

# Functional Skills Support Programme

Developing functional skills in religious education



# Functional Skills Support Programme

Developing functional skills in religious education

## **Disclaimer**

The Department for Children, Schools and Families wishes to make it clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this publication, whether these are in the form of printed publications or on a website.

In these materials, icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products.

The websites referred to in these materials existed at the time of going to print.

Please check all website references carefully to see if they have changed and substitute other references where appropriate.

# Contents

|   |    |
|---|----|
| What are functional skills?   | 3  |
| What does this mean for learners?   | 4  |
| What does this mean for me as a religious education teacher?                | 4  |
| What functional skills can be developed and applied to religious education? | 4  |
| How can I secure the development of functional skills within my lessons?    | 6  |
| What's in this booklet?   | 6  |
| How can I use this booklet?   | 7  |
| Context 1: Key Stage 3 – A global faith (Christianity)                      | 9  |
| Context 2: Key Stage 3 – Religion and the environment                       | 12 |
| Context 3: Key Stage 4 – Religion, identity, diversity and belonging        | 15 |
| Functional skills in religious education: A planning process                | 19 |
| Resources   | 20 |

## Key to references

This booklet contains three contexts that highlight opportunities for pupils to develop and apply functional skills (FS), and personal, learning and thinking skills (PLTS). Coloured boxes indicate which specific skills are being developed. Within the boxes the following references have been used:

| Reference          | Explanation  |
|--------------------|--|
| FS.Eng.L1/SLC      | Functional English level 1 – Speaking, listening and communication   |
| FS.Eng.L1/R        | Functional English level 1 – Reading   |
| FS.Eng.L1/W        | Functional English level 1 – Writing   |
| FS.Ma. L1/         | Functional mathematics level 1 followed by reference to one of the three interrelated process skills: representing, analysing and interpreting |
| FS.ICT.L1/UsingICT | Functional ICT level 1 – Using ICT   |
| FS.ICT.L1/F&S      | Functional ICT level 1 – Finding and selecting information   |
| FS.ICT.L1/DP&CI    | Functional ICT level 1 – Developing, presenting and communicating information  |
| PLTS               | Personal learning and thinking skills followed by reference to one of the six groups of skills   |

# Developing functional skills in religious education

## What are functional skills?

'RE has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.'

### The importance of religious education, non-statutory National Framework, 2007<sup>1</sup>

Functional skills underpin and complement many of the key processes in religious education. They are the core elements of English, mathematics and ICT that enable pupils independently to:

- apply and adapt their knowledge and understanding to a range of contexts
- solve problems in familiar and unfamiliar situations
- gather, interpret and communicate information effectively and confidently.

Each of the three skills has a set of performance statements based on three key areas:

| Functional English  | Functional mathematics   | Functional ICT   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Speaking, listening and communication</li> <li>• Reading</li> <li>• Writing</li> </ul> | <ul style="list-style-type: none"> <li>• Representing – selecting the mathematics and information required to model a situation</li> <li>• Analysing – processing and using mathematics</li> <li>• Interpreting and communicating the results of the analysis</li> </ul> | <ul style="list-style-type: none"> <li>• Using ICT</li> <li>• Finding and selecting information</li> <li>• Developing, presenting and communicating information</li> </ul> |

The skills are embedded through the programmes of study in the new secondary curriculum at both Key Stage 3 and Key Stage 4 and form an essential part of GCSE and new Diploma courses. Alongside the new Framework for personal, learning and thinking skills, functional skills are fundamental to learning across the curriculum and are key to success for pupils, both now and in their future.

**For further information about the functional skills visit: [www.ofqual.gov.uk/2578.aspx](http://www.ofqual.gov.uk/2578.aspx) and [www.qcda.gov.uk/6062.aspx](http://www.qcda.gov.uk/6062.aspx)**

'There is a great opportunity for learners in RE to apply their functional skills in real contexts. Developing these skills enhances learning, extends opportunities for application of these important skills and raises learner attainment in RE.'

**Subject leader**

<sup>1</sup> Religious education: The non-statutory National Framework. © Qualifications and Curriculum Authority. Used with kind permission.

The curriculum opportunities in the programmes of study for all subjects, combined with many of the key processes, have been designed to ensure that pupils have **planned** opportunities to transfer the functional skills they are developing to as many varied and relevant situations as possible.

For more information relating to the role of functional skills in Foundation Learning, GCSEs, Diplomas and apprenticeships visit: [www.dcsf.gov.uk/14-19/](http://www.dcsf.gov.uk/14-19/)

## What does this mean for learners?

Pupils who are able to apply functional skills effectively will make better progress in religious education and in the rest of their studies. They will not only engage in the content of what is being taught but will become more actively involved in the learning process. They will understand the purpose of the English, mathematics and ICT skills they are transferring and securing and will take greater responsibility for furthering their own progress.

## What does this mean for me as a religious education teacher?

The diagram on page 8 captures the learning process that you will need to support in order to ensure that pupils secure their functional skills. This process is not linear but cyclical and should respond to the needs of the learners and inform their future learning.

Effective teaching will enhance the development of skills. Pupils need planned opportunities to 'have a go' – to select from and experiment with the skills they have learnt elsewhere in the curriculum, applying them with an increasing degree of independence to new and varied contexts. These should have both relevance to the learner and a real purpose in relation to the subject.

Through peer- and self-assessment and teacher feedback, pupils then need to reflect on the progress they are making and to identify particular aspects of their skills development that need further reinforcement.

## What functional skills can be developed and applied to religious education?

Religious contexts and moral and ethical questions provide a rich opportunity for pupils to draw from and apply a range of functional skills. The increased emphasis on religious and ethical enquiry means that religious education teachers will naturally be providing more open-ended, problem-solving tasks that require pupils to take greater ownership of their learning to:

- devise and refine their own hypotheses
- plan and carry out investigations
- select and deploy evidence to reach and justify their conclusions.

Pupils develop competence and confidence in using functional skills in an interrelated way. Their functionality develops over time as they learn to select and apply the skills needed to tackle particular tasks. Subject teachers can support this process by ensuring that pupils have access to the full range of skills. The following tables contain a few examples of ways in which functional skills can be deployed in religious education.

