



Putteridge
High
School

Extended Learning Religious Education Years 9, 10 & 11



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Religious Education Year 9 - Autumn Term



Extended Learning Opportunities

Subject: GCSE Religious Education

Year: 9

Term: Autumn 1

Topic: Theme A: Family & Relationships

Learning Objectives

To explain contrasting Christian and Muslim beliefs on the following:

Human sexuality including: heterosexual and homosexual relationships.

Sexual relationships before and outside of marriage.

Contraception and family planning.

The nature and purpose of marriage.

Same-sex marriage and cohabitation.

Divorce, including reasons for divorce, and remarrying.

Ethical arguments related to divorce, including those based on the sanctity of marriage vows and compassion.

The nature of families, including:

- the role of parents and children
- extended families and the nuclear family.

The purpose of families, including:

- procreation
- stability and the protection of children
- educating children in a faith.

Contemporary family issues including:

- same-sex parents
- polygamy.

The roles of men and women.

Gender equality.

Gender prejudice and discrimination, including examples.

Extended Learning Opportunities

- To find out more about the Muslim discussion on homosexuality visit:
<https://imaanlondon.wordpress.com/>
- Find a news article that give examples of how Shari'ah laws about sex are applied in Muslim countries. The following news websites have up-to-date articles on the application of Shari'ah law around the world:
<https://www.independent.co.uk/topic/sharia-law>
<https://www.theguardian.com/law/sharia-law>



- Find out more about different methods of artificial contraception and how they work. What moral considerations would a religious believer have when deciding which to use? The NHS website has a wealth of information: <https://www.nhs.uk/conditions/contraception/what-is-contraception/>
- Research which groups of Christians in Britain are willing to conduct civil partnerships or marriages for same sex couples.
- Read about Jenny's story of divorce. Why might other Christians support her decision to get divorce? <http://request.org.uk/issues/family-and-relationships/facing-the-issue-divorce/>
- What is your ideal family? Use examples of real life examples or families from a movie or TV show you've seen. Write about what makes this family a perfect family. How does this family help members of the family?
- Find examples of gender inequality and prejudice in our society today- refer to news articles or watch the news.



Extended Learning Opportunities

Subject: GCSE Religious Education

Year: 9

Term: Autumn 2

Topic: Islam: Key Beliefs

Learning Objectives

To explain Muslim beliefs about:

- The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences.
- The Oneness of God (Tawhid), Qur'an Surah 112.
- The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), including different ideas about God's relationship with the world: immanence and transcendence.
- Angels, their nature and role, including Jibril and Mika'il.
- Predestination and human freedom and its relationship to the Day of Judgement.
- Life after death (Aakhirah), human responsibility and accountability, resurrection, heaven and hell.

Extended Learning Opportunities

- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Religious Studies A: AQA GCSE Religions section and go to section 3 'Islam'.
- Visit the BBC Bitesize website for learner guides and video clips on Muslim attitudes to beliefs, ethics, global issues, media, practices and belonging, relationships, and lifestyle and science and religion: <https://www.bbc.com/education/topics/zdprkqt>
- Look up the 99 names of Allah; what do these names suggest about the nature of Allah and how they influence Muslim beliefs?
- There are many artists who have been inspired by the 99 names of Allah, visit the following websites and compare the two pieces of artwork. What similarities do you notice? Can you give any reasons for the similarities?
Yasmin Kathrada: <http://www.ykartist.com/gallery/glass/002.php>
Ahmed Moustapha: <https://islamicart2020.wordpress.com/tag/ahmed-moustapha/>
- See Mrs Owusu to collect a copy of 'The Struggle Within Islam' article. Study and interpret the map detailing the various sects in Islam and what countries they are found in. Do you notice any patterns? Can you give any reasons for these patterns?

