

ABOUT THIS UNIT:

This unit begins by looking at “The United Nations Declaration of Human Rights” and explores the rights and responsibilities we have as humans. The unit then focuses on justice and the work of religious people putting their faith in action.

Estimated time for this unit: 10-12 lessons

Focused Religions: Christianity and Hinduism

Where this unit fits in:

This unit forms the summer term focus for Year 7. Concepts introduced here are picked up in the Global Issues units of Year 8 and 9.

KEY LEARNING OUTCOMES

- AT 1a investigate and explain the differing impacts of religious beliefs and teachings on individuals, communities and societies.
- AT 1e discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues.
- AT 2b *evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world.*
- AT 2d *reflect and evaluate their own and others’ beliefs about world issues.*

KEY STRANDS ADDRESSED BY THIS UNIT

- AT 1a beliefs teachings and sources.
- AT 2f *values and commitments.*

LINKS TO THE EVERY CHILD MATTERS AGENDA

POSITIVE CONTRIBUTION

Making a positive contribution by considering rights and responsibilities for themselves, their communities and within religions and belief systems.

CONTRIBUTIONS TO PUPILS SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

SPIRITUAL

- Considering the value, purpose and dignity of human beings.
- Reflecting on what is of ultimate value.

MORAL

- Developing a sense of conscience and responsibility.
- Reflecting on how religions and beliefs lead to particular actions and concerns.

KEY SKILLS

- Reflection
- Analysis and evaluation
- Communicating
- Reasoning

KEY ATTITUDES

Respect for all

Prior learning	Vocabulary	Resources
It is helpful if pupils have: Some background knowledge of Hinduism and of the teaching of Jesus.	In this unit, pupils will have an opportunity to use words and phrases related to: Rights Responsibilities Ahimsa Caste System Justice Injustice Pacifism	File – Gandhi Card Sort- Human Rights Gandhi Mystery Information packs on Christians who have fought against injustice.
EXPECTATIONS at the end of this unit: Nearly all can: (at level 4) • make the link between religious beliefs and teaching about justice and the way religious people act. (AT1) • <i>raise questions about moral decisions people make. Ask why there is injustice in the world and suggest possible solutions. (AT2)</i> Many can: (at level 5) • explain reasons for beliefs about rights and injustice (AT1) • use religious sources (i.e. the Bible) to provide answers Christians and Hindus would give about rights and justice (AT1) • <i>raise questions about moral decisions and explain their own responses to injustice and human rights (AT2)</i>		
Some pupils will have progressed further and can: (at level 6) • interpret religious sources and explain what religions teach about the big questions. Be aware of the diversity within and between religions (AT1) • <i>use reasoned arguments to express their own views about issues of rights and responsibilities using religious and philosophical vocabulary. (AT2)</i>		

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
What are human rights?	- why there is a Declaration of human rights. - what rights are in the declaration?	Discuss the context of the Declaration of Human Rights – end of the 2nd World War and after the Holocaust Card sort of Human Rights (Appendix 1) Write a statement of Rights for the school of your community. Share these with the class.		This links with work students will do in PHSE.
Does everyone have rights? What is the link between rights and responsibilities?	humans have rights but we also have responsibilities.	Picture stimulus – images showing people who do not have human rights. Make a list of groups in the world who do not have rights. Sorting exercise to distinguish between rights and responsibilities. (Appendix 2) Discuss the link between rights and responsibilities. i.e. in order to let others have rights we must have responsibilities.		Pictures of people without basic rights can be found on the internet.

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
How did Gandhi work for rights?	that Gandhi believed all were equal and he used non-violent methods of protest.	- Use clips from film Gandhi To illustrate unfairness e.g. Massacre at Amnitsar . Mystery - Why did Gandhi walk hundreds of miles across India to the sea?(Appendix 3) Gandhi marched across India to Dandhi in 1930 with thousands of Indians. At the sea he collected salt which was forbidden by the British. Despite many arrests and some violence from the army Gandhi and his followers used no violence. - Students select important events from Gandhi's life and say why they are important.		Background to Hinduism would be useful here. Select clips from the film.
How did Jesus fight injustice?	- that Jesus showed particular concern for the marginalized and those without rights or justice. - Jesus' teaching and actions are examples to Christians	- Use stories of Jesus. Separate students into groups and ask them to role play stories of Jesus fighting injustice. - Create a spider diagram or post it board of the ways Jesus fought injustice. A post it board is a flip chart page where groups stick on post it notes of information they have discovered.	Possibility for Peer Assessment. How well do role plays get their message across?	Use: The Good Samaritan. The Ten Lepers. Turning the Tables in the Temple. Zaccheus. The Parable of the Sheep and the Goats.

