

How can AI enhance lessons?

Disclaimer – I am not paid or endorsed in anyway by any AI services. Nor am I an expert in AI, simply a teacher with an interest.

Rationale behind change

- Speed
- Gaps
- Targeted support or quick positive feedback
- Wealth of evidence

Suggested tools

- Magic School AI
- ChatGPT
- Revisely

Magic School AI:

<https://app.magicschool.ai/too>

Is

My focus – 3.1

3.1 Diversity in Hindu Dharma: What are the important beliefs to Hindus and how do they help them live?

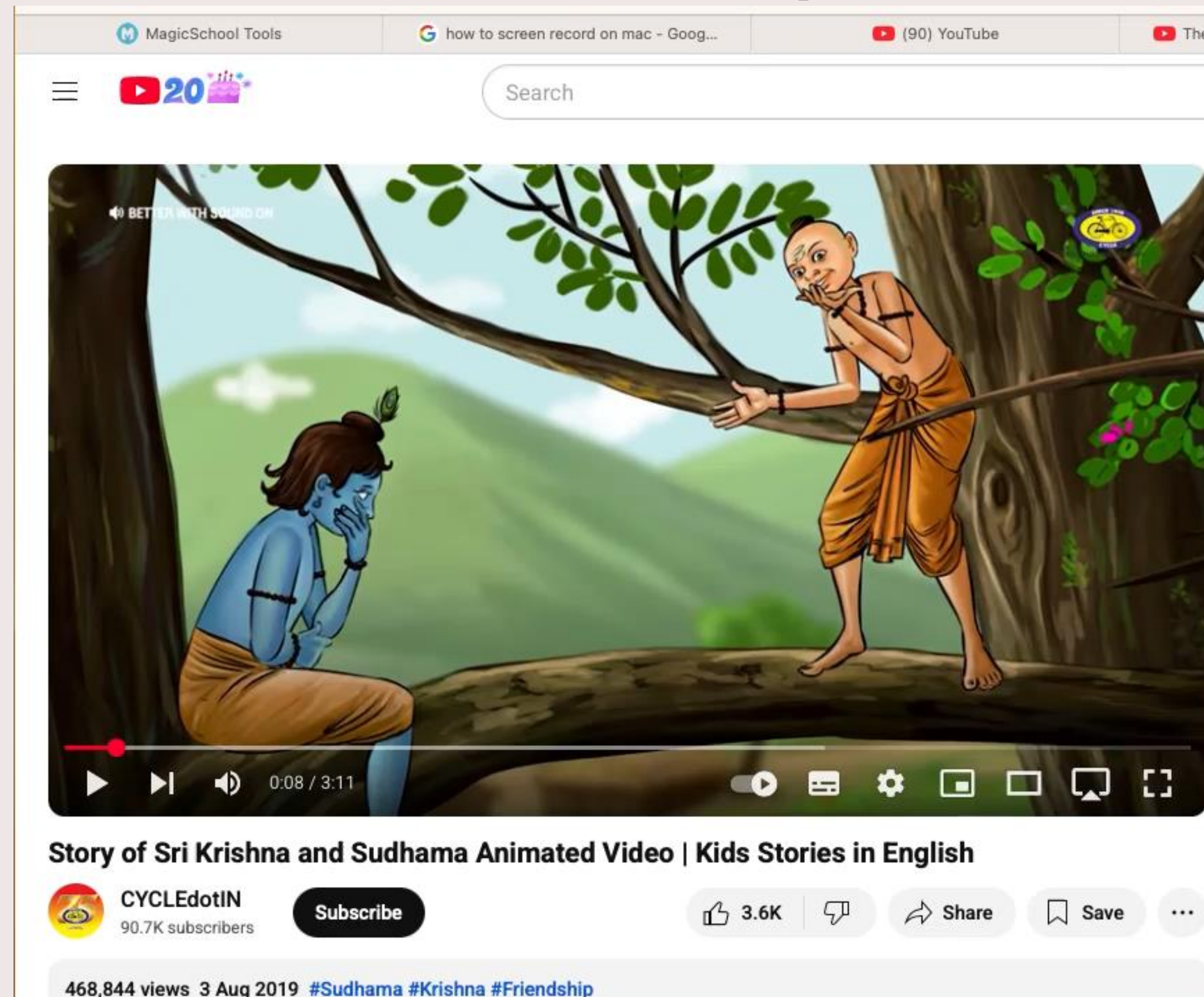
2. Get pupils to reflect on special or sacred texts from other worldviews they may have learned about, or books that are important to them. Explain to pupils that Hindus have many special texts and they are divided into Smriti (heard and remembered by ordinary human beings) and Shruti (heard by earthly sages and of divine origin) and are written in Sanskrit, an ancient language from India. Many of the

