**Awareness Mystery Value (AMV)**

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| **Key Stage 3 Unit 6: How might my beliefs affect my thoughts, ideas and actions? [A&F]****This unit explores how beliefs affect approaches to moral issues.** |
| **About this example**This example, written by Esther Messinger (Bristol Cathedral Choir School), is intended to be taught as a programme of study to develop students’ understanding of Christian beliefs in action. This programme of study was written for Year 8 students however some schools may feel it more appropriate for Year 9 students (particularly lesson 10). Students form, and reflect on their own belief of the nature of justice and the methods in which it can be achieved. They investigate what justice meant to Jesus, and the different ways since that Christians have worked for justice: this is done through a study of the voting rights of prisoners, the slave trade, poverty in India and El Salvador and capital punishment. This unit promotes verbal reasoning through debate. Students will debate the value of the methods used to achieve justice by Mother Teresa and Oscar Romero, and the ethics of capital punishment and. The final assessed task is in the form of an essay in response to the statement ‘There is a place for capital punishment in the world today’. There is an opportunity to bring RE out of the classroom by exploring the work and life of famous Bristolian Christians of Bristol who contributed to the abolition of the slave trade such as William Wilberforce, John and Charles Wesley, Josiah Tucker and Hannah More (see the Teacher resources section for contacts to arrange trips). The programme of learning aims to engage pupils through activities that may, e.g:* grab attention, produce amazement, engage imagination or create a sense of wonder;
* involve a real-life choice or inspire action;
* affirm identities and sense of belonging, relate to social interests, involve working with others and leave nobody out;
* offer an authentic experience or encounter, which challenges their own views and extends their understanding of others;
* introduce something new that they feel impelled to share with others; or help them to see the significance of something already familiar.

The specific *personal, learning and thinking skills* of creative thinker, self manager, reflective learner and effective participator are incorporated in the activities and students may make a record of how well they apply these skills. |
| **Where the example fits into the AMV programme of study** This example connects with Areas of Enquiry A (Beliefs, Teaching and Sources) and F (Values and Commitments). It terms of ‘experiences and opportunities’, the example connects with ‘[discuss, question and evaluate](http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/religious-education/programme-of-study/index.aspx?tab=5#note5_2_a) important issues in religion and philosophy, including ultimate questions and [ethical issues](http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/religious-education/programme-of-study/index.aspx?tab=5#note5_3_a)’ (d) and ‘reflect upon and carefully evaluate their own and others’ beliefs and values, using reasoned, balanced arguments’ (e). It makes cross-curricular connections with History and English. |

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| **Prior Learning**In *History*, pupils may have in their ‘British History’ studies learnt about ‘…the nature and effects of the slave trade, and resistance and decolonisation’. In *English*, pupils have in their ‘Speaking and Listening’ studies ‘prepared formal presentations and debates’ (a) where they have practised ‘describing, instructing, narrating, explaining, justifying, persuading, entertaining, hypothesising; and exploring, shaping and expressing ideas, feelings and opinions’ (e). In *RE*, pupils have learnt about the ‘life and teaching of Jesus’ (Unit 2 KS2). |
| **Featured Religions / Beliefs** | **Focus ‘Key Concepts’** |
| Christianity | **AT 1: Learning ABOUT religion** | **AT 2: Learning FROM religion** |
|  | A. Beliefs, teachings and sources | 🗸 | D. Identity, diversity and belonging |  |
|  | B. Practices and ways of life |  | E. Meaning, purpose and truth |  |
|  | C. Forms of expressing meaning |  | F. Values and commitments | 🗸 |
| **Key Question: *How might my 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**The following texts and e-resources have been used for the sample learning activities below. Teachers will want to vary the resources suggested here to suit their pupils. Classroom* Video ‘Should prisoners vote?’ available on You Tube - <http://www.youtube.com/watch?v=urJ6nH-wewQ&feature=fvsr>
* Trailer for ‘Romero’ homework film
* Trailer for ‘Mother Teresa’ homework film
* Student reading book, taken from the ‘Faith in Action’ series. Constant, A. 1999. *In the Streets of Calcutta,* Canterbury: Religious and Moral Education Press. Available from <https://www.amazon.co.uk/Streets-Calcutta-Mother-Teresa-Action/dp/1851751653> £2.79
* <https://www.bbc.co.uk/bitesize/clips/zwyjxnb> Student reading book, taken from the ‘Faith in Action’ series. Gearon, L. 1998. *A Modern Martyr.* Canterbury: Religious and Moral Education Press. Available from <https://www.worldofbooks.com/en-gb/books/liam-gearon/modern-martyr/9781851751471?gclid=EAIaIQobChMI4JOgq86V8wIVCLrtCh01MwKXEAQYASABEgJDyfD_BwE> £3.79
* Class set of Bibles.