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
How have Christians fought injustice and worked to give others rights?	that faith/belief and action are strongly linked.	- Personal research project on a Christian who has fought injustice. - Must include an explanation as to how their faith affected their actions. (Appendix 4) - These projects could be done as an information booklet or a poster. Students should share their findings by presenting their projects to the class.	Possibility here for Peer Assessment.	Possible topics: Mother Teresa Martin Luther King Oscar Romero Desmond Tutu William Wilberforce The key questions: What type of injustice did they fight? How did they fight injustice? How did they put their faith into action?
What is your response to these issues?	to make their own thoughtful and considered responses to the issue of injustice.	- Assessment. personal Evaluation done with project in front of them. - This assesses AT 1a) Beliefs and teachings and AT 2f Values and Commitments. “Religious people should be involved in fighting unfairness” Do you agree?.	This could be the Key Assessment Task for this unit.	A key assessment task sheet and mark scheme is provided in Appendix 5.

Appendix 1

All human beings are born free and equal	Everyone has the right to life, liberty and freedom from fear and violence	Everyone has the right to nationality
Everyone has the right to rest and leisure	Everyone has the right to freedom of thought, conscience and religion	Everyone has the right to freedom of movement in his country and abroad
Everyone has the right to equal pay for equal work	Everyone has the right to protection of the law	Both men and women have equal rights in marriage and divorce
Everyone has the right to own property	Everyone charged with a crime has the right to be assumed innocent until proven guilty	Everyone has duties to the community to ensure the rights and freedoms of others

Appendix 2

Rights and Responsibilities

Look at the following list of human rights and responsibilities.
The rights and responsibilities are muddled up.

- A name and identity of our own
 - To show respect to other people of other countries
 - A country to belong to
 - Food, shelter, warmth
 - To be educated and develop new skills
 - To buy and own things
 - To treat other people as individuals, not as thing or just part of a group
 - To have protection of the law
 - Not to steal people's thing
 - To share our things with needy people
 - To meet together to share new ideas
 - To be safe from violence and fear
 - To be helped when we are old or ill
 - To protect other people from unfair treatment
 - To listen to others
 - To always try and find out what the truth is
 - To respect other people's religious beliefs
 - To treat animals kindly
-
1. Divide your page in two columns headed 'Rights' and 'Responsibilities'.
Put each of the above statements in it's correct column.
 2. Make a list of fairness and unfairness that you can think of. You can include things in your life as well as about people in general.
 3. In two columns write down 'My needs' and 'my wants'.
 4. Write a sentence about each of the following: human rights, freedom, rights responsibilities, inequalities, tolerance.

Appendix 3

Why did Gandhi walk hundred of miles across India to the Sea?

Gandhi was a pacifist. He did not believe in violent action. As a Hindu he believed in 'Ahimsa' or non-violence.	Gandhi was concerned for the poorest people and called the outcasts 'God's Children.' He believed that all people are equal.	Many Indians wanted independence from Britain. They wanted to rule themselves.,	India has a huge area of coastline.
India was part of the British Empire.	Thousands of Indians and some newspaper reporters joined Gandhi on his march.	The British army had arrested Gandhi several times.	When Indian people threatened the British or were violent Gandhi went on hunger strike until they stopped.
Indians could only buy salt from the British and had to pay tax on it. They were not allowed to make it themselves.	Gandhi wore the clothes of a poor Indian – simple white robes. Ordinary people in India saw him as a leader	People called Gandhi 'Mahatma' or 'Great Soul'.	Gandhi started his march on 12 th March 1930. It took him 24 days to reach the sea.

Appendix 4

Christianity and Injustice Project

PLANNING SHEET

The injustice they fought against was:

The way they tried to tackle injustice was:

The way their Christian faith affected their actions was:

My own ideas about injustice are:

Appendix 5

KEY ASSESSMENT TASK RIGHTS AND RESPONSIBILITIES

“Religious people should be involved in fighting unfairness”.

Do you agree?

AT1a) Beliefs and teaching

AT2f) *Values and commitments.*

Tackle this question by writing an answer to each of the questions below, write in as much detail as you can.

- a) Give examples of unfairness in the world today.
- b) How did Jesus fight injustice? Give examples.
- c) How did the Christian you have studied fight injustice?
- d) Explain why they felt it was important to work against injustice.
- e) How did Gandhi fight injustice?
- f) What do you think about unfairness?
- g) Do you think that religious people should fight injustice? Why? / Why not?

Words you could use:	
Justice	Spiritual
Unfairness	Jesus
Rights	Gandhi
Responsibilities	Untouchables
Poverty	Salt March
Wealth	Independence
Political	

Mark Scheme

Rights and Responsibilities

Assessing

AT1a) Beliefs and Teachings

AT2f) *Values and Commitments*

Level Three

Students give a brief description of injustice and link this with Jesus' actions.
Begin to identify the impact Christianity has on the lives of Christians.
They describe examples of fairness from their own perspective and that of others.

Level Four

Students describe the impact of injustice.
Students understand the link between Jesus' teaching on injustice and the actions of Christians.
Discuss differences and similarities between Christian and Hindu views on issues of injustice.
Give personal views on the problems of injustice, showing awareness of the views of others.