## Functional English

Learning through discussion from text and through writing is integral to functional English and to the activities that you will ask your pupils to complete as part of your RE syllabus. However, pupils will also need to deploy functional English skills such as those captured in the table below.

| Functional English   | Example of how applied in religious education  |
|--|--|
| Make relevant and extended contributions to discussions, allowing for and responding to others' input ( <i>Speaking, listening and communication</i> ) | Exploring views on the planet and environmental damage   |
| Detect point of view, implicit meaning and/or bias ( <i>Reading</i> )  | When looking at various sources and data relating to scientific and religious views on the origins of the universe |
| Use language, format and structure suitable for purpose and audience ( <i>Writing</i> )  | When preparing a leaflet on religious festivals  |

## Functional mathematics

Mathematical skills of **representing, analysing and interpreting** can be developed in a wide range of religious education activities.

| Functional mathematics   | Example of how applied in religious education  |
|--|--|
| Identify and obtain necessary information ( <i>Representing</i> )            | When investigating the Fibonacci series  |
| Use quantitative measures ( <i>Analysing</i> )                               | Such as census data, or attendance at religious services, when comparing changes in society and patterns of belief |
| Use logical reasoning and analysis ( <i>Interpreting and communicating</i> ) | To inform discussions on diversity   |
| Present justifications for findings  | Using appropriate mathematical diagrams (charts, tables, graphs) when considering Christianity as a global faith   |

## Functional ICT

Religious education provides a rich vein of opportunity for pupils to use, apply and secure ICT skills in new contexts. For example:

| Functional ICT  | Example of how applied in religious education   |
|---|---|
| Select appropriate hardware, software and other digital assets to create or process the information needed ( <i>Using ICT</i> )       | When investigating issues to do with racial inequality  |
| Make use of multiple sources of information ( <i>Finding and selecting information</i> )  | Using census data, statistical data, newspaper articles and religious teachings to prepare a leaflet about human rights |
| Enter, develop, format and present information for a specific purpose ( <i>Developing, presenting and communicating information</i> ) | Using text, images and graphs as part of an interactive display to answer 'Is Christianity growing?'                    |

## How can I secure the development of functional skills within my lessons?

As a religious education teacher you can support a cohesive and planned approach to the skills development of your pupils by:

- familiarising yourself with the functional skills criteria (see reference on page 3)
- talking to your colleagues, for example those in the English, mathematics and ICT departments, about how and when certain functional skills are being taught
- making clear from the beginning of a teaching sequence both the subject learning objectives that will need to be achieved and the functional skills that will be developed and applied
- referring at regular intervals in lessons to the objectives and to the functional skills that are being used, in order to encourage pupils to assess their progress and to inform where they need to focus next
- designing problem-based activities, both within religious education and where possible in conjunction with other subject areas, that provide pupils with the opportunity to make choices about which functional skills they will use, individually and in combination, to seek solutions to challenges that are real, relevant and purposeful
- encouraging pupils to reflect on their learning, using probing questions that ask them to identify how they have used their functional skills and how they can transfer and apply these skills to other contexts within and beyond religious education and the school.

## What's in this booklet?

### Three teaching sequences

The booklet contains three worked examples of teaching sequences that support how an organisation might embed and develop functional skills within religious education as follows:

1. **Key Stage 3 teaching sequence:** A global faith (Christianity)
2. **Key Stage 3 teaching sequence:** Religion and the environment
3. **Key Stage 4 teaching sequence:** Religion, identity, diversity and belonging

Each teaching sequence exemplifies three key principles:

- Problem-solving needs to be at the core of planning for functional skills.
- Real, purposeful and relevant contexts are essential for engagement and applied learning.
- Supporting pupils to progress and use functional skills independently is the ultimate goal.

### Functional skills focus

The teaching sequences support the development of a range of functional skills, for example speaking and listening as well as reading and writing. In mathematics pupils will usually deploy the skills of representing, analysing and interpreting in an integrated way to solve problems. Similarly, the functional skills of using ICT systems, finding and selecting information, developing, presenting and communicating information will also be used together.

However, within each sequence particular functional English, mathematics and ICT skills have been highlighted within the learning focus to show how they can be explicitly developed and applied. Religious education teachers would need to consider how, over a period of time, teaching sequences support the development and application of a broad skills set.

## Functional skills progression

In line with the English, mathematics and ICT programmes of study, functional skills have been mapped at level 1 to the Key Stage 3 examples and at level 2 to the Key Stage 4 example. However, it is important to note that these are target levels to be achieved **at the end of** each of these key stages and that some learners will be working towards securing their functional skills at lower levels, and some at higher. The teaching sequences can be tailored to the needs of your learners as appropriate.

A learner's **level of performance** in functional skills and the **level of demand** of a task depend on the interplay of four factors which are critical to success:

- the **complexity** of tasks and problems and the contexts in which they are embedded
- the **technical demand** of the content that might be applied in these contexts
- a learner's level of **familiarity** with the type of task or problem and context
- the level of **independence** required of the learner.

The need for **problem-solving** underpins all of them. The four factors are a key to reflection on **progress** in functional skills. For more detail see the diagram on page 8 and visit the Functional skills qualifications criteria on the Ofqual website

## Personal, learning and thinking skills

Functional skills and personal, learning and thinking skills work together to build independent, confident and successful learners. Therefore, references to opportunities to develop specific personal learning and thinking skills have also been provided.

For more information relating to personal learning and thinking skills visit:  
<http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/>

