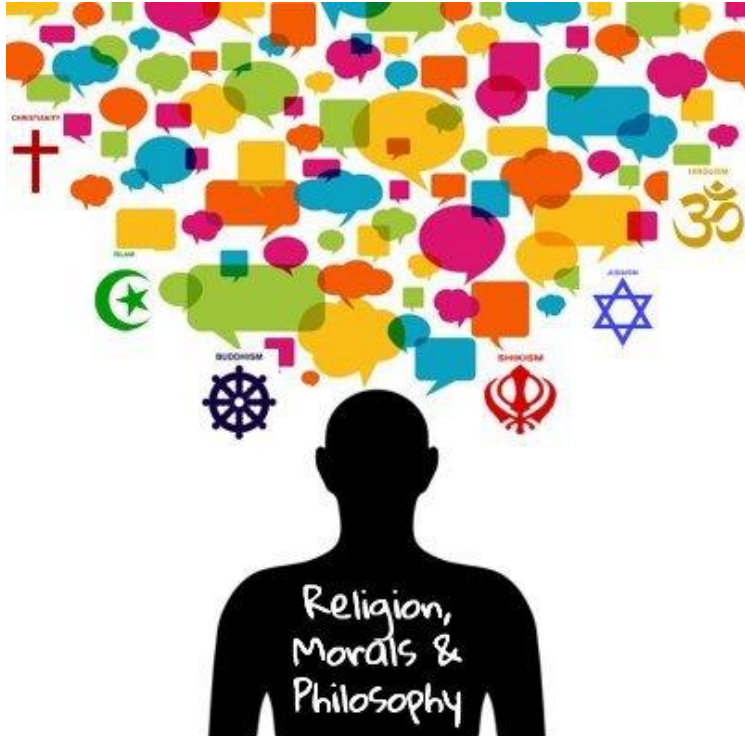


# RMP department



@RMPBassaleg

What does RMP stand for?

**R**eligion  
**M**orals  
**P**hilosophy



We are also known as the RS  
(Religious Studies) department.

# So what does the RMP explore in lessons?

**R**eligion

Some people choose to be religious whilst others choose not to be. We explore different religions - e.g. Christianity and Islam to less well-known such as the Amish and Hasidic Jews. We also look at non-religious belief systems and explore your own beliefs and opinions.

**M**orals

Morals are to do with issues of right and wrong (for example, is it right to eat meat? OR should everyone always follow the rules?  
We will look at where morals come from, morals that differ around the world and what we think is right or wrong.

**P**hilosophy

Philosophy is the study of fundamental questions (that often have no answers). For example, 'Where did the world come from?', 'What is the purpose of humans?', 'Does God exist?' or 'What is real?'. We will debate, discuss and generally have fun talking in lessons!

We are part of the **HUMANITIES** area of learning.  
This means we work closely with subjects such as  
**HISTORY** and **GEOGRAPHY**.

Our shared  
slogan is:  
"Learning  
from the  
past, to live  
today and  
develop our  
future!"

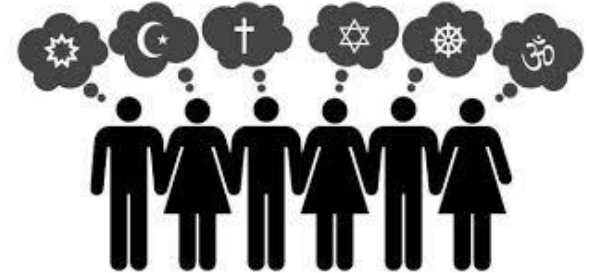


This is our 'Humanities' logo which was designed by one of our current Year 9 students!

**HISTORY** is represented by the clock and the idea of time. **GEOGRAPHY** is represented by the world. **RMP** is represented by the people and religious symbols.

