

Thorpepark Academy

Religion, Belief and Values



THORPEPARK

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| Year Group: 6 Term: Autumn 1 | Unit 6.1 Theme: Justice and freedom Concept: People of God, Kingdom of God, God, justice and freedom, authority and universal | Worldview: Christianity, Islam, Humanism, personal view |
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Key Question: Is it fair?

About this unit: This unit provides opportunities for pupils to use Philosophical lens to explore and explain the concepts of justice and freedom; to consider how justice is significant in stories and religions in secular life; to consider, through the lens of Theology, what religions teach about forgiveness and how reconciliation may take place. This unit has strong links with citizenship, British values and personal and spiritual development.

Links to British Values

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| Democracy ✓ | Rule of Law ✓ | Individual Liberty ✓ | Mutual Respect ✓ | Tolerance of people of different faiths and beliefs ✓ |
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Links to SMSC

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Hull and East Riding Agreed Syllabus

Relate end of Key Stage 2 expectations pupils should be able to...

| Exploring | Learning outcomes by the end of KS2 pupils should be able to |
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| Philosophy What is the meaning of justice and freedom? | Explain what freedom means to people of faith Show understanding of the beliefs and feelings of faith members who have experienced justice Explain their hopes and dreams for a just world |
| Philosophy Why should people be good? | Identify the response of different religions to ethical questions |
| Theology What do religions teach about forgiveness and reconciliation? | Identify the impact of a religious teaching such as forgiveness on a believer's actions Describe the ways in which people of faith have demonstrated forgiveness and reconciliation Identify the impact that reconciliation has on community harmony |

Skills

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| Philosophy Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view | Theology Compare and contrast Give a considered response |
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| Prior Learning | Future Learning |
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| Recall learning about making choices in unit 2.1 Lead us not into temptation | Key Stage 3 |

| Sticky knowledge | Key Vocabulary |
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| <p>Fair means to treat people equally without favoritism or discrimination.</p> <p>Rosa Parks and Martin Luther King fought for civil rights-fairness between white people and African Americans</p> <p>Christianity, Judaism and Islam teach that people should be treated fairly.</p> <p>The Bible and Quran teach followers that they should forgive others. One reason is because it is up to God to judge them.</p> <p>It is not easy to forgive but it can make us feel better to forgive someone.</p> | <p>Forgiveness, reconciliation, harmony, moral, ethical, parable</p> |

Resources

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| | LO | Lesson outline |
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| <p>Lesson 1</p> <p style="color: purple;">Ask questions</p> | <p>LO: To understand what it means to be fair</p> <p>Sticky Knowledge: Fair means to treat people equally without favoritism or discrimination.</p> <p>Skill: Give a considered response</p> | <p>Mini Question: What does it mean to be fair? Is justice the same as fairness?</p> <p>Recap: N/A New unit</p> <p>Activities: Game – Build a Tower 2 volunteers, one is given paper, scissors, roll of sellotape, the other volunteer is given a stack of duplo bricks. They are tasked to build a strong tower in a 2/3 minute time frame. Halfway through its likely that the person with the paper resources is struggling more so you could pull out another volunteer to help them. After the time is up you show both attempts to the class. The point of this game is to illustrate that the game wasn't really fair. The contestants weren't treated the same and weren't treated fairly and the duplo contestant was at an advantage even with the extra helper for the paper tower. This is how you can introduce the theme of Justice, that often justice is linked to fairness and whether people are treated the same.</p> <p>Let each pupil pick a slip of paper you have written an injury on, for example a split head, a broken arm, a cut fingernail, a dislocated knee. Then give each of the volunteers a plaster to deal with their injury. Ask them the question will it solve your injury problem and make it better? Get the children to stand one side if the answer is yes and the other side if the answer is no. Then get them to share with the rest of the class what their injury was and emphasis to the class why a band aid (plaster) would or wouldn't help some. For some children a plaster will be what they need for others it won't help. The point of this object lesson is to illustrate that sometimes, justice and fairness doesn't always mean you get the same, because sometimes that doesn't work in every situation but explain that fairness and justice is people getting what they need. Explaining that may mean freedom of speech for people living in a country where they aren't free to speak freely, it maybe an education, or clothes to wear.</p> <p>In books:</p> <p>Photos of each activity. Pupils annotate with a sentence about what they learnt from doing each activity about fairness.</p> |
| <p>Lesson 2</p> <p style="color: purple;">Investigate and dig deeper</p> | <p>LO: To know about people who have fought for justice and fairness</p> <p>Sticky Knowledge: Rosa Parks and Martin Luther King fought for civil rights-fairness between</p> | <p>Mini Question: Can one person make a difference to issues of social justice and global inequality?</p> <p>Recap: What does fair mean? Refer back to Lesson 1. Fair means to treat people equally without favoritism or discrimination.</p> <p>Activities:</p> <p>Talk about inspirational People who fought for justice on behalf of others- Rosa Parks and/or Martin Luther King</p> |