* Videos on Desmond Tutu available on you tube - <http://www.youtube.com/watch?v=eRDBWoV_hA0&feature=related> and <http://www.youtube.com/watch?v=raG6eIL-LM0&feature=related>
* Board works PowerPoint ‘Crime and Punishment’ available to purchase from <http://www.boardworks.co.uk/ks3ks4-religious-studies_99/product-showcase>
* The Forgiveness Project <http://theforgivenessproject.com/?s=south+africa&post_type=stories>

Teacher Reference* For a trip to the Wesley Chapel in Bristol: <http://www.newroombristol.org.uk/>
* Truth and Reconciliation Commission:
* Tutu, D. 2005. *God has a Dream.* London: Rider.
* For Liberation Theology and Oscar Romero: <http://liberationtheology.org/people-organizations/archbishop-oscar-romero/>
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| **Expectations. By the end of this sequence of learning:** |
| **[Developing] students:** | **[Secure] students:** | **[Exceeding] students:** |
| * describe what Christians teach about how you should treat people;
* explain how some Christians have tried to live out some key principles such as forgiveness and love for their neighbour;
* give their own opinions about Christian values and codes of behaviour.
 | * explain how different Christian teachings found in key texts about how to behave towards others can be interpreted in different ways;
* compare and contrast the contribution of two or more different Christians to making the world a more compassionate or peaceful, fairer world;
* use reasoning and examples express views on how the Christian faith (in the instances explored) has affected the world.
 | * explain why a variety of interpretations of key texts might be offered by Christians. Explain how the interpretation of a text may affect a believer’s behaviour;
* analyse and assess the impact of the life of two Christians on their particular context (historical and geographical);
* use reasoning and considered examples students explain their own ethical principles of behaviour, showing that they have referred to the beliefs that have been studied.
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**Introduction and links to cross-curricular curricular learning strategies**

This scheme was devised to provide students with the opportunity to deploy and develop their skills of debate. Students should develop a sound knowledge of Christian belief and teaching on justice linked to the action of Christians.

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| **Key Question: How might my beliefs affect my thoughts, ideas and actions?** |
| **Supplementary Question (c): How might beliefs, values and moral codes apply to ethical situations today?**  |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 1:***What is justice?*Pupils will:* know what justice means to religious and non-religious people.
* formulate a personal view on justice and its application to a modern ethical issue.
 | **1. Odd-one-out.** Introduce students to the challenge of finding the picture showing discrimination amongst pictures of social justice activists. Ask students to examine the pictures on their own, then lead a class discussion to illustrate and clarify the keyword, *justice*. Present the learning objectives.**Think-walk-talk.** Make a display of ethical, philosophical and sociological statements referring to the nature of and methods to achieve justice. Ask students to study the statements and to leave their seats to write their names on the ones they agree with. Encourage them to listen and respond to each other and consider the complexities of and relativity of beliefs on justice. **A written task in response to John Hirst.** Introduce the question, ‘Should prisoners vote?’ and provide a brief overview of the current situation. Show the *You Tube* clip (see Resources) and share reactions. Students write their response.Using various websites (BBC Bitesize , Understanding Humanism and others) pupils research into religious and non religious opinions as to why Justice is important.On completion of the task, ask students to assess each others’ work, using the Outcomes criteria – see right.**Create a new symbol for justice.** In groups of three pupils share what they have learnt about the importance of Justice and create a new symbol for justice - they also provide an explanation for their design and an inspiring quotation. | Pupils:* give a definition and example of justice and injustice. Respond to the question, ‘Should prisoners vote?’, noting possible consequences of their view.
* explain why justice is important to religious and non-religious people. Use a belief, teaching or source to relate the question to people’s lives.