# Staff

Geography	History	RMP (Religion, Morals and Philosophy)
Mrs Kirkham (DOS) Mr Aggleton Mrs Redfern Mr Sheldon	Mrs Bowen (DOS) Mrs Rogers Mr Morey Mrs Harris	Mrs Simmonds (DOS) Miss Jenkins Miss Evans Miss Murray Mrs Moore Mrs Smith



In Year 7, we look at 4 broad areas (these are the same in RMP, History and Geography):

## ORIGINS

*You will explore the **origins** of religion and its importance to the world in the past, present and future.*

## INFLUENCES

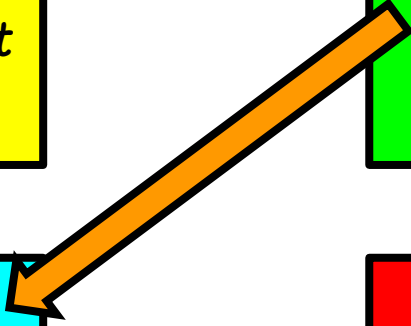
*You will study how people in the world are **influenced** to demonstrate their identity and show they belong.*

## PEOPLE and SOCIETIES

*You will investigate the link between belief and behaviour of **people in society**, investigating where this has caused challenges and issues in the world.*

## EQUITY and JUSTICE

*You will consider how fair the world is, examining a range of issues and determining what humans use to try and achieve **justice and equity** in the world.*



**Examples of lesson  
resources...**



Appetizer...

DUAL



"The Earth is flat."

Discuss the statement above.

You must provide at least two reasons for your view.

When the music stops, hold up the colour card that best represents your belief.



AGREE



NOT SURE



DISAGREE







# My beliefs...

Split your whiteboard into 4 sections.



<p><u><b>GOD</b></u>  </p> <p>I'm not sure if I believe in God because I haven't seen much evidence of Him, though there are billions of religious believers in the world today which makes me think God must exist!</p>	<p><u><b>LOVE AT FIRST SIGHT</b></u></p>
<p><u><b>ALIENS</b></u></p>	<p><u><b>LIFE AFTER DEATH</b></u></p>

1. Write a **TICK** or a **CROSS** depending on whether you hold that belief.
2. Give a reason for your belief.  
**Remember, the more evidence you provide, the more convincing it is!**

# Appetiser...



Which is the odd one out and why?



# Problem solving task

Firstly, you must number yourselves 1-6 (if you do not have 6, number yourselves 1-5)

## **1** SCRIBE/ SUMMARISER

You are responsible for recording the ideas of your group on your A3 sheet.



## **2** LEAD LEARNER



You must lead and direct the group in this task.

## **3** TIMEKEEPER

You need to make sure your group are working sufficiently in the time frame.



## **4** FEEDBACK SPEAKER



You will be in charge of feeding back your conclusions to the rest of the class. Your teacher may ask for feedback at any time!

**5&6** Participate in discussion and share ideas



# Today's key words



COMMUNITY

A group of people living in the same place or having a particular characteristic in common.

IDENTITY

The fact of being who or what a person or thing is.

BELONGING

To feel accepted and part of a community.

