



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

EP Scheme of Learning

Year 7 – Term 4/5 – How successful has religion been in fighting for justice?

Enquiry question: How successful has religion been in fighting for justice?

Golden Threads: Justice/Community

Disciplinary knowledge: Theology/Social Science

Intent – Rationale

This module will enable students to explain what justice means to Christians. They will examine the life of Jesus and use the Parable of the Good Samaritan and the story of Zacchaeus to explain how Jesus put his words into action. They will look at two key individuals Maria Gomez and Martin Luther King and see how their Christian beliefs were put into action in their own lives.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
Year 7: What impact does religion have on the world? Year 7: What effect do moral/ethical decisions have on human behaviour?	Year 8: Whose responsibility is it to help those in need? Year 9: Religion, Human Rights and Social Justice Year 9: Christian beliefs, teachings and practices Year 10: Religion, conflict and peace Year 10: Islam beliefs, teachings and practice Year 10: Religion, crime and punishment
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
History abolition of slavery/ Civil Rights movement in America Geography location of El Salvador/Jericho English speech writing/use of persuasive language	Students will have the opportunity to develop confidence through discussion and analysis of information (GB4b) Students will develop an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues (M4) Encouraging teamwork (GB4g) through group work Encouraging creativity (GB4i) Tolerance of others (BV5)
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> Key words, spellings, peer to peer activities, written assessment 	<ul style="list-style-type: none">



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EP Scheme of Learning

Year 7 – How successful has religion been in fighting for justice?

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?

Know

This unit will examine the issue of Justice and look at how two key individuals fought against injustice-Maria Gomez, Martin Luther King and Malcolm X. Students will use the teaching 'Remove the chains of oppression' from the Prophet Isaiah, the parable of the Good Samaritan and Jesus' interaction with Zacchaeus to understand Christian views on Justice. They will gain an understanding of why African-Americans were subject to unjust treatment through a study of the Jim Crow Laws and knowledge of White Supremacist groups such as the KKK. Martin Luther King's fight against injustice through his campaign of non-violence and his 'I have a Dream speech' will be used as an example of putting Christian beliefs into action. Students will also compare Martin Luther King's policy of non-violence with that of Malcolm X and evaluate what type of protesting is best. Sexism, homophobia and Islamophobia are to be considered as forms of injustice – their origins and impact on society today. Students will be able to answer the enquiry question at the end of the topic – How successful has religion been in fighting for justice?

Apply

Two assessment opportunities- peer group assessment on Racism and a formal assessment either the end of year exam or an extended written response to the enquiry question.

Extend

Pupils will evaluate the reasons behind injustice, look at why injustice still exists in the world today and to be able to state how successful religion has been in fighting for justice.

What subject specific language will be used and developed in this topic?

What opportunities are available for assessing the progress of students?

- Justice - What is right and fair for everyone
- Injustice-When you are not treated according to what you deserve
- Prejudice-- Believing some people are inferior or superior without even knowing them
- Discrimination-To act on the basis of prejudice
- Racism-The belief that some races are superior to others
- Segregation -A generalised and simplistic mental image of a group which is usually negative
- Parable -A story told by Jesus to illustrate an ideal way of behaving
- Poverty- Not having enough material possessions or income for a person's needs
- Christian-A follower of Christ
- Scapegoating-To blame things that go wrong on a particular person or group.
- Boycott-Withdrawing from doing something
- Sexism – to discriminate someone based upon their gender
- Homophobia – the fear of homosexuality
- Xenophobia – the fear of something strange/foreign
- Islamophobia – a political term meant as an insult that literally means the fear of Muslims. Sometimes used to describe a hatred of the religion and its followers.

Classroom tasks marked by teacher
 Presentation on Racism peer assessment
 Assessment = Based on the question – Explain how successful both Christianity and Islam have been in fighting for justice?/End of Year exam – Part B question – Extended answer using disciplinary skill of theology.