* use a wide range of attitudes to show why justice is important and how differently it is interpreted by religious and non-religious people, explaining what is important to them.
 | **Key Vocabulary:** justice, democracy, political activism, discrimination, symbol, deterrence, rehabilitation.**Resources**:You Tube clip ‘Should prisoners vote?’ |
| **Key Question: How might my beliefs affect my thoughts, ideas and actions?** |
| **Supplementary Question (a): What codes of behaviour exist in religions and beliefs?** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 2**: *What was Jesus’ vision of Justice?*Pupils will:* Use a religious source to identify Jesus’ vision of justice.
* Decide how relevant the source is to your own life, and other peoples’ lives.
 | 2. Ask students to show and explain the symbols for justice they have designed. Point out how such symbols can become a powerful focus for social action, e.g., the Amnesty International symbol or the Christian cross.Using Isaiah 61: 1. Students identify the 4 groups of people Jesus was sent to help. Of those 4 groups students vote on who they believe is the most important to help. Students are asked why. (Teacher to model good debating skills.)Tell the story of Jesus and Zacchaeus (Luke 19: 1-10) and ask students to reflect on this story by answering the following questions in small groups: Was it **just** that Jesus went to Zacchaeus’ house and not the houses of his friends and the honest people? Is there a job Zacchaeus could have done which would make him not worthy of Jesus’ attention? Do all people today deserve to be treated like Zacchaeus?Hot seating, students to ask and answer questions to Zacchaeus, a disciple, Mary, a citizen of Jericho.Choice of task: *Intermediate ability*: Copy and complete: For Jesus justice involved giverofsesn, erymc, elov, perecnatne and conrecilitnoi [Forgiveness, mercy, love, repentance, reconciliation] For me the most importance of these words is … because … *Higher ability*: Create a simile for Jesus and Justice OR Respond to The Bible is my inspiration , it is where I find my direction for life. It is not a simple rule book, the Bible demands the reader to really take time to look for and interpret meaning. The Bible is the greatest selling book in the world today; this proves that it will always be relevant.” | Pupils: know that Jesus worked for justice and that involved forgiveness, repentance, agape love and mercy.  have used the beliefs/actions of Jesus and Zacchaeus to question and explore justice for all groups of people in the story. express a personal view on what value can be drawn from the two Biblical sources in today’s world when considering justice.  | **Key Vocabulary:** justice, democracy, reconciliation, forgiveness, mercy, agape love, repentance, conflict resolution, apartheid, politics, political activism, poverty, slum, El Salvador, India, capital punishment, deterrent, rehabilitation.Bible passages: James 2:13, Luke 19: 1-10, Isaiah 61:1**Homework task:** Research Amnesty International. Go to the website, browse the campaigns. Choose one campaign to write a report on it. In your work say why you chose that campaign. |
| **Key Question: How might my beliefs affect my thoughts, ideas and actions?** |
| **Supplementary Question (a): What codes of behaviour exist in religions and beliefs?** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 3**: *‘Who most deserved the Noble Peace Prize in 1980?’ PART 1/ 4*Pupils will:* know the different Christian approaches to political activism and be able to talk about why Oscar Romero engaged in politics.
* explain how far politics is linked to justice in your opinion n.
 | 3. Provide the students with information on the Noble Peace Prize for which they use to answer the questions: Who introduced the Noble Peace Prize? For what reason is the prize awarded? What is the prize? Choose one winner and explain why you think they won. Why do you think the prize has caused controversy?Ask the student to rank the following reasons for awarding the Noble Peace Prize in order of important: How long a person has worked for. The difficulty of the work. The number of people a person helped. The changes that person made to the law. What gender that person is. The number of countries that person has worked in.Introduce the debate and provides context for the motion, ‘The Noble Peace Prize of 1980 should have been awarded to the memory of Oscar Romero’.Introduce some facts about El Salvador and ask the students to identify differences between the UK and El Salvador.Read pages 2&3 of ‘A Modern Martyr’ describing Romero’s assassination. Students continue to read independently.Ask students to respond to such questions as: How significant was Oscar Romero’s death to the outbreak of civil war in 1980? Why? Oscar Romero only wanted to be an ordinary priest. How do you think he felt when he was asked to be a bishop and then an archbishop? Why? Oscar Romero was inspired by his faith to speak out against injustice. He did not separate religion and everyday life. Do you think he is a good example for all religious leaders around the world? | Pupils:* describe the work of Oscar Romero, how it was affected by his belief as a Christian and give reasons why he deserves a prize;
* give their opinion in reference to religious teachings on whether Oscar Romero should have engaged in political talk;
* use a wide range of examples and sources to explain the reason why Oscar Romero criticised the government;
* justify their views, showing an awareness of the consequences of opinions about Romero’s criticism of the government.