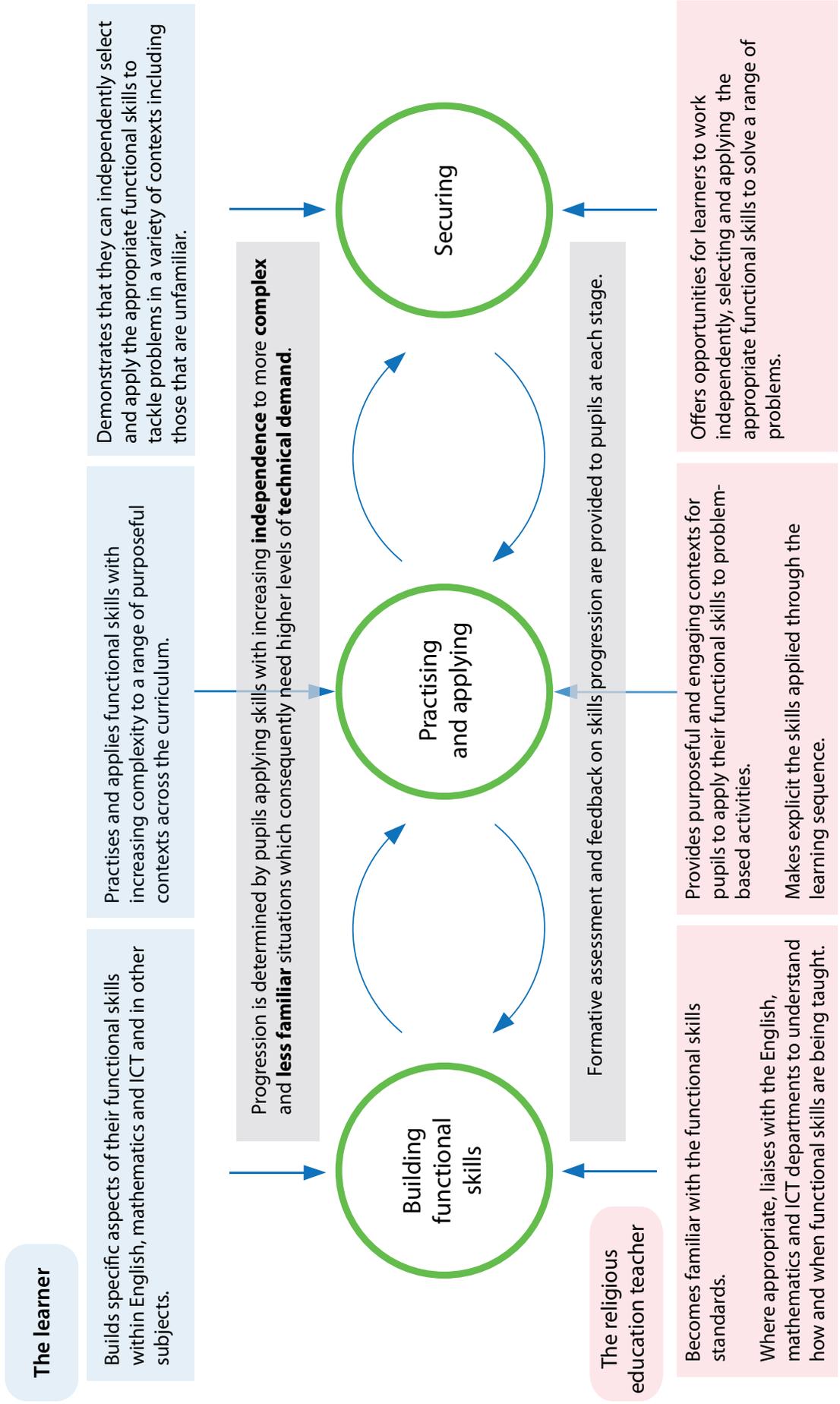
## How can I use this booklet?

You can use the examples that follow, plus the additional information contained within this booklet, to:

- provide ideas that will inform your own planning (see planning tool on page 19)
- open a dialogue with teachers in your school who have the primary responsibility for delivering functional skills to find out more
- begin a discussion with other colleagues within your department about how to enhance functional skills development within religious education lessons
- raise challenges and opportunities concerning working within and between subjects in your organisation.

For the key to the functional skills references that have been used in each context please see the grid on page 2.

## Developing and securing functional skills



For more information relating to the teaching and learning of functional skills visit: [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies) and choose Secondary and then select functional skills.

## Context 1: Key Stage 3 – A global faith (Christianity)

### Aims and overview

This module will enable pupils to develop selected functional skills in an appropriate manner to study themes and concepts as part of religious education. Transferable functional skills will be used to analyse, make sense of, and respond to information exploring the key concepts of expressing meaning and values and commitments. This module could be taught in Year 7 or 8 and builds on religious education skills that the pupils have already encountered, including an understanding of Christianity.

### The big question

Is Christianity growing?

### Learning focus – religious education

Pupils should be able to:

- understand Christianity as a global faith and its growth in some areas of the world
- reflect on their own views on the place of Christianity in the world today
- consider stereotypes of Christianity and the cause of these.

### Learning focus – functional skills target: level 1

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model for illustrative purposes how they can be explicitly developed and applied.

#### English

Speaking, listening and communication, reading and writing

*Writing:* Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.

#### Mathematics

Representing, analysing and interpreting

*Representing:* Select mathematics in an organised way to find solutions.

#### ICT

Using ICT, finding and selecting information, developing, presenting and communicating information

*Developing, presenting and communicating information:* Use appropriate software to meet the requirements of a straightforward data-handling task.

### Stage and focus

#### Stage 1 – The context

Introduce the 'big question' – Is Christianity growing? What are the pupils' views of this question?

Consider the term 'globalisation' (how does this happen?) and things that are globalised (e.g. big companies, products).

Discuss what a Christian looks like.

### Learning outcomes

Pupils are aware of key terms and their meaning and use religious vocabulary accurately.

| Stage and focus   | Learning outcomes  |
|---|--|
| <p><b>Stage 2 – Research and exploration</b></p> <p><i>Is Christianity growing?</i></p> <p>Explain that this question can be explored by looking at statistics of believers across the world and exploring Christianity as a world faith.</p> <p>Pupils consider what questions they would need to find out answers to. For example:</p> <ul style="list-style-type: none"> <li>• How many Christians are there in different countries around the world?</li> <li>• How has Christianity changed from being a mainly European faith to a global faith?</li> <li>• What factors might affect the number of Christians living in a country?</li> </ul> <p>They should also consider what skills they will need to draw on in order to answer these questions.</p> <p>Introduce the use of statistics to help answer the question by giving pupils one set of data (e.g. from Census 2001). What does this tell us? Does it give all the information we need? What other information do we require? How can this information be gathered?</p> <p>In particular, consider:</p> <ul style="list-style-type: none"> <li>• what <b>numerical/mathematical data</b> would be useful to explore the growth of Christianity and where might this data be found</li> <li>• what <b>written data or sources</b> it would be useful to explore for information on growth or decline of Christianity (e.g. census records, newspaper articles, etc.)</li> <li>• what <b>written or other sources of information</b> would be useful in order to consider whether Christianity is growing and what factors have affected this growth (e.g. passages from holy books, interviews with members of faith communities, historical records, accounts of people’s lives across the world, etc.).</li> </ul> <p>Build and develop these skills through individual and group tasks. Pupils should organise their enquiries, and conduct appropriate research that:</p> <ul style="list-style-type: none"> <li>• shows the different factors that have been important in the growth or decline of Christianity</li> <li>• demonstrates how statistical data can be presented in organised forms, such as tables and graphs (e.g. line graphs, pie charts, etc.) to show both current patterns and changes over time</li> <li>• uses these sources and data to explore why there are different views about the growth or decline of Christianity</li> <li>• considers the variety of Christian work and practice.</li> </ul> <p>Pupils share their findings with the rest of the class or other groups, drawing on the sources/data measures they have identified.</p> | <p>Pupils contribute appropriate and considered comments in discussion to draw out the different evidence they will require.</p> <p>Pupils demonstrate how they have identified and obtained the information necessary to tackle the problem.</p> <p>Pupils recognise that ICT can provide rapid generation of different graphical displays and use search techniques to locate and select relevant information.</p> <p>Pupils make sensible selections of data helpful in addressing the key question and recognise the value of comparative data to explore growth patterns.</p> |