Do some research into countries that are predominantly Shi'a and those that are Sunni. Compare how beliefs influence their practise, for example, how do these Muslims celebrate some festivals differently? How do they respond to various issues?
- Find out the Christian beliefs about Mika'il (Michael) the Archangel. How are they similar or different to the Muslim beliefs?



- Assuming you are a Muslim student in school, make a diary entry to show how your week at school has been influenced by your belief in predestination. List actions you will take and actions you will avoid to get a good reward in the afterlife.



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Religious Education Year 9 - Spring Term



Extended Learning Opportunities

Subject: GCSE Religious Education

Year: 9

Term: Spring 1

Topic: Islam: Authority

Learning Objectives

To explain Muslim beliefs about authority:

Prophethood (Risalah) including the role and importance of Adam, Ibrahim and Muhammad.

The holy books:

- Qur'an: revelation and authority
- the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority.

The imamate in Shi'a Islam: its role and significance.

Extended Learning Opportunities

- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Religious Studies A: AQA GCSE Religions section and go to section 3 'Islam'.
- Visit the BBC Bitesize website for learner guides and video clips on Muslim attitudes to beliefs, ethics, global issues, media, practices and belonging, relationships, and lifestyle and science and religion: <https://www.bbc.com/education/topics/zdprkqt>
- Research the Muslim Prophets Adam, Ibrahim and Muhammad and create factfiles for each one outlining key details about who they are and their influence on modern Muslims.
- Millions of Shi'a Muslims visit the burial place of Imam Ali whom they believe is the true successor of Prophet Muhammad. Find out more about where he was buried and why Shi'a Muslims make this journey. Include pictures to illustrate your findings.
- What role do Imams play in Shi'a Islam? Are there any differences between the role of the Imam in Shi'a and Sunni Islam? The BBC Religions website is a good place to start: http://www.bbc.co.uk/religion/religions/islam/subdivisions/sunnishia_1.shtml
- Find out more about a local Mosque in your area. Are there any sessions run for children to help them to learn the Qur'an? Why do you think most Muslims put so much time and effort into learning the Qur'an? Visits and guided tours can be arranged at Luton Central Mosque, register interest through their website: <https://www.lutoncentralmosque.org/visits.html>



Extended Learning Opportunities

Subject: GCSE Religious Education

Year: Year 9

Term: Spring 2

Topic: Islam: Worship

Learning Objectives

To explain Muslim beliefs about worship:

- Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam.
- Shahadah: declaration of faith and its place in Muslim practice.
- Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer (Jummah); key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.

Extended Learning Opportunities

- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Religious Studies A: AQA GCSE Religions section and go to section 3 'Islam'.
- Visit the BBC Bitesize website for learner guides and video clips on Muslim attitudes to beliefs, ethics, global issues, media, practices and belonging, relationships, and lifestyle and science and religion: <https://www.bbc.com/education/topics/zdprkqt>
- Can you memorise the 10 obligatory Acts of Shi'a Islam. Research the last five on the list. Find out a little more about them and bring your findings to share in lesson.
- Think of 3 things you believe in and consider how do each of these affect your daily life? How does this compare to the Shahadah in Islam?
- Research the ways in which both Shi'a and Sufi Muslims pray. Compare and contrasts these ways of prayer to identify the similarities and differences. Can you give any reasons for these similarities and differences?



Religious Education Year 9 - Summer Term



Extended Learning Opportunities

Subject: GCSE Religious Education

Year: 9

Term: Summer 1

Topic: Islam: Duties & Festivals

Learning Objectives

To explain the Muslim beliefs about duties and festivals:

- Sawm: the role and significance of fasting during the month of Ramadan including origins, duties, benefits of fasting, the exceptions and their reasons, and the Night of Power, Qur'an 96:1–5.
- Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam.
- Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance.
- Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad.
- Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings of Id-ul-Adha, Id-ul-Fitr, Ashura.