stories found in Hindu sacred texts were passed down by spoken tradition. Get pupils to understand the concept spoken tradition by getting them to remember a short story and then pass it on to other pupils from memory. Discuss how the story has changed, why did this happen? Watch [Story of Sri Krishna and Sudhama Animated Video | Kids Stories in English \(youtube.com\)](#) which is a story about a God called Krishna. Afterwards, explain to pupils that some Hindus may take this story as truth, whereas many Hindus believe that the story may have changed over time but that the deeper meaning is what is important to take from the story. Ask pupils to think about what the deeper meaning of this story was (true love does not distinguish between rich and poor, value of true friendship). Pupils could then complete a true or false statements which summarise the learning from the lesson.

Key vocabulary:

Hindu Dharma, Brahman, Dharma, Ahimsa, Smriti, Shruti

Youtube video questions



Presentation generator and lesson plan.

Read Only To save a copy of this document, click Duplicate.

God?	practicing Ahimsa.	information about Hindu Dharma as well as why it is an global worldview.
5. How is Dharma important to the way Hindus live?	Reflecting on Hindu Dharmic beliefs and making connections and drawing comparisons to their own beliefs.	2. Get pupils to reflect on special or sacred texts from other they may have learned about, or books that are important Explain to pupils that Hindus have many special texts divided into Smriti (heard and remembered by ordinary beings) and Shruti (heard by earthly sages and of divine beings) are written in Sanskrit, an ancient language from India. I
6. What is Ahimsa and how does it help Hindus live?		stories found in Hindu sacred texts were passed down by tradition. Get pupils to understand the concept spoken by getting them to remember a short story and then pass it pupils from memory. Discuss how the story has changed happen? Watch Story of Sri Krishna and Sudhama Anima Kids Stories in English (youtube.com) which is a story ab called Krishna. Afterwards, explain to pupils that some H take this story as truth, whereas many Hindus believe th may have changed over time but that the deeper meanin important to take from the story. Ask pupils to think abo deeper meaning of this story was (true love does not dis between rich and poor, value of true friendship). Pupils complete a true or false statements which summarise th from the lesson. 3. Watch the video KS2 Religious Studies: Meeting two you Hindus - BBC Teach whilst pupils make a note of what t learning about Hindu Dharma. Pupils can also pose ques they would like to find out more about. Explain to pupils lesson will focus on what Hindus believe about God, and important saying in the Rig Veda, 'Truth is One but the v various names'. Pupils can discuss this quote and think a may mean to Hindus (Hindus believe there is only One G (Brahman) but this God can take different names, forms

Text Rewriter

 Clear Inputs

 Exemplar

Text Rewriter

Take any text and rewrite it with custom criteria however you'd like!

Original Text: *

 A raging fire was ignited, with flames so high and hot that everyone had to step back. Sita prayed to the gods, requesting to be burned to ash if she was unfaithful. She entered the raging flames. Moments passed and the tension was palpable. Soon the fire began to die down, and they could see Sita standing in the center of it, unscathed. The raging flames reduced themselves to ashes, and Sita stood there shining like a jewel.



Nevertheless, days passed and people continued to gossip about Sita, so Rama asked her what she thought about doing another fire test. Sita said, "Oh my lord, there will always be someone who cannot be satisfied by any 'test' or any proof. Their convictions are hard-pressed in their psyche and no amount of genuine proof will convince them about the truth, for they do not want to get convinced. They are born to raise doubts about the truth itself." Given that there would always be someone casting doubt upon her, she asked Rama if he thought the answer was to fire test her every day. She asked him to do what he thought was best.

Shockingly, Rama decided to desert her. He made his brother take Sita deep into the forest to live the rest of her life in a humble ashram. Not long after her arrival in the forest, Sita looked at the ground and asked Mother Earth to open up and take her back. The earth separated in two, Sita stepped in, and she was never seen again. The baby who had been found in the soil became a woman who endured more trials and tribulations than anyone should, and in the end, she became the earth again.

