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

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| **Key Stage 3 Unit 6: How might beliefs affect my thoughts, ideas and actions? [A&F]**  **This unit explores how beliefs affect approaches to moral issues.** | | | | |
| **About this example**  This example is built upon materials prepared for an investigation of the connections between Bristol and the slave-trade and is intended for a Y8 or Y9 class.  **Learning Outcomes:** The programme of learning aims to provide students with opportunities to:   * suggest reasons for similar and different interpretations of scriptures and other important texts; * explain the challenges of the Christian principles of love, forgiveness and trust in God with reference to key texts; * use reasoning and examples to express their own views on how Christianity and other the tradition(s) being studied have affected the world. | | | | |
| **Where the example fits into the curriculum**  This example connects with Areas of Enquiry A (Exploring beliefs about spiritual dimensions of life) and F (Values & Commitments).  Students explore the connections between RE and other subject areas, such as History. The scheme also makes cross-curricular connections with SMSC, Citizenship and PSHE. | | | | |
| **Prior Learning**  In *History*, students are studying ‘Slavery and its abolition’.  In *RE*, students have studied Christian and other responses to some of life’s big questions and a range of different ways in which Christians express their identity. | | | | |
| **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 might beliefs affect my thoughts, ideas and actions?** |
| **Supplementary Questions**   1. What codes of behaviour exist in religions and beliefs? 2. How relevant to modern life are religious values and codes of behaviour? 3. How might beliefs, values and moral codes apply to ethical situations today? 4. What are my most important values and codes of behaviour? |

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| **Resources and Learning Outside the Classroom** |
| Download the supplementary resources for this unit here: [Resource 1 – Bristol & The Slave Trade](http://awarenessmysteryvalue.org/wp-content/uploads/2018/12/L3062-Bristol-slave-trade-Res1.docx); [Resource 2 – Time Line](http://awarenessmysteryvalue.org/wp-content/uploads/2018/12/L3062-Bristol-slave-trade-Res2.docx)  This unit could be enhanced by (a) coordinating an approach with the History department and (b) a visit to the John Wesley Chapel (The New Room) and / or St Mary Redcliffe Church in Bristol. Guides at both these places should be able to support any investigation into the Atlantic slave-trade if given sufficient advance warning. Dr Edson Burton (see linked resources) is happy to be a visitor to schools to support this unit. Contact him for further details and costs at: [eburton70@hotmail.com](mailto:eburton70@hotmail.com) |

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| **Expectations. By the end of this sequence of learning:** | | |
| **[Developing] Students:** | **[Secure] Students:** | **[Exceeding] Students:** | |
| * link given scriptural passages with key historical figures of the slave-trade age; * give a reasoned view on modern Christian responses to issues connected with the legacy of the Atlantic slave-trade; * reflect on their own responses to questions raised about the legacy of Edward Colston. | * suggest why some Christians interpreted biblical texts in different ways; * explain how Christians today might apply principles of love, forgiveness and trust in God to issues connected with the legacy of the Atlantic slave-trade; * reflect on the links between Christian responses and their own beliefs, give reasons for the responses using examples where possible. | * give some historically contextualised reasons to explain why Christians have differed in their interpretations of certain biblical texts; * make secure connections between Christian principles and a range of possible responses to issues connected with the legacy of the Atlantic slave-trade; * outline why some people might be critical of some Christian responses and offer their own opinions as to the usefulness of different ways of putting beliefs into action. | |