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| | <p>white people and African Americans</p> <p>Skill: Compare and contrast</p> | <p>Research their stories, and how Rosa refused to surrender her bus seat in March 1955 to a white man and how she was part of bringing change along with Martin Luther King who too fought for civil rights especially among African Americans.</p> <p><u>Horrible Histories: Rosa Parks - Bing video</u></p> <p><u>The Life of Rosa Parks - Bing video</u></p> <p><u>Who was Dr. Martin Luther King Jr.? - BBC Bitesize</u></p> <p>What qualities did these people need to stand up for justice? Talk about the courage they needed.</p> <p>Discuss current issues- are things fair for black people now? What are the current issues? Who is campaigning for justice?</p> <p>In books:</p> <p>Picture of Rosa Parks or Martin Luther King and answer questions: What did Rosa Parks/ MLK do?</p> <p>Who was she/he fighting for justice for?</p> <p>Did her/his actions make things fair?</p> <p>Who else is campaigning for justice for black people?</p> |
| <p>Lesson 3/4</p> <p>Investigate and dig deeper</p> | <p>LO: To understand what Christian and Islamic teachings tells followers about justice</p> <p>Sticky Knowledge: Christianity, Judaism and Islam teach that people should be treated fairly.</p> <p>Skill: Compare and contrast</p> | <p>Mini Question: What do different religions teach about justice and fairness?</p> <p>Recap: Refer back to what justice and fairness mean. What did we learn about Rosa Parks and Martin Luther King last lesson? How did they fight for fairness?</p> <p>Activities: Choose some examples from two or more religions of what their teachings say about justice. Some suggestions are given below.</p> <ul style="list-style-type: none"> • Give examples to the children of how Jesus defended people who were often disregarded and considered outcasts often by the Religious leaders of the day and the community and how Jesus treated them with respect and dignity and fairness. i.e. people with leprosy (Luke Chapter 4 verse 18-21) and the mandate Jesus had as he walked on the earth and how Christ followers are to take up that same call. Micah 6 verse 8 and how can we live this out day to day • Esther and Justice Look at the character of Esther from the Old Testament and how she was used to bring justice to the Jewish people and played a significant part in saving their lives and how she stood up for justice even if it meant her death. Briefly tell the children the main aspects to her story. <u>Esther - Bible Story - Bing video</u> • Islamic teachings and activism • Discuss 5 pillars of Islam and focus on 3rd Pillar Zakah discuss Shari'ah law and how this relates to Justice. • Discuss the story of Moses and talk about the injustices he faced in relation to his life and freedom. Go through power point. • Link to Pillars of Islam <u>https://isaacnewtonacademy.org/sites/default/files/lesson%2014%20%20muslim%20attitudes%20justice.pdf</u>, <p>Ask the children how can they show justice to others, in school and in a wider society context? Give them scenario examples if that helps.</p> <p>In books:</p> <p>Make a power point slide or collage with quotes from scripture, pictures from the stories and their own ideas and annotations on sticky notes explaining what different faiths teach about justice and fairness</p> |
| <p>Lesson 5</p> | <p>LO: To know what secularists believe about justice and freedom</p> <p>Sticky Knowledge: Secularists believe</p> | <p>Mini Question: What do secularists believe about justice and freedom?</p> <p>Recap: what did you learn last lesson about Christian and Islamic teachings about justice?</p> <p>Activities</p> <p><u>https://www.secularism.org.uk/what-is-secularism.html</u></p> |