 | **Key Vocabulary:** justice, democracy, reconciliation, forgiveness, mercy, agape love, repentance, conflict resolution, apartheid, politics, political activism, poverty, slum, El Salvador, India, capital punishment, deterrent, rehabilitation.Resources:Power point ‘Nobel Peace Prize. Part 1/4'‘A Modern Martyr’  |
| **Key Question: How might my beliefs affect my thoughts, ideas and actions?** |
| **Supplementary Question (a): What codes of behaviour exist in religions and beliefs?** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 4***: ‘Why did Mother Teresa deserve the Nobel* *Peace Prize?’ PART 2/4* Pupils will:* Identify and evaluate the achievements of Mother Teresa. Know how Christian beliefs informed her actions.
* Respond to different attitudes towards the work of Mother Teresa.
 | 4. In pairs students examine Mother Teresa’s beliefs and Mother Teresa’s actions. Students should try to match beliefs to actions. Teacher takes examples of the pairing of belief and actions and checks understanding through discussion.Show images of Mother Teresa and talks about her life, experiences and achievements. In pairs students agree on three words to describe Mother Teresa.Independent reading and a written task of ‘In the Streets of Calcutta’. ALL students must - Read page 6 & 7 and answer question 1 & 2. MOST students should - Read page 10 and answer question 1. SOME students could -Read page 17 and answer question 1.Select four students to deliver four different opinions of Mother Teresa. Students choose the person they most agree with and explain why in their books. Two exemplar and opposing answers are shared with the class and the rest of the class votes on whom they agree with. | Pupils:* describe the work of Mother Teresa, how it was linked to her belief as a Christian and give reasons why she deserves a prize;
* **g**ive opinions in reference to religious teachings on whether Mother Teresa was right to deal with ‘the person, not the problem’;
* use a wide range of examples and sources to explain the reasons why Mother Teresa did not accept modern technology/medicine, was against birth control and abortion or did not become actively involved in politics. Justify, showing an awareness of the consequences their opinion on why many say Mother Teresa was acting like a true Christian.
 | **Key Vocabulary:** justice, democracy, reconciliation, forgiveness, mercy, agape love, repentance, conflict resolution, apartheid, politics, political activism, poverty, slum, El Salvador, India, capital punishment, deterrent, rehabilitation.Resources:‘In the Streets of Calcutta’ Student reading book from ‘The Faith in Action’ series. |
| **Key Question: How might my beliefs affect my thoughts, ideas and actions?** |
| **Supplementary Question (a): What codes of behaviour exist in religions and beliefs?** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 5:** *‘Who most deserved the Noble Peace Prize in 1980?: Preparation for debate’ PART* *3/ 4.**Pupils will:** Study the work and beliefs of one famous Christian.
* Prepare a reasoned argument on the value of this persons work for justice
 | 5. Ask students to summarise the beliefs and actions of Oscar Romero and Mother Teresa.Organise students into proponents and opponents to the motion, ‘This house believes the Noble Peace Prize of 1980 should have been awarded to the memory of Oscar Romero’. Students vote a team captain.Explain structure of the debate through the roles of: *Achievement recogniser* (this person will list the person’s achievements). *Attacker* (this person will list reasons why the other nominee should not receive the prize). *Predictor of attack* (this person must guess what the other side will say in their attack and prepare a response). *Summariser*(this person will summarise all the above to complete the debate).The captains allocate jobs to their team members. Teacher provides resources. Students prepare a personal speech to contribute to next lesson’s debate. | Pupils:* describe the consequences of Christian belief understood through the actions Mother Teresa or Oscar Romero.
* ask questions about the value of the work of either Oscar Romero or Mother Teresa by relating it to what is important to them.