Rewrite so that: *

 Suitabel for year 3 and in a way which could be easily broken into 8 storyboard sections|

Generate

The Story of Sita from the Ramayana

1. The Birth of Sita

In the ancient story called the Ramayana, a baby named Sita sprang from the ground. She was found by a kind king who took her home and raised her as his daughter. Everyone could see that she was special, as she was the daughter of Mother Earth.

2. Sita and Rama

As Sita grew up, she became very close to a prince named Rama. They loved each other very much and eventually got married. Their love story was just beginning!

3. A Sad Banishment

One day, a bad curse made Rama leave his kingdom and go to live in the forest for 14 years. Sita loved Rama so much that she decided to go with him, even though her family and friends begged her to stay.

4. Life in the Forest

In the forest, Sita and Rama lived together happily. But one day, a mean demon named Ravana kidnapped Sita and took her to his island. Rama was very sad and wanted to rescue her.

5. Gathering Help

Rama didn't give up. He gathered an army of friends to help him rescue Sita. They were led by Hanuman, the monkey god, who was very brave and strong.

6. The Test of Fire

When Sita returned, some people started to gossip and say she was unfaithful to Rama. To prove her loyalty, she asked to walk through fire. Sita prayed and stepped into the flames, but when the fire died down, she was safe and shining like a jewel!

7. Doubts and Decisions

Despite the miracle, people still doubted her. Rama, feeling unsure, asked Sita to take another fire test. Sita explained that some people would never believe her, no matter what. She asked Rama to do what he thought was best.

8. A Heartbreaking Choice

Sadly, Rama decided to leave Sita in the forest. He asked his brother to take her to a quiet place to live. Feeling sad, Sita prayed to Mother Earth, asking to return to her. The ground opened up, and Sita stepped in, disappearing forever. The baby found in the soil became a strong woman, and in the end, she returned to the earth.

 Copy  Edit  Export  Read Aloud  More

How I have used question
generator.

Using end-points

- A. Use of Key terms - Habitual use of tier 2 and 3 terminology and building confidence in correct use.
- B. Introductions - Proposes a line of argument that demonstrates an understanding of evidence to support or refute points.
- C. Conclusions - Evaluates strengths and weaknesses argument/s explored coming to a judgement
- D. Arguments presented - Able to consider recall multiple points and key concepts of view which draw from both religious and non-religious perspectives, where appropriate.
- E. Use of sources of authority - Using sources of authority to support at least one argument.
- F. Vocabulary - regular use of key terminology demonstrates religious literacy and academic eloquence.
- G. Evaluation of view points - Able to take a statement or view and evaluate different attitudes towards that point.

Substantive End-Point (10)

1. Origins of Christianity
2. Origins of Hinduism
3. Origins of Buddhism
4. Key Christian beliefs
5. Key Hindu Beliefs
6. Key Buddhist beliefs
7. How to question and analyse.
8. Application of religious and non-religious arguments to the exploitation of animals
9. What makes person inspirational
10. The value of religious education and philosophy.

KS3 Substantive End Points (30)

Helix One - Religion	Helix Two - Ethics	Helix Three - Philosophy
Christian Beliefs and practices	Importance of Charity	Philosophical understandings of evil and suffering
Hindu Beliefs and Practices	Applied ethical responses to the treatment of Animals	Specific philosophical ideas: Nihilism
Islamic Beliefs and Practices	Applied ethical responses to War and Conflict	Specific philosophical ideas: Utilitarianism
Judaism Beliefs and Practices	Applied ethical response to Medical ethics	Specific philosophical ideas: Cartesian
Sikh Beliefs and Practices	Roles and responsibilities of humans	Specific philosophical ideas: Ancient Greek
Buddhist Beliefs and Practices	Ethical implications of faith	Specific philosophical ideas: Deontology
The difference between Monotheism and Polytheism.	Ethical implications of historical context/events	Specific philosophical ideas: Empiricism
At least one early religious beliefs and practices.	The interplay of ethics and the law.	Human Purpose
Religious Perspectives on suffering?	Applied ethical responses to the treatment climate and environment	Eschatology
Religious and the future	Understanding the nature of justice.	Life after death.

SOW Declarative End-points

- A. Ethical responses to the use of animals (speciesism)
- B. Lifestyle choices such as vegetarianism and Veganism
- C. Religious views about the use of animals
- D. Key perceived differences between humans and animals.