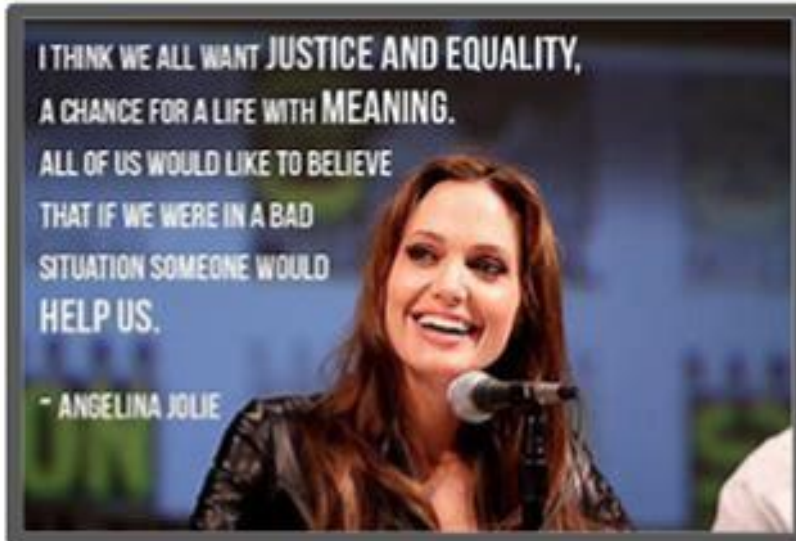


# Snapshot of how some people have acted on their personal convictions (beliefs).



**Belief:** Emma Watson believes women should be treated equal to men.

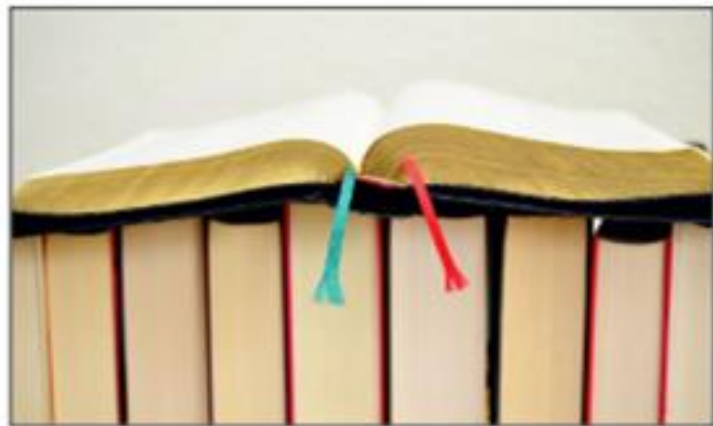
**Action:** Tries to encourage equality by giving speeches. Her most famous speech about female equality was during her UN appearance in 2014.



**Action:** She supports various charities that help the poor, gives speeches, uses her influence to raise awareness about justice and equality.

# The stories...

1. Hagar and Ishmael
2. Jonah and the Great Fish
3. The Story of Moses
4. Origin of the Khalsa
5. Ramayana
6. The Life of the Buddha



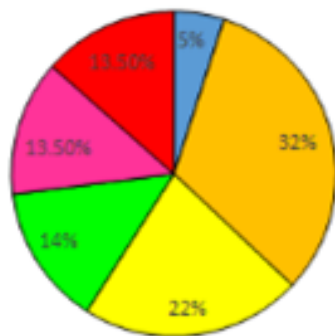




# Starter...

Look at the laminated graph - can you match the correct religion to its percentage on the graph?

Approximate % of religious followers in the world





Look at the images of 'religion'. How many do you recognise?





# Starter Task...

## Snowball activity

What does the word 'identity' mean?

1. Individually write down in your book what you think this word means.
2. Share your definition with the person sitting next to you and write down a developed answer showing what identity means.
3. You and your partner need to share your developed answer with another pair and see whether you can add anything or rephrase anything to your definition.
4. Share as a class.





# Menu task



Imagine you are hosting a dinner party and know that some of your guests are MUSLIM and some of your guests are JEWISH. Use the information you have gained this lesson along with the information sheets on your table to plan and create a menu that is suitable for everyone to eat.

## **RULES:**

- Your menu has to have a choice of 3 courses (Starter, Main, Dessert)
- You should have a choice of at least 2 items per course
- Everyone at the dinner party **MUST** be able to eat all available choices
- You should include **DRINKS** on your menu
- Your completed product needs to look like a professional menu






"Fruit should not be on a pizza - pineapple on a pizza should be banned!"

"Children should be allowed to learn to drive when they are 10 years old."

"It is a school's responsibility to show students how to brush their teeth properly!"