Extended Learning Opportunities

- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Religious Studies A: AQA GCSE Religions section and go to section 3 'Islam'.
- Visit the BBC Bitesize website for learner guides and video clips on Muslim attitudes to beliefs, ethics, global issues, media, practices and belonging, relationships, and lifestyle and science and religion: <https://www.bbc.com/education/topics/zdprkqt>
- Talk with your friends/peers who are Muslim and have taken part in fasting; find out why they fast? What do they feel the benefits of fasting are? What do they believe is the hardest part of fasting? If you are Muslim yourself, and have experienced fasting, ask at least 5 other Muslims what they believe to be the benefits of fasting. Are there any similarities and differences in their answers?
- Find out about how Eid ul- Fitr and/or Eid ul-Adha are celebrated in different parts of the world. Are there any similarities and/or differences? Can you suggest any reasons for the similarities/differences?
- Research the different uses of Zakah around the World.



- Visit the Luton Islamic Centre website to find out how they aim to enrich and support the local community: <https://lutonislamiccentre.com/>
- Visit http://www.britishmuseum.org/whats_on/exhibitions/hajj/hajj_stories.aspx and watch the videos of stories shared by British Muslims who have been on the pilgrimage. Create a profile with some of the stories to show to the class. How do you think Hajj unites the Muslim community? Think of several reasons.
- Which is the most important, greater or lesser jihad? Explain your opinion by giving your arguments for and against each.



Extended Learning Opportunities

Subject: GCSE Religious Education

Year: 9

Term: Summer

Topic: Theme B: Religion & Life

Learning Objectives

To explain contrasting Christian and Muslim beliefs on the following:

The origins of the universe, including:

- religious teachings about the origins of the universe, and different interpretations of these
- the relationship between scientific views, such as the Big Bang theory, and religious views.

The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.

The use and abuse of the environment, including the use of natural resources, pollution.

The use and abuse of animals, including:

- animal experimentation
- the use of animals for food.

The origins of life, including:

- religious teachings about the origins of human life, and different interpretations of these
- the relationship between scientific views, such as evolution, and religious views.

The concepts of sanctity of life and the quality of life.

Abortion, including situations when the mother's life is at risk.

Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.

Euthanasia.

Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.

Extended Learning Opportunities

- Find out more about the Big Bang theory: Who originally coined and developed the theory? What evidence is there to support the Big Bang theory? Is the Big Bang theory still considered the best explanation of how the universe began? What are the alternatives?
- Science or Religion? Speak to at least 5 adults and compare their reasons for their beliefs about the origins of the universe and life. Now, what do you think?
- Watch the news, read newspapers and online news. Keep a record of any news of the problems facing our World today.
- Visit the Campaign for Dignity in Dying website and read some of the personal stories shared by people who support the euthanasia debate: <https://www.dignityindying.org.uk/why-we-need-change/personal-stories/>



What reasons do they give for their support? What do you think? Give reasons to explain your opinion.

- Read the newspaper article from this link: <https://www.bbc.co.uk/news/uk-northern-ireland-44271876> Do you think Northern Ireland should consider liberalising the law on abortion? If yes, why? If no, why not? Use examples to explain your opinion.



Religious Education

Year 10 – Extended learning opportunities

Autumn Term



Extended Learning Opportunities

Subject: GCSE Religious Education

Year: 10

Term: Autumn 1

Topic: Christianity: Key Beliefs

Learning Objectives

To explain Christian beliefs about the nature of God:

- God as omnipotent, loving and just, and the problem of evil and suffering
- the oneness of God and the Trinity: Father, Son and Holy Spirit.

To explain the different Christian beliefs about creation including the role of Word and Spirit (John 1:1–3 and Genesis 1:1–3).

To explain different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.