Religion, Ethics, and Philosophy Assessment

- 1. What is the primary difference between a theist and an atheist?**

 - A. A theist believes in multiple gods, while an atheist believes in one god
 - B. A theist believes in the existence of god(s), while an atheist does not believe in any god(s)
 - C. A theist is uncertain about god's existence, while an atheist is certain
 - D. A theist and atheist both believe in different types of gods
- 2. What is empiricism?**

 - A. The belief in supernatural powers
 - B. The practice of meditation
 - C. Knowledge gained through personal experience and observation
 - D. The study of religious texts
- 3. Which term describes someone who is unsure whether God exists?**

 - A. Theist
 - B. Atheist
 - C. Agnostic
 - D. Philos
- 4. What was Jesus' primary method of teaching moral lessons?**

 - A. Through written letters
 - B. Through parables
 - C. Through miracles
 - D. Through direct commands

-  Love
-  PD Resources
-  Share the Magic
-  Student AI Lite
-  Upgrade

 Evidence for Jesus' existence

 How Christianity spread after Jesus

 Important figures in Christianity other than Jesus

 Jesus' ministry"

 "Ethical responses to the use of animals (speciesism)"

 Lifestyle choices such as vegetarianism and Veganism

 Religious views about the use of animals

 Key perceived differences between humans and other animals

 Theist, Atheist, Agnostic, Sophia, Philosophy

 Importance of Religion

 Web Search

/ Assessment

based on any topic, standard(s), or criteria!

ANSWER KEY

1. B
2. C
3. C
4. B
5. B
6. B
7. C
8. C
9. B
10. C
11. C
12. C
13. B
14. A
15. B
16. B
17. C
18. C
19. B
20. C

[Check out MagicStudent!](#)

Quiz / Assess... 

choice

, or test bas...

Year 7 Term 3 HL Quiz

Homelearning quiz for year 7. Make sure to check your results.

Hi, William. When you submit this form, the owner will see your name and email address.

1. What is the name for a cloth used to cover a dead person? (1 Point)

- ☐ Cloth
- ☐ Shroud
- ☐ Wrap
- ☐ Robe

2. What word is put before 'sport' to referring to events that hunt animals? (1 Point)

- ☐ Hunting
- ☐ Death
- ☐ Shooting
- ☐ Blood

3. Which religious protects cows as they are thought to be sacred. (1 Point)

- ☐ Christainity
- ☐ Buddhism
- ☐ Islam
- ☐ Hinduism

4. What is the definition of 'Ahimsa'? (1 Point)

- ☐ Behaviour in this life will affect your future life.
- ☐ Control over something
- ☐ The teaching of not causing harm to any living thing
- ☐ A memory

5. Which of these is a local, Northampton-based, nature reserve? (1 Point)

- ☐ Yellowstone
- ☐ Forest of Dean
- ☐ Summer Leys
- ☐ Dengie

6. Where did Paul have his religious experience? (1 Point)

- ☐ Stairway to Heaven
- ☐ Road to Damascus
- ☐ Highway to Hell
- ☐ Path to Jerusalem

7. Which of these is the definition of Vegetarianism (1 Point)

- ☐ A person who does not eat or use animal based products (including: eggs, dairy, leather, gelatine, etc)
- ☐ A person who does not eat meat or fish, and sometimes other animal products for either religious, moral or health reasons.
- ☐ Only eating fish
- ☐ Eating meat

13. Which philosopher wanted us to REJECT sense based data? (1 Point)

- ☐ Socrates
- ☐ Plato
- ☐ Descartes
- ☐ Aristotle

18. Who was the young man who's mother and sisters story teaches us to forgive? (1 Point)

- ☐ Gee Walker
- ☐ Tom Holland
- ☐ Anthony Walker
- ☐ James Walker

19. What philosopher beleives we should be treating animals as equals? (1 Point)

- ☐ Plato
- ☐ Descartes
- ☐ Aristotle
- ☐ Singer

ChatGPT:

<https://chatgpt.com>

My focus – 7.2

7.2 How important was it that Jesus was human?

Suggested questions to explore:	Impact and learning outcomes: <i>(intended to enable pupils to achieve end of key stage outcomes)</i>	Suggested content: <i>(teachers can select alternative content as appropriate)</i>	Knowledge Statements:
1. What was Jesus' role as a man? 2. What was Jesus' role as the divine? 3. What was Jesus' role as a teacher? 4. What was Jesus' role as the rebel? 5. & 6. Who was Jesus without St Paul?	Able to explain important Christian beliefs about Jesus. Able to understand that there are different interpretations of Jesus as the Son. Able to understand how Jesus' parables and other teachings impact the way Christians live their lives. Can reflect on the impact that Jesus	1. Start by asking pupils what they know about Jesus, focusing on key moments like his birth, miracles, and crucifixion. This helps activate prior knowledge and introduces the main question: Is Jesus just a human, or the Son of God? Show various artworks that depict Jesus in different ways. These could include famous paintings of Jesus' life, such as his baptism, the temptation in the desert, or his crucifixion. You can use slides of classical paintings, sculptures, or more modern depictions of Jesus. Ask the pupils: How is Jesus depicted in these artworks? Why might different artists choose to represent him in different ways? Do you think these images change how we understand his role? Explain that artists interpret Jesus' life in various ways, and sometimes he is shown as a divine figure, while other times he is portrayed as a more human, vulnerable person. This helps pupils to understand the tension between Jesus being both fully human and fully divine. Introduce the key theological question of whether Jesus was simply a man or also the Son of God. Explain that this is one of the central mysteries of Christianity. The belief in the Incarnation teaches that Jesus was both fully human and fully divine. Key terms to introduce: Incarnation: the belief that God became human in the person of Jesus Christ. Messiah: the anointed one, the saviour expected by the Jewish people. Explain that we find out about Jesus primarily through the Gospels (Matthew, Mark, Luke, and John) and the letters of St. Paul in the New Testament. The Gospels describe Jesus' life and teachings, while St. Paul's letters help interpret Jesus' meaning for early Christian communities. Explain that we know about Jesus' birth (especially through the Gospels of Matthew and Luke), but there is very little information about his life	Christians understand the life of Jesus through the Gospels (Matthew, Mark, Luke, and John) which provide accounts of Jesus' life, while the letters (Epistles) of St. Paul interpret his message for early Christian communities. Jesus used parables to teach moral and spiritual lessons, such as The Good Samaritan and The Prodigal Son, to communicate deep messages in a simple, relatable way. Jesus challenged religious and social norms of his time, such as the strict rules of the Pharisees, Roman authorities, and social expectations, often prioritising the poor and vulnerable. His actions led to his crucifixion, with a message of justice and equality.

Assessment tasks:

ChatGPT ▾

↗ Share

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WI

Using the below information write me a knowledge retrieval quiz with a practice essay question at the end

Suggested questions to explore: Impact and learning outcomes: (intended to enable pupils to achieve end of key stage outcomes)
Suggested content: (teachers can select alternative content as appropriate) Knowledge Statements:

1. What was Jesus' role as a man?
2. What was Jesus' role as the divine?
3. What was Jesus' role as a teacher?
4. What was Jesus' role as the rebel?
5. & 6. Who was Jesus without St Paul?

Able to explain important Christian beliefs about Jesus.

Able to understand that there are different interpretations of Jesus as the Son.

Able to understand how Jesus' parables and other teachings impact the way Christians live their lives.

Can reflect on the impact that Jesus and St Paul had on Christianity.

↓

Ask anything

+

🌐 Search

💡 Reason

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⌵

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Image Creation

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How I have used ChatGPT

Write a knowledge check quiz covering the entirety of the AQA A-Level Philosophy specification. It should be able to identify specific areas of strength and weakness and highlight where work is needed



AQA A-Level Philosophy Knowledge Check Quiz

 **Instructions:** Answer all questions. Mark the ones you struggle with—these are your areas for improvement!

1. Epistemology (20 Marks)

Definitions (5 Marks)

1. Define **a priori** knowledge.
2. What is the difference between **direct realism** and **indirect realism**?

3. Define **innatism** in relation to knowledge.

5. Scoring & Identifying Weaknesses

-  **Total Score:** ____ / 80
-  **Mark where you struggled the most:**

Section	Score	Strength or Weakness?
Epistemology (20)	____	 / 
Moral Philosophy (20)	____	 / 
Metaphysics of God (20)	____	 / 
Metaphysics of Mind (20)	____	 / 

-  **Strength:** If you scored **15+** in a section, you’re strong in this area.
-  **Weakness:** If you scored **10 or below**, this is a section to focus on.



