**Awareness Mystery Value (AMV): Distinctively Local Schemes of Learning**

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| **Key Stage 3 Unit 9: What’s to be Done? What really matters in religion and beliefs? [B&F]****This unit explores how people’s values and commitments might be demonstrated in the lives of individuals and communities.** |
| **About this example** This unit examines the beliefs and actions of a Roman Catholic priest and his congregation in Bristol: Father Richard MacKay and the work he and his congregation at St Nicholas Tolentino, Easton. Sanctuary and Welcome for Asylum Seekers.They have protected and provided sanctuary and support for Asylum Seekers and Refugees coming to Bristol. They have set up a charity called “Borderlands” and Father Richard is Chair of Bristol City of Sanctuary.  |
| **Where the example fits into the curriculum**This unit could be Religious Education’s contribution to a focus on Refugee Action or part of a KS4 citizenship and RE unit about inclusion and diversity in modern Britain.  |
| **Prior Learning** |
| **Featured Religions / Beliefs** | **Areas of Enquiry** |
| Christianity  | **AT 1: Learning ABOUT religion and belief** | **AT 2: Learning FROM religion and belief** |
|  | A. Beliefs, teachings and sources |  | D. Identity and belonging |  |
|  | B. Practices and ways of life | ✓ | E. Meaning, purpose and truth |  |
|  | C. Forms of expression |  | F. Values and commitments | ✓ |

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| **Key Question: How has one church responded to poverty and injustice in Bristol** |
| **Supplementary Questions**1. What rights and responsibilities do I have?
2. Why does there seem to be so much poverty and injustice in the world?
3. How do religions and beliefs encourage their members to be a force for good in the world? (Religious practices such as prayer, meditation, charitable giving, giving time to those in need, spoken and written advice and guidance, etc)
4. How do religions and beliefs engage in dialogue with one another?

**Questions for this exemplar**1. What are the issues surrounding asylum seekers and refugees in the UK at the moment?
2. What are the Christian beliefs that have influenced the community of St Nicholas Tolentino and their priest and motivated them to support

Asylum seekers?1. How have they put their beliefs into action?
2. What response do I and others have to the beliefs and actions of Father Richard and the community of St Nicholas Tolentino?
3. How far should a Church go to “Love the Stranger”?
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| **Resources*** [Lesson plans and worksheets available on this website.](http://awarenessmysteryvalue.org/wp-content/uploads/2016/11/L3091a-Resources.docx)  <http://www.refugeecouncil.org.uk/policy_research/the_truth_about_asylum/facts_about_asylum_-_page_1>
* <http://www.redcross.org.uk/What-we-do/Refugee-support/Refugee-facts-and-figures>
* <https://bristol.cityofsanctuary.org/>
* <http://www.tolentino.org.uk/>
* <http://borderlands.uk.com/>
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| **Learning Outside the Classroom** You might try to Visit St Nicholas of Tolentino (although they are very busy and have no education officer). Or contact Bristol City of Sanctuary or Borderlands to see if a Refugee/ Asylum seeker (and possibly a translator) who has been supported by the project could come into school to talk about their experiences.enquiries.borderlands@gmail.com . The Charity will appreciate a donation for this service. |
| **Expectations: By the end of this sequence of learning:** |
| **(Developing) Students:**  | **(Secure) Students:**  | **(Exceeding) Students:**  |
| * describe what Richard MacKay and the people of St Nicholas Tolentino have done to help asylum seekers;
* reflect on their own responses to the work at St Nicolas Tolentino and give reasons for their thinking.
 | * explain how Father Richard MacKay and the congregation of St Nicholas Tolentino have lived out their Christian beliefs;
* reflect on the links between the Church’s actions and their own beliefs, give reasons for the responses using examples where possible.
 | * explain why their might be a need for this kind of work at this point in world history and why St Nicks has been a church which has responded;
* give reasons as to why some people might be critical of this work and offer their own opinions as to the usefulness of this way of putting beliefs into action.
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| **Key Question: How far should a Church go to “Love the Stranger”?** |
| **Teaching and Learning Activities** |
| **Step 1: Engagement** Set up an enquiry.**Starter:** Show this short film: <http://www.itv.com/news/west/story/2013-01-15/asylum-sleep-out/> * Ask students to think, pair, share this question: Why were these people protesting? (5 mins)

**Main:** Explain that this event and a campaign group, a person, and a community involved in that protest are the topic of this lesson.To introduce this idea in more detail you could show just a short extract of the following film (the sound quality is not brilliant – but it does show Father Richard MacKay who is important to this lesson). Just show 1 minute of the film **4.00 - 5.06**: <http://youtu.be/DC1rPiJhMWU> Ask the students for their views on such questions as:* How does this film explain what Sanctuary is?
* What questions would you like to ask of people seeking sanctuary in Bristol?
* What questions would you like to ask of people who support people seeking sanctuary in Bristol?
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| **Step 2: Investigation** **Information Trail** * Place nine information stations (see materials) around the room and ask the students to go and collect information in pairs / threes (they divide up the stations and come back together to piece together the whole picture.) (20 mins)
* Students then decide which pieces of information are the most important and gives evidence to help them answer the key question. (15 mins)
* How far should a Church go to Welcome the Stranger? Is this what a Church should be doing?
* Students summarise the information together.
* Each group feeds back to the class - the three pieces of information that a) surprised them b) moved them, c) they had questions about.
* They then answer the key question: How far should a Church go to “Love the Stranger”?
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| **Step 3. Summary and Assessment of learning*** Encourage the students to work in groups to fill in the mind-mapping sheet (A3). (15 mins)
* After some time, gather some views from the students and highlight some main points about the issues being addressed by the City of Sanctuary project.

**Plenary*** Discuss the reflection question – this could be done in a physical from in a continuum: “Saints” on one side of the room and “misguided fools” on the other and those in-between.
* Ask the students for their reasons for standing where they are and how they might try to persuade others of their opinion? (10 mins)
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