**PLTS**  
 Reflective learners

**FS.Ma.L1/ Representing**  
 Choosing to select, extract and interpret information from data.

**PLTS**  
 Effective participators  
 Self-managers

**FS.ICT.L1/DP&CI**  
 Use of appropriate software to:

- process numerical data
- display numerical data in a graphical format.

| Stage and focus   | Learning outcomes   |  |
|---|---|--|
| <p><b>Stage 3 – Deploying ideas and information</b></p> <p>Pupils consider why people attend church on a Sunday and what might put people off attending (consider this country and other countries). They should also speculate on ways attendance could be improved and rank ideas according to their perceived effectiveness.</p> <p>Considering the information discovered and discussed above, pupils discuss in pairs and then snowball their findings as to why people might think that Christianity is growing.</p> <p>Pupils explore examples of church magazines, newsletters and web-based articles, considering the target audience, appropriate style and layout used. They decide on the most appropriate approach and format for their own materials, given their audience. Pupils then prepare individually an article for a church magazine, suggesting ways the local church could engage with the local culture and encourage people to explore Christianity.</p> | <p>Pupils adopt suitable language in their discussions and suggest answers to questions relating to belonging and commitment. They allow for and respond to the input of others.</p> <p>Pupils write an article that is coherently structured and that uses typical features and conventions in terms of format and language. They demonstrate how they have used communications software effectively to combine information.</p> | <p><b>PLTS</b><br/>Creative thinkers</p> <p><b>FS.Eng.L1/ W</b><br/>Write clearly and coherently, including an appropriate level of detail.</p> <p><b>FS.ICT.L1/DP&amp;CI</b><br/>Enter, develop and refine information to meet the requirements of straightforward tasks.<br/>Combine information within a publication for a familiar audience and purpose.</p> |
| <p><b>Stage 4 – Consolidating and reflecting</b> (moving towards functional skills level 2)</p> <p>Pupils prepare an interactive display that could be used in public areas to challenge the question 'Is Christianity growing?' This could draw on ideas relating to the growth of Christianity in other areas of the world and the diversity of practice of Christianity.</p> <p>This is a particular opportunity for independent application of pupils' own functional skills, and for increased technical demand, as they select and deploy information to suit their purpose.</p> <p>Conclude by reflecting on the functional skills pupils have deployed and also the learning that has emerged out of the religious education work conducted.</p>  | <p>Pupils combine and present information in ways that are fit for purpose and audience. They use religious vocabulary to explain why people belong to religions, demonstrating an understanding of differences within Christian practice.</p>  | <p><b>FS.Eng.L1/W</b><br/>Present information in a logical sequence.</p> <p><b>FS.Eng.L1/W</b><br/>Use language, format and structure suitable for purpose and audience.</p>   |
| <p><b>Extending</b></p> <ul style="list-style-type: none"> <li>Visitors could be invited into the lessons to share their experience of Christianity; ideally these visitors should represent Christians from different countries.</li> <li>Pupils could conduct case studies of how different groups of Christians have successfully integrated and expressed faith and culture together (e.g. the Amish of North America or African Christians).</li> </ul>  |   | <p><b>PLTS</b><br/>Reflective learners</p>   |
| <p><b>Useful resources</b></p> <ul style="list-style-type: none"> <li><a href="http://www.adherents.com/index.php">www.adherents.com/index.php</a> This site provides data and information relating to world religions.</li> <li><a href="http://www.natre.org.uk">www.natre.org.uk</a> Click on 'Children talking' to find children's views on a range of issues.</li> <li><a href="http://pof.reonline.org.uk">http://pof.reonline.org.uk</a> Explore 'email a believer'.</li> <li><a href="http://www.reonline.org.uk">www.reonline.org.uk</a> This site provides a range of resources for both teachers and students.</li> </ul>  |   |  |

## Context 2: Key Stage 3 – Religion and the environment

### Aims and overview

This module will enable pupils to develop selected functional skills in an appropriate manner to study themes and concepts as part of religious education. Transferable functional skills will be used to analyse, make sense of, and respond to information exploring the key concepts of beliefs, teachings and sources, and values and commitments. This module could be taught in Year 9 and builds on religious education skills that the learners have already encountered.

### The big question

Can we save the planet?

### Learning focus – religious education

Pupils should be able to:

- show an understanding of different views relating to the origins of the universe
- demonstrate an appreciation of how views about the design of the universe impact on people's environmental ideals
- explain the different attitudes to environmental damage and the reasons underpinning these attitudes
- evaluate the sources used in order to reach reasoned conclusions.

### Learning focus – functional skills target: level 1

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model for illustrative purposes how they can be explicitly developed and applied.

#### English

Speaking, listening and communication, reading and writing

*Speaking, listening and communication:* Take full part in formal and informal discussions and exchanges that include unfamiliar subjects.

#### Mathematics

Representing, analysing and interpreting

*Representing:* Identify and obtain necessary information to tackle the problem.

#### ICT

Using ICT, finding and selecting information, developing, presenting and communicating information

*Finding and selecting information:* Select information from a variety of ICT sources for a straightforward task.

### Stage and focus

#### Stage 1 – The context

Introduce the 'big question' – Can we save the planet? Ask pupils how they see the world. Discuss the following with pupils.

- What is their world view? Consider this in relation to a range of questions.
- What types of truth are there (e.g. historical, metaphorical, scientific, religious, etc.)?
- How could different types of truth influence their view of the world?

### Learning outcomes

Through informal discussion, pupils gain a sense of different perspectives on the same picture, and acknowledge this through responding to what others say.