Extended Learning Opportunities

- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Religious Studies A: AQA GCSE Religions section and go to section 2 'Christianity'.
- Visit the BBC Bitesize website for learner guides and video clips on Christian attitudes to beliefs, ethics, global issues, media, practices and belonging, relationships, and lifestyle and science and religion: <https://www.bbc.com/education/topics/z6bw2hv>
- Watch the film 'Bruce Almighty'. Can you link the ideas of God shown in the movie to the Christian beliefs about the nature of God?
- Watch/listen to the news for the next 3 days, make a list of all the news about evil and suffering you see. For each of the problem, think how a Christian might respond.
- Using research, find and draw the following symbols of the Trinity: *triquetra*, *trefoil*, *fluer-de-lis* and *shield of the faith (scutum fidei)*. Underneath each drawing, explain how it relates to the idea of God as Trinity.
- Find out about another religions creation story and compare it to the Christian creation story drawing out the similarities and differences. Do all these stories have a creator (God)?
- If Heaven is a reward for good deeds and Hell a punishment for evil acts, make a list of good deeds that deserve a reward in Heaven and bad deeds that needs to be punished in Hell. Imagine you are God and the judge, justify your top deed for reward and top deed for punishment.



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- Watch the film 'Heaven is For Real'. What Christian beliefs about Heaven and Hell does this movie show? How might this belief inspire Christian beliefs about Heaven and Hell.



Extended Learning Opportunities

Subject: GCSE Religious Education

Year: 10

Term: Autumn 2

Topic: Christianity: Jesus Christ & Salvation

Learning Objectives

To explain Christian beliefs and teachings about:

- the incarnation and Jesus as the Son of God
- the crucifixion, resurrection and ascension
- sin, including original sin
- the means of salvation, including law, grace and Spirit
- the role of Christ in salvation including the idea of atonement.

Extended Learning Opportunities

- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Religious Studies A: AQA GCSE Religions section and go to section 2 'Christianity'.
- Visit the BBC Bitesize website for learner guides and video clips on Christian attitudes to beliefs, ethics, global issues, media, practices and belonging, relationships, and lifestyle and science and religion: <https://www.bbc.com/education/topics/z6bw2hv>
- Visit a Church; this could be one local to you or you could visit St. Albans Cathedral you can find a visitor's guide on their website: <https://www.stalbanscathedral.org/downloads/whats-on-cathedral-may-august-2018-WEB.pdf> Can you find any images depicting the incarnation? Take a picture and bring it in to show the class.
- Research historical information about the use of crucifixion as a Roman punishment. This website is a good one to get you started: <http://www.tribunesandtriumphs.org/roman-life/roman-crucifixion.htm>
- Talk to at least 3 Christians and find out what they believe about the resurrection. Compare their beliefs to what we have learnt in class; Are they the beliefs of fundamentalist or liberal Christians? Are there any similarities and/or differences in what they believe? If so, can you give reasons for these similarities and/or differences? Share your findings with the class.
- 'There would be no Christianity without Christ.' Evaluate this statement taking into account His birth, miracles, crucifixion, resurrection and His role in salvation.



Religious Education Year 10 – Spring Term



Extended Learning Opportunities

Subject: GCSE Religious Education

Year: 10

Term: Spring 1

Topic: Christianity: Worship & Festivals

Learning Objectives

To explain the Christian attitudes to:

Different forms of worship and their significance:

- liturgical, non-liturgical and informal, including the use of the Bible
- private worship.

Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer.

The role and meaning of the sacraments:

- the meaning of sacrament
- the sacrament of baptism and its significance for Christians; infant and believers' baptism; different beliefs about infant baptism
- the sacrament of eucharist (Holy Communion) and its significance for Christians, including different ways in which it is celebrated and different interpretations of its meaning.

The role and importance of pilgrimage and celebrations including:

- two contrasting examples of Christian pilgrimage: Lourdes and Iona
- the celebrations of Christmas and Easter, including their importance for Christians in Great Britain today.