* orally present a coherent picture of religious beliefs, values and responses to questions of justice and truth which takes account of personal research on different religious topics and a variety of sources and evidence.
 | **Key Vocabulary:** justice, democracy, reconciliation, forgiveness, mercy, agape love, repentance, conflict resolution, apartheid, politics, political activism, poverty, slum, El Salvador, India, capital punishment, deterrent, rehabilitation.Resources:‘In the Streets of Calcutta’ Student reading book from ‘The Faith in Action’ series.‘A Modern Martyr’ Student reading book from ‘The Faith in Action’ series.Homework – Further research and preparation for the debate. |
| **Key Question: How might my beliefs affect my thoughts, ideas and actions?** |
| **Supplementary Question (a): What codes of behaviour exist in religions and beliefs?** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 6**: Debate:*‘Who most deserved the Noble Peace Prize in 1980?’ PART* *4/ 4.*Pupils will:* Explain religious teachings linking them to the action of Mother Teresa or Oscar Romero.
* Express, justify and reflect upon their views on the meaning of justice.
 | 6. Give team captains a short amount of time to organise their teams. Devise debate rules with the students, suggestions include: Everyone must contribute; Hands must be raised to respond to a speech, Attack the idea not the person, Support what you say with evidence and reasoning. Team captains or an appointed chair runs the debate, teacher scores.Order of speech:1. Achievement Recognisers (Team Oscar Romero)
2. Achievement Recognisers (Team Mother Teresa)
3. Attacker (Team Mother Teresa)
4. Predictor of Attack (Team Oscar Romero)
5. Attacker (Team Oscar Romero)
6. Predictor of Attack (Team Mother Teresa)
7. Summariser (Team Mother Teresa)
8. Summariser (Team Oscar Romero)

Points are awarded for meeting the learning objectives. Points are deducted for breaking the debate rules. | Pupils:* describe the consequences of Christian belief understood through the actions of with Mother Teresa or Oscar Romero;
* ask questions about the value of the work of either Oscar Romero or Mother Teresa by relating it to what is important to them.;
* orally present a coherent picture of religious beliefs, values and responses to questions of justice and truth which takes account of personal research on different religious topics and a variety of sources and evidence.
 | **Key Vocabulary:** justice, democracy, reconciliation, forgiveness, mercy, agape love, repentance, conflict resolution, apartheid, politics, political activism, poverty, slum, El Salvador, India, capital punishment, deterrent, rehabilitation. |
| **Key Question: How might my beliefs affect my thoughts, ideas and actions?** |
| **Supplementary Question (a): What codes of behaviour exist in religions and beliefs?** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 7**: Why punish?Pupils will:* Explain the purposes of punishment using specialist language and examples.
* Ask and suggest answers to questions on just punishment.
 | 7. Ask students to explore the purpose of punishment and Christian teachings about the purpose of punishment. Ask them invent a case study with a suitable punishment, explaining why they chose that punishment.Encourage students to use modelling clay to create a model to communicate one biblical teaching they have learnt today, pairing them up to guess their partners’ quote. | Pupils:* ask and understand questions relating to just and unjust punishments. Use specialist language: deterrent, rehabilitation, retribution, reparation, reform.
* explain why Christians have different attitudes towards punishment using teachings from the Old and New Testament. Explain their own belief on the purpose of punishment.
* show a consideration of historical and cultural context when discussing their answer to the question of the purpose of punishment and assessing the value of religious teachings.
 | **Key Vocabulary:** justice, democracy, reconciliation, forgiveness, mercy, agape love, repentance, conflict resolution, apartheid, politics, political activism, poverty, slum, El Salvador, India, capital punishment, deterrent, rehabilitation.Resources: Board works ‘Crime and Punishment’ power point.Homework – Conduct a survey on crime and punishment. |
| **Key Question: How might my beliefs affect my thoughts, ideas and actions?** |
| **Supplementary Question (a): What codes of behaviour exist in religions and beliefs?** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 8**: How valuable is forgiveness?Pupils will:* Explain why forgiveness is important to Desmond Tutu.