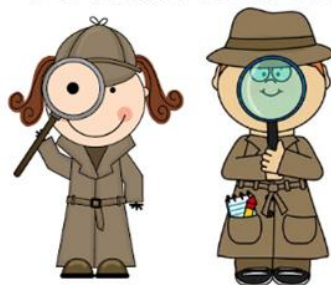
"Wales should have a new flag to represent the country - the dragon is old and out of date."

## ORACY STRANDS

PHYSICAL	LINGUISTIC	COGNITIVE	SOCIAL and EMOTIONAL
<p>Use of voice and body language</p>  <p>Eye-Contact</p>  <p>"Using your voice and body as an instrument"</p>	<p>Use of vocabulary, language and rhetorical questions</p>  <p>"Knowing which words and phrases to use"</p>	<p>Use of content, structure, clarification, self-regulation and reasoning</p>  <p>SUMMARISE IT Shorter than the text Use your own words Main ideas only</p> <p>"Thinking about what you are saying"</p>	<p>Ability to work with others, listen and respond, confidence in speaking and audience awareness</p>  <p>"Engaging with the people around you"</p>



I need 4 volunteers!



Peer assess...

RED PEN

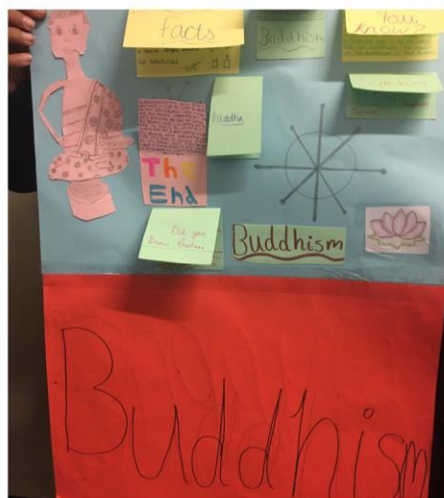
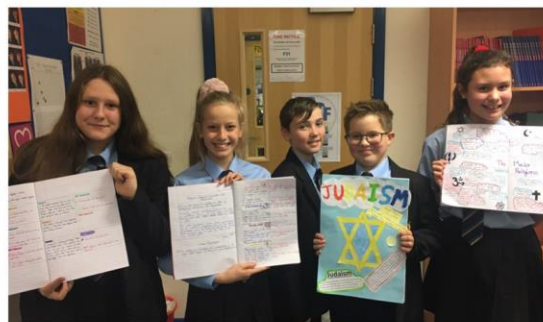
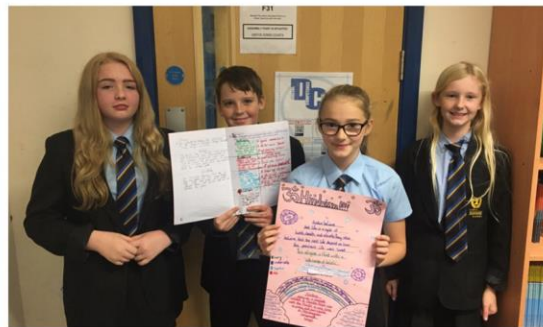
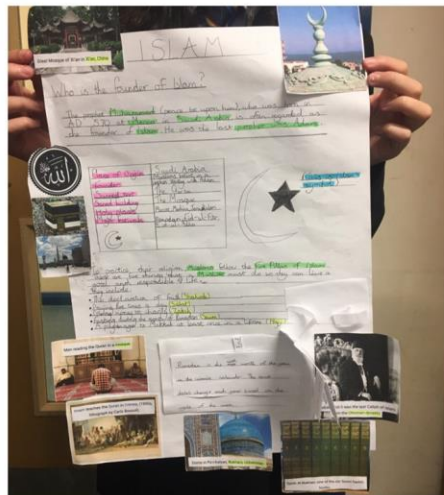


CODE	MARKING PROMPT
★	<p><b>Why</b> has the student been successful?</p> <p>I think you have successfully used your toolkit by...</p> <p>I feel you have successfully given your opinion because...</p> <p>I believe you have successfully achieved this task because...</p>
➔	<p><b>How</b> can the student make further progress?</p> <p>Perhaps think about developing this skill by...</p> <p>You could maybe try...</p> <p>Next time, challenge yourself to...</p>

**Examples of  
activities/work we do  
in lessons....**







Create a group presentation to share knowledge about a world religion.