#### FS.Eng.L1/SLC

Make relevant and extended contributions, allowing for and responding to others' input.

| Stage and focus   | Learning outcomes  |   |
|---|--|---|
| <p><b>Stage 2 – Research and exploration</b></p> <p><i>Can we save the planet?</i></p> <p>Explain that this question can be explored by looking at scientific and religious views, including those on the beginnings of the universe, environmental damage and the use of language.</p> <p>Give the pupils some information on Leonardo of Pisa, including his identification of the Fibonacci series based on number patterns which can be seen, for example, in a theoretical model of rabbit breeding. Is this design? Does this suggest intelligent design of the universe? Why? Pupils could undertake further research into the Fibonacci series, considering the pattern of cell division, and the pattern of petals, leaves, branches and spirals in nature. Explore how and if these patterns give rise to or support ideas of intelligent design.</p>   | <p>Pupils demonstrate that they can read, understand and make concise notes from a range of texts.</p>   | <p><b>FS.Ma.L1/ Representing</b><br/>Choose to investigate patterns in numerical series.</p>  |
| <p>Pupils could also investigate:</p> <ul style="list-style-type: none"> <li>the views of different scientists on the origins and design of the universe</li> <li>the views of different world religions and non-religious world views on the origins and design of the universe</li> <li>current information about and responses to environmental damage.</li> </ul> <p>The sources of information could take a variety of forms (e.g. video clips, posters/ advertisements, articles, newspaper reports). From these pupils could gather and note down information and ideas to answer the 'big question'.</p>  | <p>Pupils use search techniques to locate and select relevant information.</p>   | <p><b>FS.ICT.L1/F&amp;S</b><br/>Search engines, queries</p> <p><b>FS.ICT.L1/F&amp;S</b><br/>Recognise and take account of currency, relevance, bias and copyright when selecting and using information.</p> |
| <p>Pupils could also investigate:</p> <ul style="list-style-type: none"> <li>the views of different scientists on the origins and design of the universe</li> <li>the views of different world religions and non-religious world views on the origins and design of the universe</li> <li>current information about and responses to environmental damage.</li> </ul> <p>The sources of information could take a variety of forms (e.g. video clips, posters/ advertisements, articles, newspaper reports). From these pupils could gather and note down information and ideas to answer the 'big question'.</p> <p>Ask pupils to discuss what further information they think will be needed to investigate the question 'Can we save the planet?' In particular, consider:</p>   | <p>Pupils evaluate the reliability of sources, articulating their points of view clearly and appropriately.</p>  | <p><b>FS.Eng.L1/SLC</b><br/>Make different kinds of contributions to discussions.</p>   |
| <ul style="list-style-type: none"> <li>what <b>numerical/mathematical data</b> would be useful to explore climate change and the origins and design of the universe? (e.g. scientific studies of evolution and climate change, information from environmental pressure groups, etc.) and where this data might be found</li> <li>what <b>written data or sources</b> it would be useful to explore for information on climate change (e.g. scientific records, newspaper articles, etc.)</li> <li>what <b>written or other sources of information</b> would be useful in order to consider different views on the origins of the universe (e.g. passages from holy books, interviews with members of faith communities, interviews with scientists and theologians, etc.).</li> </ul>   | <p>Pupils use data and other sources to make links between beliefs and practices in religions. They apply ideas to their own and other people's lives.</p> | <p><b>PLTS</b><br/>Independent enquirers</p>  |
| <p>Encourage pupils to use key discussion skills such as reiterating, summing up, leading the discussion, and questioning (each other) to make their dialogue as effective as possible.</p> <p>Pupils should then have the opportunity to conduct further research.</p>   | <p>Pupils present their findings in a logical and appropriate sequence.</p>  | <p><b>FS.Eng.L1/SLC</b><br/>Make different kinds of contributions to discussions.</p>   |
| <p>Build and develop these skills through individual and group tasks. Pupils should organise their enquiries, and identify and analyse the following:</p> <ul style="list-style-type: none"> <li>the different types of sources and texts (metaphorical, literal, allegorical) they have used and how they can be interpreted, as well as the purpose of the text and/or bias of the writer/publication</li> <li>why there are different views about climate change and environmental impact</li> <li>the use of language, including proof, evidence, disproof and probability.</li> </ul> <p>Pupils investigate the question, why do religions care? They consider different perspectives on the environment and write a blog to represent these views.</p> <p>Pupils produce an annotated flow diagram representing different responses to the 'big question'. This could be supported by mathematical data, passages from holy books and other evidence.</p> |  | <p><b>PLTS</b><br/>Effective participators<br/>Self-managers</p>  |

| Stage and focus  | Learning outcomes  |
|--|--|
| <p><b>Stage 3 – Deploying ideas and information</b></p> <p>There are different views about the origins and design of the universe and environmental damage. Use a thinking-skills strategy, such as a diamond nine activity, to ask pupils to consider in pairs, or small groups, fact or opinion in relation to the question ‘Where does the universe come from?’ The diamond nine shape is used to encourage pupils to rank cards from most to least important, with one card forming the top (most important) and one the bottom (least important). The middle row is made up of three cards and the rows either side of two cards. These reflect areas which are fairly important or not very important respectively.</p> <p>At each point, pupils will need to justify and agree their choices.</p> <p>Pupils should then be asked to write a report demonstrating a more detailed exposition of one point of view on the origins of the universe, the design of the universe or environmental damage. All reports should include insights from religious perspectives and should draw on the sources/data measures explored. The reports should be shared with other class members to inform further work.</p> <div data-bbox="742 645 1197 884" style="text-align: center;"> </div> | <p>Pupils produce a clear and logically sequenced report that is correctly formatted and that contains an appropriate level of detail.</p> <p>Pupils use religious sources and other appropriate information to embrace different perspectives and to suggest viable answers to the origins of the universe.</p> |
| <p><b>Stage 4 – Consolidating and reflecting</b> (moving towards functional skills level 2)</p> <p>Pupils prepare for a debate on the question ‘Can we save the planet?’, taking different perspectives from within the range studied. They should consider what arguments could be used to persuade the audience, and what arguments might be used against the evidence presented.</p> <p>This is a particular opportunity for independent application of pupils’ own functional skills, and for increased technical demand, as they are asked to select and deploy information to suit their purpose.</p> <p>Conclude by reflecting on the functional skills pupils have deployed and also the learning that has emerged out of the religious education work conducted.</p>  | <p>Pupils present information and ideas clearly and persuasively, giving reasoned arguments based on sources.</p> <p>Pupils suggest answers to questions of meaning, truth and commitment, and express their own and others’ views.</p>  |
| <p><b>Extending</b></p> <ul style="list-style-type: none"> <li>• Pupils could invite representatives of an environmental campaign group, representatives of various religious viewpoints and some scientists to hold a question and answer session in school.</li> <li>• Encourage pupils to find out about environmental/conservation work that is taking place in the area. The results of this could be written up as information for the school.</li> <li>• Pupils could investigate other arguments about the origins of the universe and intelligent design.</li> </ul>  |  |
| <p><b>Useful resources</b></p> <ul style="list-style-type: none"> <li>• <a href="http://library.thinkquest.org/">http://library.thinkquest.org/</a> Search for ‘the Fibonacci series in nature’ to access a range of articles.</li> <li>• <a href="http://www.murderousmaths.co.uk/">www.murderousmaths.co.uk/</a> Click on ‘Features’, then ‘Fibonacci and nature’ to see living examples of the Fibonacci sequence.</li> <li>• <a href="http://www.cs.surrey.ac.uk">www.cs.surrey.ac.uk</a> Search for ‘Fibonacci numbers and nature’ to access a range of articles.</li> </ul>  |  |