Extended Learning Opportunities

- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Religious Studies A: AQA GCSE Religions section and go to section 2 'Christianity'.
- Visit the BBC Bitesize website for learner guides and video clips on Christian attitudes to beliefs, ethics, global issues, media, practices and belonging, relationships, and lifestyle and science and religion: <https://www.bbc.com/education/topics/z6bw2hv>
- You might be surprised to learn that there are over 117 churches in Luton! Find out about the ones in your local area; what denomination are they? What is their form of worship? You could even visit one and experience a service first hand.
- Which form of worship do you think best suits the 21st century generation? Explain your opinion by giving your arguments for and against each form.
- Learn the Lord's Prayer and link it's meaning to the Christian way of life.
- Do some research into the Sacraments and compare practices in the Roman Catholic Church, Church of England and the Orthodox Churches. This video is a good place to start:



<https://www.youtube.com/watch?v=dApWNfJgGC4> What similarities and/or differences do you notice? Can you give any reasons for these similarities and/or differences?

- Do some research about Christian pilgrimage sites. The BBC Bitesize pages are a good place to start: <https://www.bbc.com/education/guides/z84dtfr/revision/1> Choose one of the sites (NOT Lourdes or Iona) and create a travel guide for any Christians wishing to visit.
- Produce a presentation explaining how either Easter or Christmas is celebrated differently in different parts of the World. You can choose to present your research as a poster, leaflet/booklet, PPT. presentation or a video (using Movie Maker or iMovie).



Extended Learning Opportunities

Subject: GCSE Religious Education

Year: 10

Term: Spring 2

Topic: Christianity: The Role of the Church in the Local & Worldwide Community

Learning Objectives

To explain Christian attitudes to:

The role of the Church in the local community, including food banks and street pastors.

The place of mission, evangelism and Church growth.

The importance of the worldwide Church including:

- working for reconciliation
- how Christian churches respond to persecution
- the work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.

Extended Learning Opportunities

- Develop your understanding of the topic by watching videos, reading information and completing quizzes on Seneca Learning. <https://senecalearning.com/> Select the Religious Studies A: AQA GCSE Religions section and go to section 2 'Christianity'.
- Visit the BBC Bitesize website for learner guides and video clips on Christian attitudes to beliefs, ethics, global issues, media, practices and belonging, relationships, and lifestyle and science and religion: <https://www.bbc.com/education/topics/z6bw2hv>
- Visit <http://www.hopechurch.co.uk/> and choose the 'Wider Community' link on the navigation bar. This is a local Church in Luton, find out how they serve the local community. You can produce a presentation with examples of what they do.
- Visit www.streetpastors.org to find out how Street Pastors aim to help their local communities. <https://streetpastors.org/locations/luton/> will take you directly to the Luton homepage.
- Does the Church need missionaries? Find out about the work of a renowned Christian missionary and give examples of the achievement of their mission work. These websites will help you:
<https://cfan.org/>
<https://www.bennyhinn.org>
- Imagine that you are trying to encourage a Church to support the work of the Aegis Trust: <https://www.aegistrust.org/> Create a persuasive presentation that you could give to the rest of the class. Make sure you include details about what the Aegist Trust do, why they do it and how they do it.



- Create a 'factfile' outlining the work of a Christian aid agency of your choice. Make sure you include information about the agencies origins, examples of its work and any key successes.



Religious Education Year 10 – Summer Term



Extended Learning Opportunities

Subject: GCSE Religious Education

Year: 10

Term: Summer

Topic: Theme F: Religion, Human Rights & Justice

Learning Objectives

To explain contrasting Christian and Muslim beliefs on the following:

Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals.

Issues of equality, freedom of religion and belief including freedom of religious expression.

Human rights and the responsibilities that come with rights, including the responsibility to respect the rights of others.

Social justice.

Racial prejudice and discrimination.

Ethical arguments related to racial discrimination

Wealth, including:

- the right attitude to wealth
- the uses of wealth.

The responsibilities of wealth, including the duty to tackle poverty and its causes.

Exploitation of the poor including issues relating to:

- fair pay
- excessive interest on loans
- people-trafficking.