* Question and discuss the value you place on forgiveness.
 | 8. Encourage students to devise a quiz: How forgiving are you? and to try out their quiz on another pair in the class.Ask them to match up key words (Apartheid, Non-violence, Reconciliation and Revenge) to their definitions. Extension task: write a response to the statement ‘Anyone who has been wronged deserves revenge’. Discuss the statement.Present some statistics and images to introduce Apartheid and The Truth and Reconciliation Committee. Read a victim’s testimony from the website or from the Forgiveness Project website and ask students to tell the person next to them how they feel about what they have heard.Show the video ‘Apartheid, Perpetrators and Forgiveness: Desmond Tutu’s views’ and ask students to write a letter to Desmond Tutu about his methodology of achieving justice. The letter must include questions, personal opinion and religious teachings. Students swap completed letters and tell their partner how they think Tutu would respond. | Pupils:* make links between the teachings of Jesus and the beliefs and actions of Desmond Tutu, describing the consequence of forgiveness in South Africa;
* ask questions about the different consequences of forgiveness and suggest answers saying what is important to themselves and others;
* give a personal view on the value of Christian beliefs and teachings in conflict resolution whilst showing awareness of the past, present and future.
 | **Key Vocabulary:** justice, democracy, reconciliation, forgiveness, mercy, agape love, repentance, conflict resolution, apartheid, politics, political activism, poverty, slum, El Salvador, India, capital punishment, deterrent, rehabilitation. |
| **Key Question: How might my beliefs affect my thoughts, ideas and actions?** |
| **Supplementary Question (a): What codes of behaviour exist in religions and beliefs?** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 9:** **Summary and assessment**  | 9. Recap - central Christian texts about love, forgiveness and justice and ask students about the three key people (Oscar Romero, Mother Teresa and Desmond Tutu) that have been explored in this unit: what key texts could it be argued that they tried to live out? What about their contexts made them respond and put their faith into action?On six different A3 sheets write a controversial statement about each person in the middle of the sheet. (1 quotation per person (x2) and ask students to do a silent conversation exercise, e.g., Desmond Tutu: “The Truth and Reconciliation Commission encouraged people to confess their crimes - the more truthful they were the more obvious it became that they did not deserve forgiveness and yet they were offered amnesty. This left people very angry and some argue has contributed to the violence of modern South Africa”.Mother Teresa: “It’s good to work for a cause with selfless intentions. But Mother Teresa’s work had ulterior motive, which was to convert the person who was being served to Christianity,” RSS chief Mohan Bhagwat said at the opening of an orphanage in Rajasthan state in February 2015.Oscar Romero: “the Church’s love for the poor and compassion for the suffering replaces the primary mission of the Church, which is the salvation of souls. In other words, Oscar Romero put the second great commandment (to love your neighbour) in front of the first (to love God)”.**Individual work - final assessment** Which of the people studied do you think is the best example of living out their beliefs? Give reasons for your judgement and refer to key, texts , examples from their lives and explain why you have chosen them over the other person (or people you have studied) and explain how you might counter any criticism people might offer about their life.What influences you in how you behave to others? What principles do you try to live by and why? | Pupils: * give opinions using keywords to explain how certain figures have lived out their faith;
* give their opinions using reason and examples as to whether a chosen person was good at living out the key messages of Christianity about how people should look after others.
 | **Key Vocabulary:** justice, democracy, reconciliation, forgiveness, mercy, agape love, repentance, conflict resolution, apartheid, politics, political activism, poverty, slum, El Salvador, India, capital punishment, deterrent, rehabilitation. |

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| **RECORD OF ATTAINMENT** |
| **Key Stage 3 Unit 6: How might my beliefs affect my thoughts, ideas and actions? [A&F]** |
| **[Developing] Students:** | **[Secure] Students:** | **[Exceeding] Students :** |
| * describe what Christians teach about how you should treat people;
* explain how some Christians have tried to live out some key principles such as forgiveness and love for their neighbour;
* give their own opinions about Christian values and codes of behaviour.
 | * explain how different Christian teachings found in key texts about how to behave towards others can be interpreted in different ways;
* compare and contrast the contribution of two or more different Christians to making the world a more compassionate or peaceful, fairer world;
* use reasoning and examples express views on how the Christian faith (in the instances explored) has affected the world.
 | * explain why a variety of interpretations of key texts might be offered by Christians. Explain how the interpretation of a text may affect a believer’s behaviour;
* analyse and assess the impact of the life of two Christians on their particular context (historical and geographical);
* use reasoning and considered examples students explain their own ethical principles of behaviour, showing that they have referred to the beliefs that have been studied.
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