**FS.Eng.L1/SLC**  
 Present information/ points of view clearly and in appropriate language.

**FS.Eng.L1/SLC**  
 Prepare for and contribute to the formal discussion of ideas and opinions.

**PLTS**  
 Reflective learners

## Context 3: Key Stage 4 – Religion, identity, diversity and belonging

### Aims and overview

This module will enable pupils to develop selected functional skills in an appropriate manner to study themes and concepts as part of religious education. Transferable functional skills will be used to analyse, make sense of, and respond to information exploring the key concepts of identity, diversity and belonging, and practices and ways of life. This module could be taught in Year 10 or 11 and reflects the type of material required by examination boards.

### The big question

How can difference be used for human common good, now and in the future?

### Learning focus – religious education

Pupils should be able to:

- demonstrate a knowledge and understanding of sacred texts and contemporary religious leaders in relation to diversity and belonging
- show an understanding of the diversity of viewpoints which may exist within religions and secular world views
- show a knowledge of the legal position in relation to diversity
- demonstrate the understanding of the relationship between religious beliefs and teachings and action in the lives of believers
- express personal responses and informed insights on fundamental questions and issues about identity, belonging, practices and ways of life.

### Learning focus – functional skills target: level 2

This teaching sequence supports the development of a range of functional skills. However, particular functional English, mathematics and ICT skills have been highlighted and annotated below to model for illustrative purposes how they can be explicitly developed and applied.

#### English

Speaking, listening and communication, reading and writing.

*Reading:* Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.

#### Mathematics

Representing, analysing and interpreting.

*Interpreting:* Draw conclusions and provide mathematical justifications.

#### ICT

Using ICT, finding and selecting information, developing, presenting and communicating information.

*Developing, presenting and communicating information:* In ways that are fit for purpose and audience.

### Stage and focus

#### Stage 1 – The context

Introduce the ‘big question’ – How can difference be used for human common good, now and in the future? – and consider how people are different from one another. Explore key terms for the topic (including prejudice based on class, race, gender, sexual orientation, religion, nationality, lifestyle, disability, looks, age).

Ask pupils how different groups of people are treated in society today. Consider why they are treated in these ways.

### Learning outcomes

Pupils clarify their understanding through discussion and make notes on key vocabulary and initial responses.

| Stage and focus  | Learning outcomes   |
|--|---|
| <p><b>Stage 2 – Research and exploration</b></p> <p><i>How can difference be used for human common good, now and in the future?</i></p> <p>Explain that this question can be explored by looking at religious views and behaviours seen in society. From here ideas can be discussed on how diversity can be seen and used in a positive way.</p> <p>Pupils carry out three separate pieces of research, selecting one from each of the three lists given below, and use the results of their findings to inform stage 3 of this activity. Pupils should be encouraged to suggest areas of research, in addition to those listed.</p> <p><b>1. Areas of law and society</b></p> <ul style="list-style-type: none"> <li>● Race Relations Act</li> <li>● Disability Discrimination Act</li> <li>● Gender and Sex Discrimination Act</li> <li>● Age Discrimination Act</li> <li>● Human Rights Legislation</li> <li>● Commission for Racial Equality (now called Commission for equality and human rights)</li> </ul> <p>Pupils present their findings to each other in a way that they select as being fit for purpose (e.g. they could develop a short presentation, a concept map or a bulleted handout containing key information).</p> <p><b>2. Religious views</b></p> <p>Pupils explore a range of religious views relating to diversity and identity. Remind them to consider the diversity of views within the faiths chosen, as well as between faiths. It is suggested that you choose Christianity and at least one of the principal world religions. Themes could include:</p> <ul style="list-style-type: none"> <li>● the role of men and women</li> <li>● racial harmony</li> <li>● views of other faiths/religions/belief systems.</li> </ul> <p>Pupils write a textbook spread for each of the issues or faiths researched.</p> <p><b>3. Use of statistics</b></p> <p>Divide the class into different groups, with one/some supporting the big question and one/some believing that difference cannot support common good.</p> <p>Consider the use of statistics to support these viewpoints. What statistics might be helpful in considering this question?</p> <p>As a starting point, pupils could use data from the 2001 census and the numbers of race-related incidents recorded nationally. Learners could consider the following questions:</p> <ul style="list-style-type: none"> <li>● Does this data give enough information?</li> <li>● What further data or other information sources would be needed to formulate your arguments?</li> <li>● How would the data be used to support the viewpoint you are representing?</li> </ul> | <p>Pupils combine information and share their findings in an appropriately formatted presentation. The content of the presentation demonstrates their understanding of key features, such as legislation.</p> <p>Pupils contribute appropriate and considered comments, having interpreted sources and justified ideas.</p> <p>Pupils demonstrate that they can communicate information, ideas and opinions effectively, using appropriate religious vocabulary to explain the reasons for teachings and beliefs.</p> <p>Pupils interpret mathematical information to draw conclusions and provide mathematical justifications to support the views being presented.</p> <p>Pupils use ICT search techniques to locate and select relevant information.</p> |