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

Implementation

Lesson title	Teaching activity/task	Assessment/Progress Check	Differentiation/Challenge/Extension	Homework Task	Resources
<p>What does Justice mean to Christians?</p> <p>Maria Gomez</p>	<p>Starter-watch a video clip which shows a series of images and using these explain what they think justice and injustice mean.</p> <p>Discuss as a class and then record a definition for each.</p> <p>Complete the Inference Grid</p> <p>Read through story and discuss with class with particular reference to her Christian beliefs.</p> <p>Summarise her story in 10 bullet points.</p> <p>Explain the problems in El Salvador</p> <p>Complete a table which identifies the main problems and possible solutions.</p> <p>Plenary- on a post it note ask pupils to write down one example of injustice which exists in the world today.</p> <p>OR Big thumb little thumb</p> <p>Students walk around the room. Pair up with another student- A question will be asked. Once discussed in your pair the teacher will then specify if it will be the person with the bigger or smaller thumb that will answer and report back discussion to the class!- check k and u of justice so far.</p>	<p>Completion of grid/bullet points</p> <p>Completion of table</p> <p>Plenary task</p>	<p>Differentiation through discussion and teacher questions.</p> <p>More than 8 problems identified for the table and possible solutions explained.</p> <p>Write down 5 ideas of how to make the world a fairer place today</p>	<p>Five facts about Jesus</p>	<p>Textbook This is RE B1 38-39</p> <p>EP Year 7 folder What is Justice?</p>
<p>What did Justice mean to Jesus?</p> <p>How did Jesus show justice in his actions?</p> <p>Complete lesson either on Zacchaeus or The Good Samaritan.</p>	<p>Starter Five facts about Jesus (recap on previous learning from the Ethics module)</p> <p>Introduce the concepts of oppression and outcasts. Give background info about the quote from Isaiah and why Jesus is using it in the synagogue. Links could be made to the society at the time (Pharisees obsessed with keeping rules over helping those in need).</p> <p>Using the information from pages 42-42 ask pupils to complete a diagram to explain what justice meant to Jesus.</p> <p>Use the story of Zacchaeus to illustrate how Jesus put his words into actions. (Selection of YouTube clips which could be used)</p> <p>Discuss the questions</p> <ol style="list-style-type: none"> 1) What was unjust about the situation before Jesus came along? 2) What did Jesus do to change it? 3) How did Jesus make the situation more just? 	<p>Completion of diagram 'What did Justice mean to Jesus'?</p> <p>Completed presentation</p>	<p>Differentiation through discussion and teacher questions.</p> <p>Differentiation by outcome as some presentations will be more detailed than others.</p> <p>Explain why the story is relevant in today's society.</p>	<p>Write a definition for the term racism and give one example of racism in society.</p>	<p>Textbook This is RE 1</p> <p>EP Year 7 folder What is Justice?</p>



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

	In groups of four prepare a two-minute news feature for Radio Jericho (use the guidance on p.45 of This is RE Bk1) OR Parable of the Good Samaritan – pupils can reconstruct the story to a modern genre. Story of the Good Samaritan can be found on Youtube clips- animated bible stories				
Christianity and Gender: Should women lead the Church?	<p>Starter- pupils to read the statements around the room and then decide if one/ stand near one that is more offensive than the others? Students be prepared to justify choice.</p> <p>Pupil prediction of lesson focus based of media articles and pictures of ordained women. Make link with concept of oppression.</p> <p>Historical and social factors about the changing roles of men and women in society- students order then in general chronological order as a class.</p> <p>Keyword sexism introduced.</p> <p>Brief discussion surrounding changing attitudes and introduction to key terminology: ordained and patriarchal.</p> <p>Explain attitudes to female leadership differs between denominations.</p> <p>Explanation of women in the New Testament- introduction as to why Jesus’ attitudes towards women were surprising – make link to outcasts. Pupils to summarise.</p> <p>Video clip.</p> <p>Sorting activity-reasons for and against women being leaders in the Church. Discuss to check understanding.</p> <p>Pupils read through the information and summarise how and why there are differences towards women as leaders between denominations. Students to be encouraged to identify Catholic and Protestant differences.</p> <p>Plenary- tweet a # in relation to today’s lesson. Can also be used as an exit pass.</p>	Verbal questioning Sorting activity and written task Plenary task	Differentiation through discussion and teacher questioning Written task some pupils have more points than others- differentiation through outcome. <i>Order historical and social factors</i> <i>Why was Jesus’ attitude to women surprising?</i> <i>Why might someone say that Genesis suggests women are weaker than men?</i> <i>Explain how two contrasting quotes about women from Paul could be interpreted.</i>	‘Men and women are not viewed as equal in Christianity’ One PEE point to agree One PEE point to disagree One PEE point for personal opinion.	Textbook-Ks3 World Religions: Judaism, Christianity and Islam by Robert Orme and Andy Lewis. Pages 78-79
Homosexuality	<p>Starter- ‘what’s the connection?’ – students to identify the link between celebrities.</p> <p>Introduce key-terms: homosexual, heterosexual and homophobia- students to correctly match up.</p> <p>Links to be made to Human Rights.</p>	Key words Summary of information around the room. Verbal questioning	Differentiation shown through teacher questioning and discussion. <i>Interpretation of scripture accurately and concisely.</i>		