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| **Key Question: As decided by the students themselves in relation to the key question of this unit: How might beliefs affect my thoughts, ideas and actions?** |
| **Teaching and Learning Activities** |
| **Step 1: Engagement (Lesson 1)** Set up an enquiry into the Atlantic slave-trade, explaining that the students will be looking at some historical figures such as Edward Colston, who made a fortune in businesses dependent on the slave-trade but was one of Bristol’s greatest ever benefactors.  **Starter:** Show a short video (or extract) about the Atlantic slave-trade, e.g., [www.youtube.com/watch?v=3NXC4Q\_4JVg](http://www.youtube.com/watch?v=3NXC4Q_4JVg)   * Ask students to think, pair and share their ideas about such concepts as ‘freedom’ and ‘slavery’.   **Main:**   * Ask the students to work in small groups to agree a good question to explore regarding the Atlantic slave-trade, especially in relation to issues of religion and belief. * Remind them that a good question here will be one that has no easy answer and will require some investigation, research and thought. * Negotiate each group’s key questions by pointing out the supplementary questions for this unit and ask them to make a plan of action. * Let them know that the object will be to present their findings to others in the class at the end of the investigation. * Examples of good questions are: ‘What part did religious beliefs play in ending the Atlantic slave-trade?’ ‘What lessons for Christians today are there in the story of the Atlantic slave-trade?’ ‘What is the best Christian approach to the memory of Edward Colston?’ |
| **Step 2: Investigation (Lesson 2 and 3 +)**   * Remind the students about their thoughts on ‘freedom’ and ‘slavery’, and ask them to consider some further ideas: ‘power’, ‘racism’, ‘exploitation’ and ‘dehumanisation’. * Get some feedback and then supply the small groups with the ‘Bristol & The Slave Trade’ resources: [Resource 1](http://awarenessmysteryvalue.org/wp-content/uploads/2018/12/L3062-Bristol-slave-trade-Res1.docx); [Resource 2](http://awarenessmysteryvalue.org/wp-content/uploads/2018/12/L3062-Bristol-slave-trade-Res2.docx). * Remind them of the question(s) they had started with for their investigations and ask them to bear those in mind as they follow up the links in the resources and jot down their initial answers to the set questions. * Monitor their progress exploring the lives and actions of Edward Colston, Hannah More and John Wesley encouraging the groups to think about how they will present their findings and their conclusions. |
| **Step 3: Response and Action (Lesson 4+5 )**   * Encourage the students to consider the arguments about Colston, about Christian and other ‘worldview’ perspectives and to read the poems by Edson Burton. * Move the students onto their presentations and provide them with any materials they need to put their ideas together in a coherent form, e.g., flip-chart paper or electronic equipment for a digital presentation. * Monitor their progress, encouraging to remember (a) their key question and (b) the key and supplementary questions of this unit. * Note the contribution being made by each students to the overall presentation. |
| **Step 4: Summary and Assessment of learning**   * Provide an opportunity for each group to present their findings and for brief feedback from members of other groups. * Make an assessment of each students’ contribution according to the learning outcomes and expectations listed above. |
| **Step 5: Extension activities**   * Ask the students to find out about other Bristol groups that campaigned against slavery. See, e.g. [www.discoveringbristol.org.uk/slavery/against-slavery/campaign-against-slave-trade/campaigners/bristol-campaign/](http://www.discoveringbristol.org.uk/slavery/against-slavery/campaign-against-slave-trade/campaigners/bristol-campaign/) [www.bbc.co.uk/bristol/content/articles/2007/03/16/abolition\_walk\_feature.shtml](http://www.bbc.co.uk/bristol/content/articles/2007/03/16/abolition_walk_feature.shtml) <http://abolition.e2bn.org/campaign_17.html> [humanities.uwe.ac.uk/bhr/Main/slavetrade/antislavery.htm](http://humanities.uwe.ac.uk/bhr/Main/slavetrade/antislavery.htm) * Encourage the students to supplement their investigations by considering the experience of the slaves themselves as they were removed from their homes in Africa to the ‘New World’ of the Americas. Ask them to begin to reflect on the idea that ‘black history is everyone’s history’. This is a huge topic, but students could begin by exploring the resources at the International Slavery Museum: [www.liverpoolmuseums.org.uk/ism/slavery/europe/legacy.aspx](http://www.liverpoolmuseums.org.uk/ism/slavery/europe/legacy.aspx) * In exploring the positive contribution of black religious communities to modern British public life, students could begin with the parts played by The Kingdom Choir and Bishop Michael Curry at the wedding of Prince Harry and Megan Markel in May 2018. This could be followed up by asking: What part do black-majority Christian church communities play in British life? See, e.g. Dr Joe Aldred’s 2007 address to the University of Birmingham: [www.cte.org.uk/Groups/236173/Home/Resources/Pentecostal\_and\_Multicultural/Black\_Church\_in/Black\_Church\_in.aspx](https://www.cte.org.uk/Groups/236173/Home/Resources/Pentecostal_and_Multicultural/Black_Church_in/Black_Church_in.aspx) |