**PLTS**  
Independent enquirers

**FS.Eng.L2/R**  
Select and use different types of text to obtain and utilise information.

**FS.Eng.L2/R**  
Read and summarise succinctly information/ideas from different sources.

**FS.ICT.L1/DP&CI**  
Organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate.

**FS.Eng.L2/R**  
Detect point of view, implicit meaning and/or bias.

**FS.Eng.L2/R**  
Read and summarise succinctly information/ideas from different sources.

| Stage and focus   | Learning outcomes   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>How reliable is the data? (Consider who compiled the data, and for what purpose it was designed.)</li> </ul> <p>Pupils should then have the opportunity independently to locate and consider other sources of statistical data and use them in support of their viewpoint.</p> <p>When the groups have analysed and considered their findings, each group should agree on and write up a sequence in which pupils move from analysis to a conclusion about what the sources tell them in support of the question.</p> <p>To consolidate learning, pupils should use the information to write a series of short, possibly timed, responses to the information. The teacher could model for learners how to use clear, coherent sentences in which supporting conjunctions (so, but, etc.) and connectives (however, nevertheless, moreover, etc.) are used. Evaluative questions could be based on statements such as: 'All religious people should fight against racism,' 'All religions treat women as second class citizens,' 'Only one religion can be true,' 'It is wrong to convert people to your religion.' Ask students, 'Do you agree?'</p> <p>Pupils share their answers with a peer and evaluate both the content of the response and the clarity with which it is expressed and articulated. They then consider key targets for improvement.</p> | <p>Pupils write timed responses containing clear lines of argument supported by appropriate evidence. The content is coherently structured and accurately written, with pupils deploying conjunctions and connectives to express their ideas.</p>   | <p><b>FS.Ma.L2/ Interpreting</b><br/>Deciding how to use statistical methods to investigate situations.</p>  |
| <p><b>Stage 3 – Deploying ideas and information</b></p> <p>Pupils work in small groups to plan, write and present a five-minute podcast in the style of a live radio broadcast that focuses on answering the question 'How can difference be used for human common good, now and in the future?' Suitable introductory and background music could be used to create ambience.</p> <p>Sources from the previous stages can be used but pupils will need to consider how these can be presented in an engaging and appropriate way to a diverse audience.</p> <p>Learners will need to plan their documentary first, considering how information will be given sensitively and accurately, how they will sequence their presentation, and how they will engage and interest their listeners, whilst ensuring key concepts and knowledge are conveyed.</p> <p>Pupils present their initial findings at an initial production meeting, before rehearsing and finally creating their podcast.</p> <p>The podcast is then evaluated by other groups in the class.</p>   | <p>Pupils present a logical plan which sets out key milestones about what is to be achieved, by when, and which demonstrates how listeners will be engaged.</p> <p>Pupils demonstrate a coherent understanding of a range of religions and beliefs and analyse values and questions of truth. They evaluate the significance of views relating to identity and society.</p> | <p><b>FS.Eng.L2/R</b><br/>Analyse texts in relation to audience needs and consider suitable responses.</p>   |
|   |   | <p><b>FS.ICT.L1/DP&amp;CI</b><br/>Organise and integrate information of different types to achieve a purpose, using accepted layouts and conventions as appropriate.</p> |
|   |   | <p><b>PLTS</b><br/>Self-managers</p>   |
|   |   | <p><b>FS.ICT.L1/DP&amp;CI</b><br/>Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information.</p>                             |

| Stage and focus   | Learning outcomes   |
|---|---|
| <p><b>Stage 4 – Consolidating and reflecting</b></p> <p>This stage of the activity would be enhanced if the teacher could organise an MP, governor or other appropriate person to visit the lesson.</p> <p>Pupils imagine that they are an Advisory Committee trying to persuade an MP/governor how difference can be used for the common good. They present their own views, with justifications, and use their understanding to question others and present counter-arguments in order to encourage the MP/governor to take a particular view on the issue. What view does the MP/governor have by the end of the meeting? Has the MP's/governor's opinion been changed? Learners could try to analyse what information/strategy brought about the change.</p> <p>Pupils reflect on others' work through the use of response/evaluation sheets, which they complete during presentations. Sheets could be designed to assess three elements:</p> <ol style="list-style-type: none"> <li>1. Content in relation to religious and non-religious world views</li> <li>2. Clarity of the arguments presented and the ideas used to address the question in a convincing manner</li> <li>3. Speaking/oral presentation skills, clarity of language, suitability for audience.</li> </ol> | <p>Pupils reflect on what they have heard and, by critically evaluating the work presented by others, come to an informed personal view of their response to the big question. As part of this process, pupils will listen to a range of complex information and give a relevant cogent response in appropriate language.</p> |
| <p><b>Extending</b></p> <ul style="list-style-type: none"> <li>● Pupils could visit an area with a diverse community and conduct some fieldwork.</li> <li>● Pupils could visit a museum such as the Holocaust exhibition at the Imperial War Museum or invite a Kindertransportee to come and talk to the class.</li> <li>● Pupils could write a website page to support their radio programme.</li> </ul>  |   |