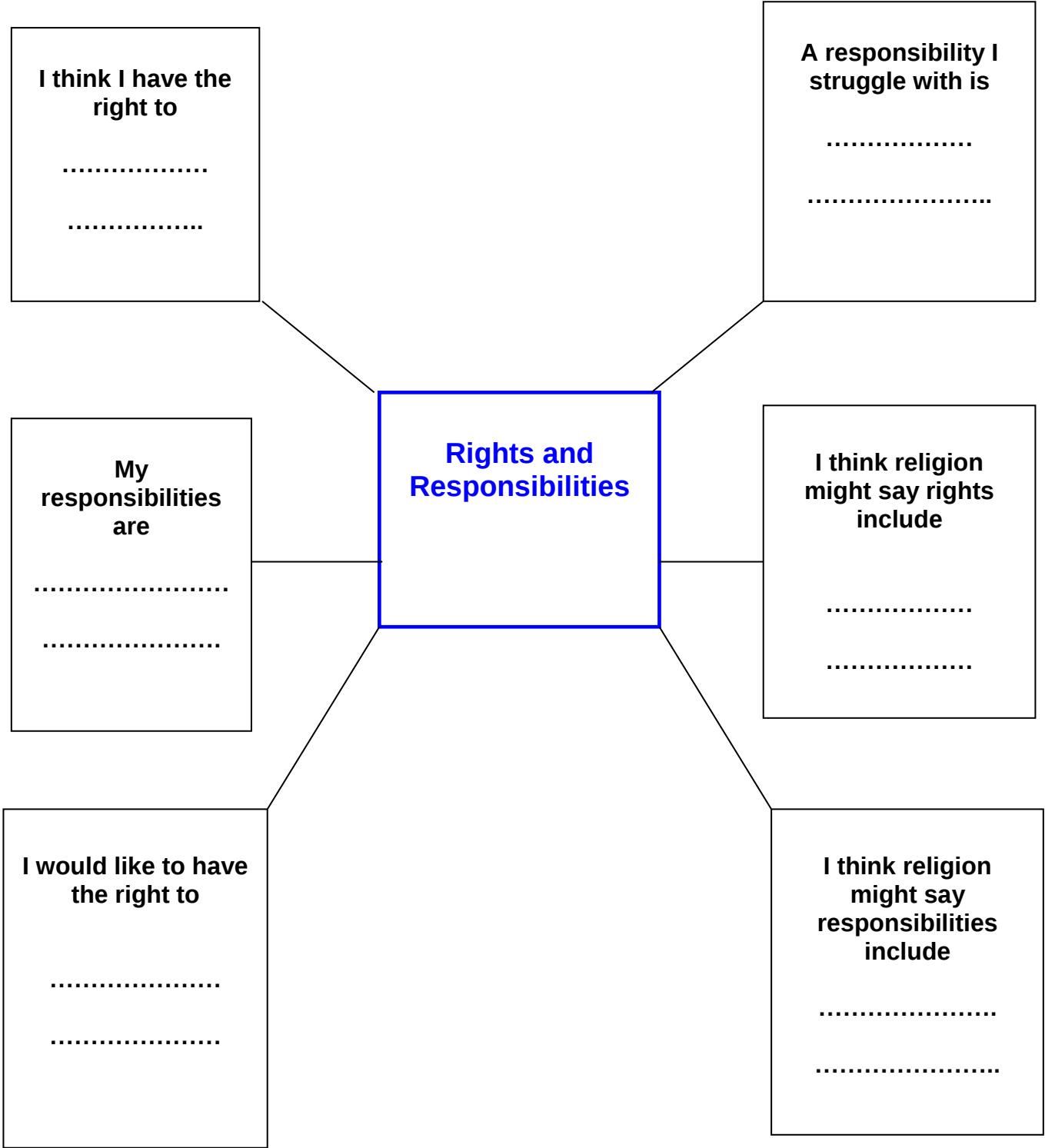
Level Five

Students use a wider religious vocabulary.
Students give reasons for the beliefs about injustice held by Christians.
Students explain how Christians use the teaching of Jesus to provide answers to the question of injustice.
Suggest reasons for similarities and differences in the views of Christians and Hindus on issues of injustice.
Students explain their own views about injustice and their own responses to questions of unfairness and inequality.

Level Six

Students use a wider range of religious and philosophical language.
Students explain Christian, Hindu and non-religious ideas about injustice, showing an awareness of different attitudes. (For example dealing with the causes or only the effects of injustice, Christians only dealing with "spiritual life.")
Show an understanding of the link between religious teachings and issues of rights, responsibilities and injustice.
Use reasoning and examples to reach personal conclusions about the issues of injustice.

FORMATIVE GRID



SUMMATIVE GRID

Rights and Responsibilities

As a result of my learning in this unit I would now say rights include
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A key idea of Gandhi was
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Christians might respond to injustice by
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Religion is concerned with rights and responsibilities because
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What I found challenging in this unit was
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The most important aspects of this unit for me were
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I think people can demonstrate their faith by
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In the light of my learning in this unit I now think key responsibilities include
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