Dressing up lessons  
and 'dramatic'  
acting lessons that  
include role play!

# Examples of excellent work which we upload to Twitter to show the world and celebrate success....



Can not express how AMAZING Year 7 were during their stand down day in RMP 🌟. So much creativity flowing with some great performances of religious stories including a rap, chat show, TV advert and drama! Also, loved the props!! 👑 🎩 🧑 🙌 @RMPBassaleg





RMPBassaleg  
@RMPBassaleg

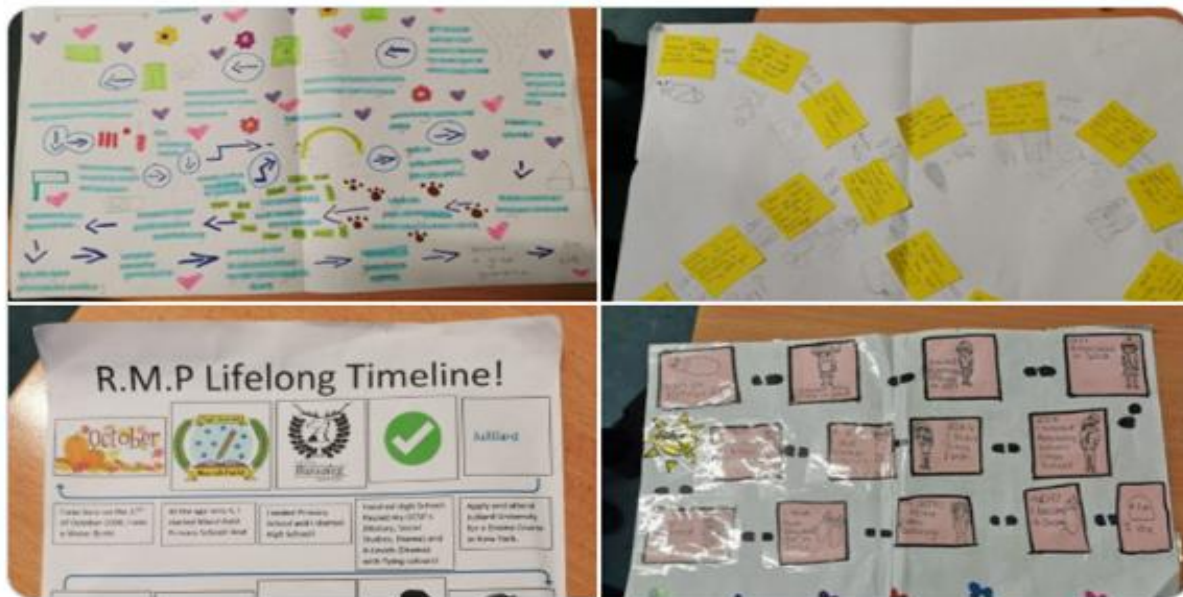


RMP stand down came to a close today with amazing discussions on morality with Year 8, which culminated in a fantastic Big Questions style panel debate, discussing important moral issues of their choice. Such maturity shown. Da iawn Blywddyn 8! 🙌🌟 @RMPBassaleg @miss\_parfitt