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| | <p>that everyone should be treated equally whether they hold religious beliefs or not</p> | <p>Explain the beliefs of secularists that they hold no religious beliefs but think that everyone should be able to believe in what they like but it should not influence society as this could make life unfair for some. For example, the involvement of religion in parliament. 'We believe that individuals/groups should neither be accorded privilege nor disadvantaged because of their religion, belief or non-belief.' Secularists believe in equality and freedom for all.</p> <p>Class discussion: 'Are we always free to act the way we want to?'</p> <p>Do you think we live in a secularist society?</p> <p>In books:</p> <p>Pupils to write in their own words what secularists believe and answer the two questions after listening to the points of views of others.</p> |
| <p>Lesson 6 Interpret and analyse</p> | <p>LO: To know what the Quran and Bible teach about forgiveness</p> <p>Sticky Knowledge: The bible and Quran teach followers that they should forgive others because it is up to God to judge them.</p> <p>Skill: Weigh up different points of view</p> | <p>Mini Question: What does the Quran and Bible tell us about forgiveness?</p> <p>Recap: What do different religions teach about justice?</p> <p>Activities:</p> <p>How would you feel/ react if...someone burst your football, got pen on your favourite teddy, ate the last cookie that was meant for you? Share ideas as a class and scribe on the whiteboard.</p> <p>What does Christianity say about forgiveness?</p> <p><u>The Unforgiving Servant Bible Story LifeKids - Bing video</u></p> <p>What does it say in the Quran about forgiveness? Give some quotes from the Quran</p> <p>Go back to the scenarios from the beginning of the lesson- How could you show forgiveness to these people? What could you say to them?</p> <p>In books:</p> <p>Speech bubbles to match the scenarios- what would a Christian/ Muslim /you say to forgive the people in the scenarios?</p> |
| <p>Lesson 7 Evaluate and review</p> | <p>LO: To explain what the world would be like without forgiveness</p> <p>Sticky Knowledge: It is not easy to forgive but it can make us feel better to forgive someone</p> <p>Skill: Explain a range of opinions and give reasons</p> | <p>Mini Question: What would the world be like without forgiveness? Is it easy to forgive?</p> <p>Recap: What does Christianity and Islam say about forgiveness?</p> <p>Activities:</p> <p>Scenario cards- sort into I would forgive/ I wouldn't forgive. Discuss as a class with pupils explaining their reasons.</p> <p>Role play scenarios asking for forgiveness/ forgiving someone. Is it easy to forgive?</p> <p>Feelings bubbles- how does it feel to forgive? Pupils could pick words from a selection or think of their own.</p> <p>Imagine what it would be like if no-one forgave each other. Picture of the world- pupils collate words to show what the world would be like without forgiveness- they could do this as a typographic art on the computer</p> <p>In books:</p> <p>Photos and work produced from the different activities- make sure they match the objective</p> |
| <p>Lesson 8 Reflect and respond</p> | <p>LO: To explain what forgiveness and fairness means to me</p> <p>Sticky Knowledge: It is not easy to forgive but it can make us</p> | <p>Mini Question: What does fairness and forgiveness mean to me and my life?</p> <p>Recap: What do fairness and forgiveness mean? Discuss learning from previous lessons.</p> <p>Should we forgive other people?</p> <p>When you do things wrong, do you ask for forgiveness?</p> <p>Is it better to forgive others or to be forgiven by others?</p> |

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| | <p>feel better to forgive someone</p> <p>Skill: Explain a range of opinions and give reasons</p> | <p>Listen to Martin Luther King's speech- I have a dream Have a Dream speech by Martin Luther King .Jr HD (subtitled) - Bing video</p> <p>What would your dream be for a fairer society?</p> <p>In books:</p> <p>Answer the question: What does fairness and forgiveness mean to me?</p> <p>Children to write their hopes and dreams for a fairer society. Link back to Martin Luther King's Speech and collate the pupil's hopes and dreams to create a class 'I have a dream' speech.</p> |
| <p>Lesson 9/10</p> <p>Demonstrate new understanding</p> | <p>LO: To respond thoughtfully to ideas about community, values and respect</p> <p>Skill: : Explain a range of opinions and give reasons</p> | <p>Mini Question: What is a current issue affecting Freedom and Justice today?</p> <p>Recap: What does fair mean? Is justice the same as fairness?</p> <p>Activities:</p> <p>Debate a current issue of justice and freedom eg, the UK sending Asylum Seekers to Ruanda to be processed</p> <p>Discuss the reasons for and against this issue.</p> <p>Split the class into 2, one side discuss the reasons for, the other side against.</p> <p>Have a class debate.</p> <p>Key words on the board</p> <p>Write a discussion text</p> <p>In books:</p> <p>Children to write a discussion text debating the current issue</p> |