



# **ASTON FIELDS MIDDLE SCHOOL**

## **EXTENDED LEARNING ASSIGNMENT**

**2022 – 2023**

**YEAR 8**

**SUBJECT: Religious Studies**

**SUBJECT TEACHER: Ms. Philip/ Mrs.  
Spencer**

**TERM: Autumn 1- 2022**

**Student**

**name:.....Class:.....**

**Date due: w/b Monday 7th November  
2022**



## ASTON FIELDS MIDDLE SCHOOL

### Religious Studies ELA

NAME	CLASS
------	-------

**SUBJECT:** Religious Studies

**Deadline:** Week beginning Monday 7<sup>th</sup> November 2022

#### PROJECT BRIEF:

Year Eight are considering the topic of 'The Environment'. Within the unit of work, they are asked to consider various attitudes towards our planet and the impact they have upon its future.

The work within this ELA is designed to develop and extend this understanding. It requires pupils to reflect upon various world faiths and their teachings in order to see the links between beliefs and lifestyle choices.

#### EXPECTATIONS:

Pupils should complete ALL TASKS AS STATED, to the best of their ability, in order to secure their knowledge of ethical issues.

#### SKILLS REQUIRED:

Research, critical thinking, questioning, creativity, interpretation and empathy.

#### POSSIBLE OUTCOMES:

See success criteria at the back of this ELA. Pupils will be awarded with comments/housepoints confirming their success and targets to ensure further progress.

#### FEEDBACK:

**PUPIL COMMENT** What went well? Even better if...?

**PARENT/ CARER COMMENT**

**TEACHER COMMENT and NEXT STEPS**



## **Task 1- Week 1 (w/b 3<sup>rd</sup> October 2022)**

### **Ob: To consider key questions linked to our rights and responsibilities towards our environment**

You have found a piece of land that you could now claim to 'own', should you wish to do so. Now you have to consider the extent to which you can govern the island and to what extent you have a level of responsibility to other things which may inhabit it.

You must consider, and respond, to **ONE** of the following scenarios:

#### Scenario One

You need to build a shelter.

- What are your potential resources?
- How much of each resource could and should you use?
- Is it important to be 'resourceful'?
- How can we be 'resourceful' within our own environment?
- What could we do to make better use of our resources?
- Provide an example of an organisation that claims to 'support the environment'. What sort of things do they do?
- To what extent might a Muslim believe that we should 'support the environment'? What do they consider to be our level of responsibility? What does their scripture suggest?
- Do all Muslims believe the same thing and to the same extent?
- How can you 'support the environment' on your island?

#### Scenario Two

You need to hunt.

- What are your potential sources of food?
- How much of one species or product should you use?
- Is it important to be 'resourceful'?
- Is it acceptable to use anything edible as a food source?
- Is it acceptable to eat animals?
- Why do certain groups promote a vegetarian or vegan lifestyle? Do you agree or disagree with their principles and values?
- Why might a Hindu believe we should avoid eating meat? What is their opinion on the value of animals? What does their scripture suggest?
- Do all Hindus believe the same thing and to the same extent?
- What value are you going to place on the animals on your island?



- What help or advice will you provide to them?
- To what extent would you expect them to follow your rules/ moral code?
- Would you be prepared to modify the 'rules' you have for the island?
- Should they be free to follow their own beliefs/ values/ religion?
- Can you provide an example of a country that allows for freedom of religious expression and one in which religion is dictated and governed? Which of these is a better system, in your opinion?

**Task 3- Week 3 (w/b 17<sup>th</sup> October 2022)**

**Ob: To consider the future of our Environment and our level of responsibility towards it**

How might your island, and community, be destroyed?

Theory 1- A natural disaster

Theory 2- War

Theory 3- Depleted resources

Theory 4- The end of the world

Choose one of these theories and create a story to re-tell what happened. (Please forget the fact that you would not be alive to tell the tale!)

You could create a storyboard, write a poem or produce a narrative piece. At least one of the characters must provide a religious perspective on the events and refer to key scripture which supports their values.

**Task 4- Week 4 (w/b 31<sup>st</sup> October 2022)**

**Ob: To reflect upon our beliefs regarding Environmental issues and how it may impact our values and actions**

When you first landed on the island, you formed a moral code.

Now that you have considered many of the issues involved in 'island life', what else might you have to make rules about?

Have any of your opinions changed?

To what extent can you empathise or agree with various religious perspectives?

Are there any rules that might need to be modified in order to demonstrate empathy and tolerance?

## ***Create an 'Island Law' book***

Some questions to consider:

What would be the code of conduct?

What would be the consequences for breaking rules?

Should the punishment depend upon the crime?

Who will enforce the law?

How often will the rules be reviewed?

**PLEASE ENSURE ALL TASKS ARE COMPLETED TO BEST STANDARD.**

**PLEASE SEE YOUR R.S. TEACHER, IN ADVANCE OF THE SUBMISSION DATE, FOR SUPPORT OR EXTENTION TASKS.**

## **Success Criteria**

- ▶ **To explain and interpret ways that the history and culture, or religions and worldviews, influence individuals and communities. To appraise a wide range of beliefs and practices and their influence on others.**
- ▶ **To examine and evaluate issues about community relations and respect for various perspectives, from varied religions and worldviews.**
- ▶ **To explore and express insights into significant moral and ethical questions. To use well-reasoned personal responses which draw on a range of examples**