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

	Information hunt- Christian and Islamic perspectives on homosexuality. Pupils to find 2 (minimum) pieces of information for Islam, Catholics and Church of England and a key teaching. Students to complete sentences starters to show different religious beliefs surrounding homosexuality and where beliefs stem from.		Some pupils finding more information than the set amount. Suggest ways that society could encompass LGBTQ+ society and how could the school.		
What is Racism? 2 lessons	Starter Show video to help with defining racism. Scenario given surrounding Marcus Rashford and experience of racism. Show 'X is for Xenophobia' to explain concept of Racism Group work to present a poster about racism and justice in the world (guidelines are given on the PowerPoint) Pupils can look at Sport/Media/Politics/History- Holocaust, Windrush, Slavery/Music Plenary: What have they learnt?	Completed fill in the gap activity Peer assessment for Racism posters	Peer support for poster activity Reflect on how racism affects our society today Suggest ways in which society can change attitudes	Continue research for racism poster	EP Year 7 folder What is Justice?
How were African-Americans treated? Potentially merge with following lesson for KSHS.	Starter use a series of images which show segregation and ask the question 'Is this fair'? Focus on one image and ask pupils to write three questions they would want to ask about the image. Explanation of the Jim Crow Laws and how they originated. A card sort exercise is available which asks pupils to work in pairs, sort the cards into an order of what you think affected the lives of African-Americans the most. Consider the impact on their day to day lives. What would become difficult? How would that make them feel? Plenary Select an image from the start of the lesson and ask pupils to answer the questions they asked.	Completed questions as a result of the card sort activity.	Differentiation through discussion and teacher questions An identification of which of the Jim Crow Laws would be most damaging How could African-Americans have responded?		EP Year 7 folder What is Justice? This is RE! Bk 2
What did Justice mean to Martin Luther King?	Starter Who were the KKK? Select an appropriate clip about the KKK and ask pupils to write down five facts. Who was Martin Luther King? Using the comic strip/autobiography 1) Divide your page into four boxes. 2) Label them:	Completion of written task Five bullet points on the Montgomery Bus Boycott		1) Can you think of a 'bad' situation that is happening today? 2) How would you protest to make it stop?	EP Year 7 Folder What is Justice?



ROBERT CARRE TRUST ETHICS AND PHILOSOPHY

	<ul style="list-style-type: none"> • Life as a young man (1929-53) • Early Career (1953-1961) • Life in the civil rights movement (1961-64) • Religious Influences <p>4) Use the comic to fill in the boxes with key details/events in his life.</p> <p>Watch the story of the Bus Boycott. https://www.youtube.com/watch?v=oyQgg2liP7g Summarise the boycott in five bullet points. Refer to the following people/groups. Rosa Parks Martin Luther King Other African Americans What was the result of the Bus Boycott? OR read the story of the Bus Boycott</p>			3) Would you use non-violent or violent protests? Why?	
How did religion influence Martin Luther King?	<p>Starter A game of bingo to test recall on key terms/life of MLK</p> <ul style="list-style-type: none"> • Annotate the key Christian beliefs (three key beliefs; 'treat others as you wish to be treated' 'All humans are made in the image of God', 'Love thy neighbour'. • Make sure you include: <ul style="list-style-type: none"> - Why they influenced MLK to stand up against the discrimination he faced - Why they influenced MLK's choice of non-violent protests • Listen to the '<i>I have a dream</i>' speech and ask pupils to consider; • What are the phrases that MLK uses over and over again? Vocab sheet can be completed. • What is his vision? • What Christian beliefs does he refer to? <p>Plenary If you had to pick three key teachings to promote around school what would they be and why?</p>	Annotated Christian beliefs Completed Vocab sheet about the speech	All pupils are able to identify two/three phrases from the speech <i>Some pupils will be able to explain more clearly what MLK's vision was after listening to the speech</i> <i>The identification of Christian beliefs and linking them to the relevant section of the speech may prove more challenging.</i>		EP Year 7 Folder What is Justice?
Assessment	Newspaper article				