The responsibilities of those living in poverty to help themselves overcome the difficulties they face.

Charity, including issues related to giving money to the poor.

Extended Learning Opportunities

- Choose 5 human rights set out by the Universal Declaration for Human Rights. For each of your chosen right, think of a responsibility that goes with it. Which of the rights do you consider the most important? Give reasons to explain your answer.
- Can you find some examples of positive discrimination in your community? Find as many examples as possible.
- Should the rich help the poor? If yes, why? If no, why not? Give reasons to explain your answers. What do you think is the best way of helping the poor? Create a persuasive presentation to support your argument.



Religious Education

Year 11 – Extended learning opportunities

Autumn Term



Extended Learning Opportunities

Subject: GCSE Religious Education

Year: 11

Term: Autumn 1&2

Topic: Theme D: Religion, Peace & Conflict

Learning Objectives

To explain contrasting Christian and Muslim beliefs on the following:

The meaning and significance of:

- peace
- justice
- forgiveness
- reconciliation.

Violence, including violent protest.

Terrorism.

Reasons for war, including greed, self-defence and retaliation.

The just war theory, including the criteria for a just war.

Holy war.

Pacifism.

Religion and belief as a cause of war and violence in the contemporary world.

Nuclear weapons, including nuclear deterrence.

The use of weapons of mass destruction.

Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.

Religious responses to the victims of war including the work of one present day religious organisation.

Extended Learning Opportunities

- Watch this clip about the Truth and reconciliation commission set up by Nelson Mandela to resolve the differences between white and black South Africa after the apartheid: <https://www.youtube.com/watch?v=ujOL8FS2wv4>

What have you learnt about forgiveness from watching this video clip?

- Find out more about the following people/groups who have fought for different causes: Nelson Mandela, Guy Fawkes, Al-Qaeda and the IRA. What cause did each of these people/groups fight for and how did they do it? Would you describe each of these people/groups as Freedom fighters or Terrorists? Give reasons to explain your answer.
- Find out more about the Quakers and their peace testimony. This website will help you get started: <https://www.quaker.org.uk/about-quakers/our-values/peace-1>



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- The film Hacksaw Ridge (2016) focuses on the World War II experiences of Desmond Doss, an American pacifist combat medic who, as a Seventh-day Adventist Christian, refused to carry or use a weapon or firearm of any kind.



Religious Education Year 11 – Spring Term



Extended Learning Opportunities

Subject: GCSE Religious Education

Year: 11

Term: Spring

Topic: Theme E: Religion, Crime & Punishment

Learning Objectives

To explain contrasting Christian and Muslim beliefs on the following:

Good and evil intentions and actions, including whether it can ever be good to cause suffering.

Reasons for crime, including:

- poverty and upbringing
- mental illness and addiction
- greed and hate
- opposition to an unjust law.

Views about people who break the law for these reasons.

Views about different types of crime, including hate crimes, theft and murder.

The aims of punishment, including:

- retribution
- deterrence
- reformation.

The treatment of criminals, including:

- prison
- corporal punishment
- community service.

Forgiveness.

The death penalty.

Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.

Extended Learning Opportunities

- For each of the reasons for crime (Poverty, Upbringing, Mental illness, Addiction, Greed, Hate, Opposition to an unjust law), see if you can find news stories to match them.
- Prisons in Britain have been hit with crises in recent times. The Prison Reform Trust is an independent charity 'working to create a just, humane and effective penal system'. Have a look at their website to find out more about the issues currently facing the UK's prisons: <http://www.prisonreformtrust.org.uk/> Research a local prison and find out about some of its problems.



- Find out which Countries still use the death penalty? What different methods are used by these Countries to carry out executions? The Amnesty International website is a good place to start your research: <https://www.amnesty.org/en/what-we-do/death-penalty/>
- Dead Man Walking (1995) and The Green Mile (1999) are two thought provoking films about the lives of inmates on death row.