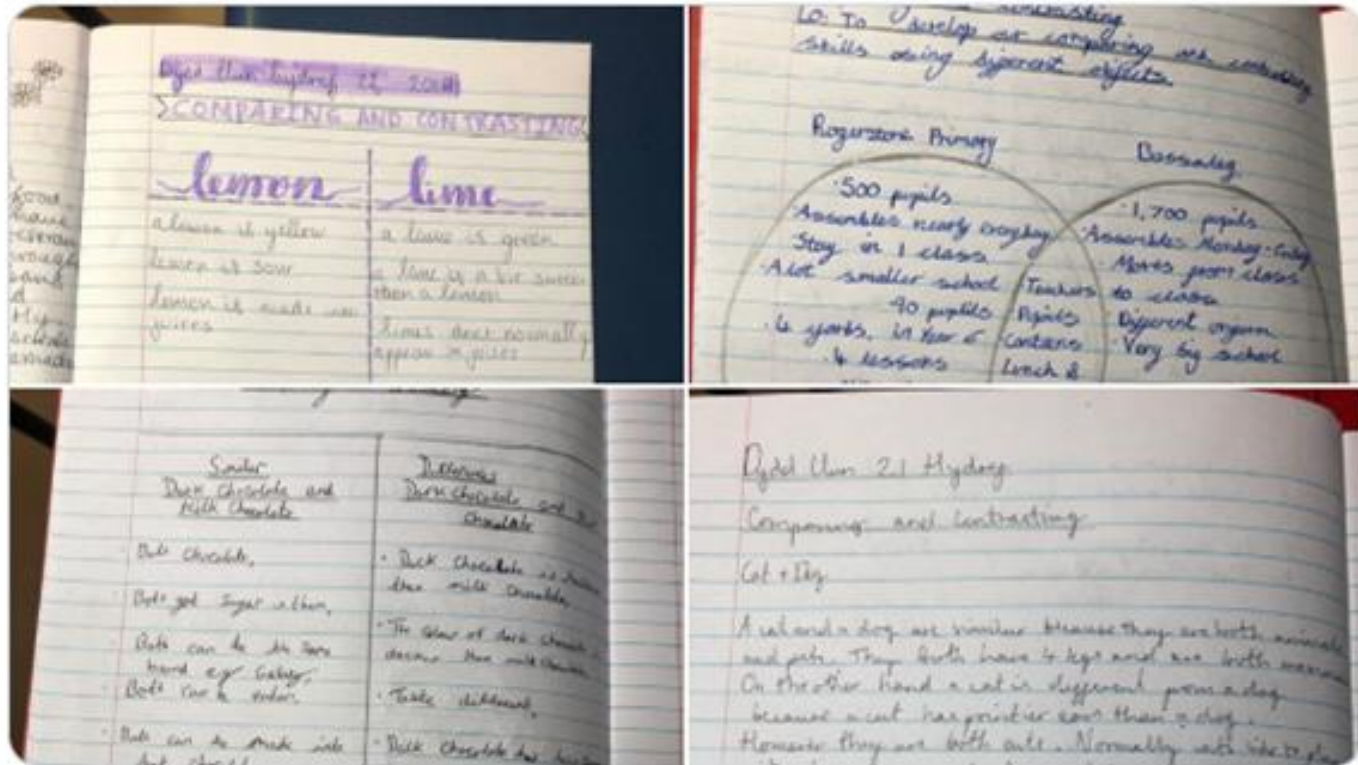
8W1 handed in some brilliant homework on their own life journeys, which is a reflective introduction to our work on rites of passages. Our kids always bring a dose of normality and do us proud. Da iawn and diolch Blwyddyn 8 🌟 @BassalegSchool1 @miss\_parfitt #bassalegpillars



A fab lesson exploring Islamic artefacts with 8K1. Great engagement and respect shown while using the artefacts and excellent work completed. Ardderchog Year 8! 🌟🙏🗣️👁️🧠



7JUT have developed their comparison skills brilliantly in their own individual ways through different methods and topics! Da iawn Year 7 - excellent work! 🌟





7MPR fully took charge of their learning today! Here they are fully in the swing of presentation making on the world religions, ready to teach to the rest of the class. Da iawn! [@BassalegSchool1](#) [#Bassalegpillars](#) [#leadingownlearning](#)





We look forward to  
seeing you in  
September and  
joining us for fun in  
RMP lessons!