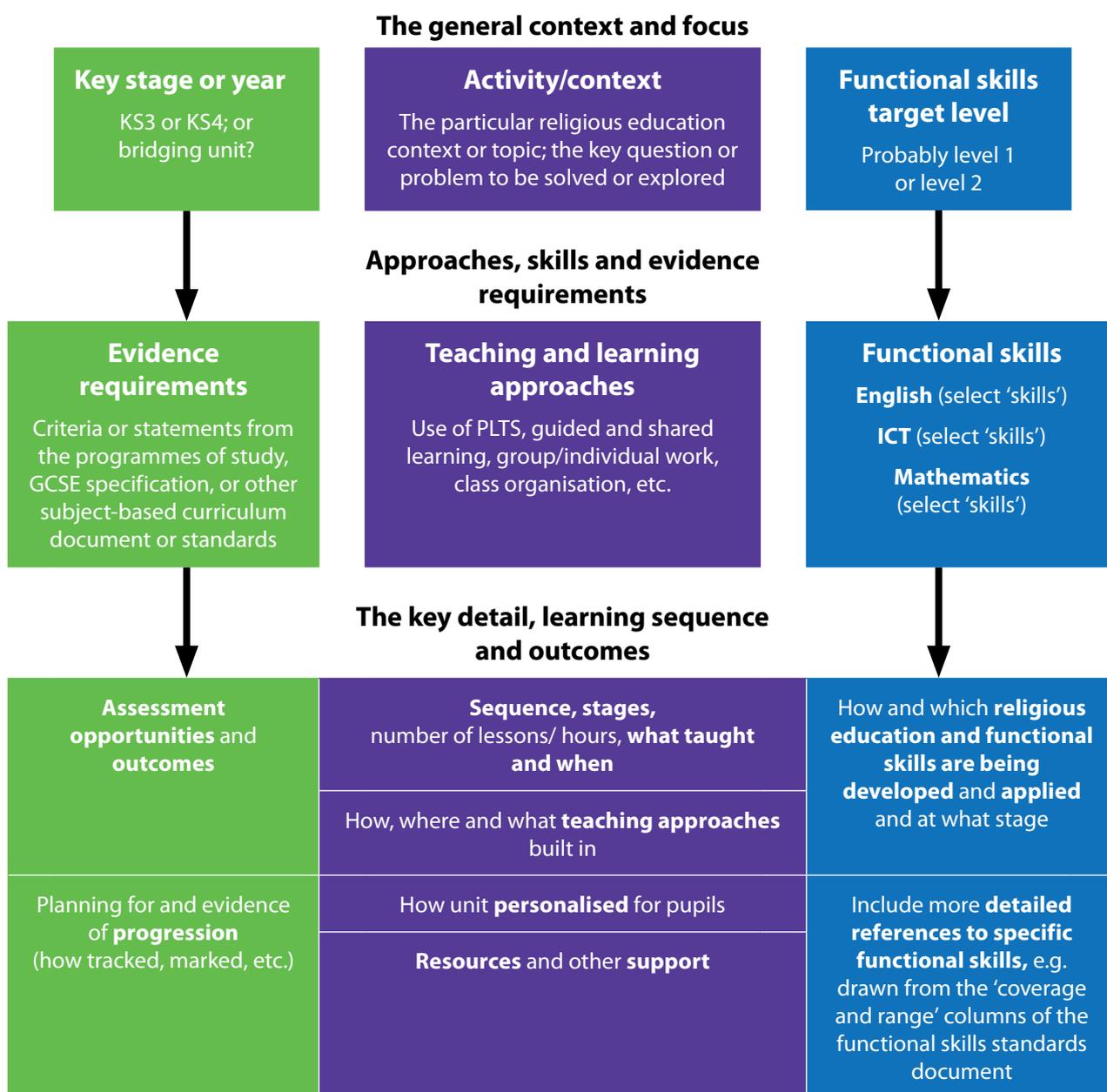
**PLTS**  
 Effective participators

**PLTS**  
 Reflective learners

| Useful resources  |
|---|
| <ul style="list-style-type: none"> <li>● <a href="http://www.britkid.org/">www.britkid.org/</a> Click on 'Serious issues', then 'Racist attacks and harassment' to find information on racist bullying.</li> <li>● <a href="http://www.statistics.gov.uk/">www.statistics.gov.uk/</a> To find a range of census data, click on 'Office for National Statistics' and search for 'Census 2001'. Then Click on 'Census', then 'Get data', and finally '2001 Census access results'. From here you can:             <ul style="list-style-type: none"> <li>– click on 'Census 2001' to learn about the census</li> <li>– click on 'UK snapshot', then 'Focus on...' and look under 'Ethnicity and identity' for information on 'Victims of crime' and other reports.</li> </ul> </li> </ul> |

## Functional skills in religious education: A planning process

The planning diagram below provides a structure for planning a religious education activity or topic that integrates functional skills. Note that it starts from the religious education activity or topic and that the functional skills are an integral part in the successful completion of the activity. It is a mistake to distort a religious education activity simply to ensure that it includes functional skills; however, the inclusion of functional skills may well allow for a greater degree of independent learning and skills application. A cross-curricular model would look different insofar as the focus would be on more than one subject area.



## Resources

### Literacy and learning in religious education DfES 0668-2004G

The purpose of this booklet is to help religious education teachers support the development of:

- learning through talk
- learning from text
- learning through writing.

### Leading in learning: Exemplification in religious education DfES 0061-2005 G

The purpose of the booklet is to demonstrate how religious education teachers can contribute to the development of pupils' learning and thinking skills. It provides examples of the 10 teaching strategies contained in the Leading in learning teachers' handbooks for Key Stage 3 Ref: DfES 0035-2005G and Key Stage 4 Ref: 2111-2006DWO-EN, which are the main source of guidance for Leading in learning.

### ICT across the curriculum: ICT in religious education DfES 0190-2004G

The **ICT across the curriculum** (ICTAC) pack is a set of materials designed to promote the use of ICT across all subjects in schools. The ICT in religious education guide is designed to raise awareness of how ICT can be applied and developed in religious education, analyse the opportunities that exist in religious education for developing and applying ICT and consider how ICT can enhance the teaching and learning of religious education. Section 4, in particular, provides examples of religious education lessons in which ICT is being used and applied.

### Pedagogy and practice: Teaching and learning in secondary schools DfES 0423-2004G

The **Pedagogy and practice** materials consist of a suite of 20 study guides supported by a series of video sequences on DVD. All the guides are helpful in the development of functional skills and independence, but those with particular relevance include: Teaching models; Group work; Guided learning; Active engagement techniques; Developing reading; Developing writing; Using ICT to enhance learning; Developing effective learners.

All of the materials listed are available for download from the National Strategies web area, along with the 10 other subject booklets in this series and a suite of e-learning modules.

Visit: [www.standards.dcsf.gov.uk/nationalstrategies](http://www.standards.dcsf.gov.uk/nationalstrategies)

A dedicated website for the Functional Skills Support Programme (FSSP) provides a first point of contact for all functional skills support. It includes the Learning and Skills Improvement Service (LSIS) training modules for functional skills for the post-16 sector and a series of booklets to support teaching functional skills in diplomas. The FSSP website can be accessed at: [www.fssupport.org](http://www.fssupport.org)

For case studies and further guidance about planning for functional skills, visit: <http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills> and select functional skills.

## Acknowledgement

Religious education: The non-statutory National Framework. © Qualifications and Curriculum Authority.  
Used with kind permission.

Audience: Subject teachers in secondary schools  
Date of issue: 02-2010  
Ref: **00070-2010BKT-EN**

Copies of this publication may be available from:  
**[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)**

You can download this publication and obtain further information at: **[www.standards.dcsf.gov.uk](http://www.standards.dcsf.gov.uk)**

Copies of this publication may be available from:  
DCSF Publications  
PO Box 5050  
Sherwood Park  
Annesley  
Nottingham NG15 ODJ  
Tel 0845 60 222 60  
Fax 0845 60 333 60  
Textphone 0845 60 555 60

© Crown copyright 2010  
Published by the Department for  
Children, Schools and Families

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged as Crown copyright, the publication title is specified, it is reproduced accurately and not used in a misleading context.

**The permission to reproduce Crown copyright protected material does not extend to any material in this publication which is identified as being the copyright of a third party.**

For any other use please contact  
[licensing@opsi.gov.uk](mailto:licensing@opsi.gov.uk)  
[www.opsi.gov.uk/click-use/index.htm](http://www.opsi.gov.uk/click-use/index.htm)

**80% recycled**

This publication is printed on 80% recycled paper



When you have finished with this publication please recycle it



department for  
**children, schools and families**