates result in a class letter to the Prime Minister on the key question of lesson. This shows the students democracy in action a key aspect of good speech. It also gives all the debates a focal point for the unit and allows for all the virtues studied to come out in the letter.</p> <p>Differentiation is also used to stretch the higher able and support the lower able see lesson plans</p>
<p>Notes on Differentiation and Adaptability</p>	<p>Lesson One: Better higher able resources e.g quotes sheet from Bible.</p> <p>Lesson Two: Other religions/views could be considered by more able in more able classes</p> <p>Lesson Three: A more able class may be better to just go in front of Jesus the judge with each group fending for themselves as opposed to being in an actual British court room.</p> <p>Lesson Four: A higher able class could be asked to silent debate in thinking hats roles to create a more fluid less personal opinions debate.</p> <p>Lesson Five: More on the review of unit with the letter to prime minister-groups of students could look at each virtue studied in unit and report back what we should be saying to Prime Minister-this could then have more differentiation and be a more focal point for unit on character reflection as opposed to character reflection sheet</p>