Give me a markscheme for this

1. Epistemology (20 Marks)

Definitions (1 mark each)

1. **A priori** knowledge: Knowledge that is independent of experience, gained through reason alone (e.g., mathematical truths).
2. **Direct vs. Indirect realism:** Direct realism claims we perceive objects directly as they are; indirect realism says we perceive them via sense data.
3. **Innatism:** The theory that some knowledge is inborn rather than acquired through experience.
4. **Tripartite definition of knowledge:** Knowledge is **Justified, True, and Believed** (JTB).
5. **Hume’s Fork:** Distinguishes **relations of ideas** (a priori, necessary) from **matters of fact** (a posteriori, contingent).

Revisely: (Pay limits)

<https://www.revisely.com>

Options



Language

Auto Detect



Question Type

Multiple Choice



Max Questions

Auto



Options are automatically saved to your account.

Cancel

Generate

Teachmate: (Pay limits)

<https://teachmateai.com/tools>

TeachMateAI Tools

Please browse our selection of powerful AI tools below. You are seeing tools that are filtered for your country (England). You'll need to be a Pro user to use most of them, however our free tools are highlighted in yellow:

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Exam Spec

Slideshow Generator

Top Tool

Activity Ideas Generator



Need some inspiration?
Generate creative ideas for
teaching a topic

Activity ideas generator



teachmate

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Search...



Home > Tools > Activity Ideas Generator



Activity Ideas Generator

This tool can be used to generate creative ideas for pupil activities to show learning around a topic. Simply provide the topic and year group of pupils and let our AI come up with ideas.

0

Tool Uses

0 hours

Time Saved



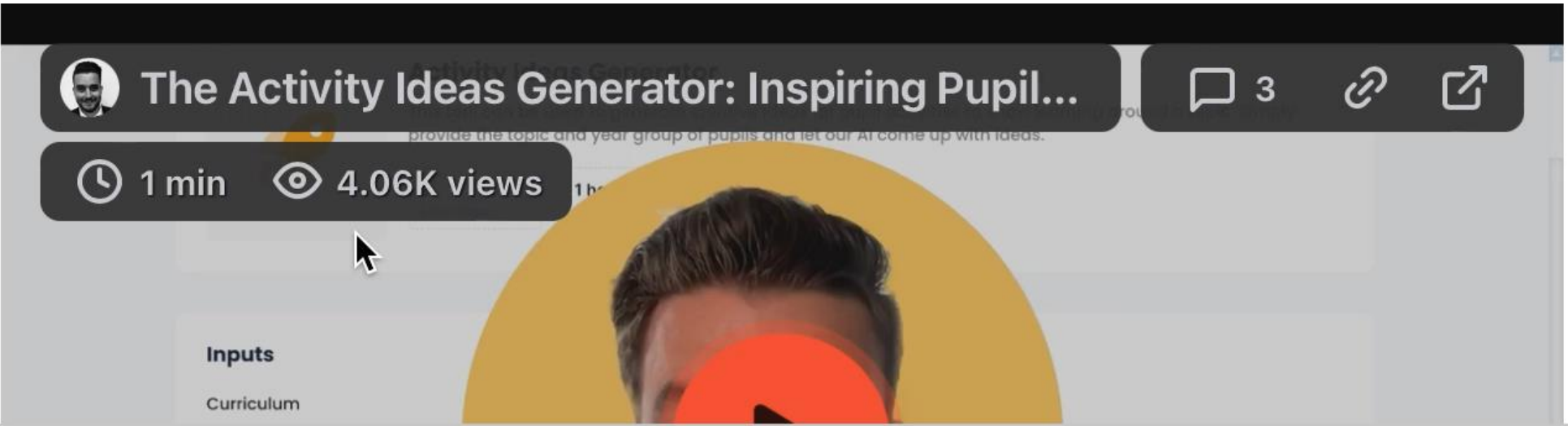
Add
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Instructions

It's your first time using this tool - here's our tips:

- Read the examples in the inputs to ensure you're entering information in the correct format.
- **Ideas for use:** create some initial ideas for learning activities, or help think of something you might not have already thought of.



Findings

Concerns

- Not for everyone.
- Learning curve
- Needs checking over.

Strengths:

- Speeds up the process.
- Can help evidence how students have hit key endpoints.
- Instant feedback.