YEAR 8 Spring 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Human Rights

Curriculum Intent	
Skills/Assessment objective links	**Why do we teach this to students?** This topic allows pupils to understand what is meant by Human Rights. They will be able to examine the world around them and see how human rights are being put into action / being breached. Pupils will be able to give their opinion on key human rights issues today. Pupils will also consider religious views on each of the human rights topics. They will understand how religious beliefs correspond to these key ideas. **Why do we teach this now?** Students will have completed the Faith in Action unit where they will have learnt about the life of Jesus and key beliefs. These key beliefs can be linked to the Human Rights unit so that students can apply religious views to topics covered. Students are also introduced to additional religious beliefs to further their learning. Concept of 'prejudice' that was covered in Year 7 in The Island Scheme of Work lesson 5 revisited in this unit under lesson 4 'Prejudice and Discrimination.' **Links to the Oldham Local Agreed Syllabus:** 3.12 – Religion and Human Rights: Do religions support or undermine rights in today's world? **Links to the Manchester Diocesan Agreed Syllabus:** **Specification aims:** The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. (Manchester Diocesan Agreed Syllabus) **Assessment Objectives:** As the most up to date document out assessment objectives are taken from our Locally Agreed Syllabus. These reflect the 3 main assessment objectives of our diocesan agreed Syllabus. **Make sense of a range of religious and non-religious beliefs, so that they can:** - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary; - explain how and why these beliefs are understood in different ways, by individuals and within communities; - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation. **Understand the impact and significance of religious and non-religious beliefs, so that they can:** - examine and explain how and why people express their beliefs in diverse ways; - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world; - appreciate and appraise the significance of different ways of life and ways of expressing meaning. **Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:** - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses; - challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response; - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.
Spiritual, moral, social, and cultural development	**SMSC: Spiritual:** The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. sense of enjoyment and fascination in learning about themselves, others and the world around them. **Moral:** acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. **Cultural:** understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. **PSHE:** Tackling religious discrimination **British Values:** Individual liberty, mutual respect and tolerance of those of different faiths and beliefs. **Skills Builder:** Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork
Numeracy	Students will explore statistics through their learning on the right to fair trial
Literacy	**Vocabulary Tier 2:** explain, human rights, rights, responsibilities, law **Vocabulary Tier 3:** Prejudice, discrimination, United Nations, overt racism, racism, systemic racism **Reading:** Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn't understand. **Writing:** Religious Studies is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are also working on explaining their own views and beliefs as well as those of others. **Oracy:** Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.
Becoming future ready	RS students develop: - the ability to build and interrogate arguments and how to question and evaluate narratives - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument - empathy and the ability to understand people and their motivations - the ability to appreciate different perspectives and take on board others' views - the ability to work methodically and accurately - independence of mind and the ability to think for yourself.
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

QFT/SEND Provision	**By product:** differential outcomes using must, could, should. **By resource:** PowerPoints have different levels of differentiation to access, 'key points' extension, stretch and challenge. **By Intervention:** by providing different levels of supervision and support, revision drop ins, catch up sessions. **By Progressive Questioning:** exploring pupils' understanding through interactive dialogue. **By Grouping:** according to prior attainment, gender and behaviour **By Task:** Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability. **By Offering Optional Activities:** In class or as homework, to extend learning.

Implementation Curriculum Delivery

Learning Outcomes (Knowledge)

#	Lesson Title, Lesson Objectives, Scripture:	Lesson builds upon:	This will be developed in:
1	**What are Human Rights? Where did they come from?** To understand what is meant by human rights and where they came from. - To know that human rights are the rights that are given to all humans to recognize the value of all human life. - To know that with rights come responsibilities. - To know that Human Rights were established after the Holocaust in WW2.	L18 and L19– Yr 8 Faith in Action; MLK lesson and breaches of human rights L5 – Yr 7 Island Prejudice L4 – Yr 8 Faith in Action; Agape L5 – Yr 8 Faith in Action; Jesus' greatest commandment	L8: L9: looking at UN responsibilities when it come to human rights. L3 -L4: further religious teachings to support the implementation of human rights but also where it might not.
2	**How does religion support human rights?** To explain how religious teachings support human rights. - To know that the greatest commandment and agape support the idea that we all deserve to be treated equally and with value, as seen through Human Rights. - To know that the key religious teachings support human rights (seen in Golden Rule, Matthew 25: 35-36, Luke 12: 6-7, Galatians 3:28, Psalm 146:7, Genesis 1:26, or Leviticus 25:39. - To know that 'heros' such as MLK / Oscar Romero were motivated by religion to support peoples human rights.	L18-L20: MLK, Nicky Cruz L1: What are human rights as this lesson will be drawing on specially the right to seek a safe to place L2: How do these key figures draw on the teachings of Christianity to protect human rights.	L4: looks at what religious views on discrimination as this is a breach of human rights. L6-8: Applying religious key figures, teachings to specific human rights; right not to be discriminated (racism), right to education and right to fair trial. GCSE Units: Sheep and Goats Parable in Christian Beliefs (afterlife) and Christian Practices (Mission, Evangelism, Outreach work).
3	**Prejudice and Discrimination** To explain how religious views can be seen to support and challenge discrimination. - To know that prejudice is prejudging and discrimination is treating people differently. - To know that the teaching in Leviticus could lead to discrimination – which is against peoples human rights. - To know that the majority of religious teachings teach against prejudice and discrimination e.g. Galatians 3:28, Matthew 7:1-2, John 13:34	L5 – Yr 7 Island; prejudice lesson. L2 and 3 – drawing on religious teachings to argue against prejudice and discrimination	L5- exploring racism as a form of prejudice L6 – exploring sexism in education for some girls not receiving education around the world L7 – looking at court case decisions and the factors involved including bias GCSE Units: Relationships and Family (LGBTQ+)
4	**Should there be restrictions on what the Media can share?** To understand arguments for and against freedom of speech for the Media. - To know that freedom of speech is not regarded as absolute by most legal systems, with limits set on the freedom of speech when it conflicts with other rights and protections, - To know that people argue for freedom of the media as if we limit one we could limit others and the public should be informed. - To know that people argue against as we should value peoples privacy and not sway public opinion in things like court cases.	L1 – What are human rights as this lesson will be drawing specially on right to freedom of speech and responsibility of government as pupils are expected to write to government in this lesson.	L1-6 Religion and the Media Yr 8; looking at religion and how it is portrayed through the media.
5	**Is racism still prevalent today? + Knowledge Check** To explain how racism denies human rights. - To know that overt racism is obvious racism e.g. not getting a job because of the colour of your skin. - To know that systemic racism is ways in which groups of people are unfairly affected by the systems in place. **Knowledge Check**: To complete knowledge check on content covered so far in Human Rights unit and checking for literacy on key terms.	L1 – Drawing on specific human right so requirement to understand what human rights are. L5 – Yr 7 The Islam; Prejudice L4 – type of prejudice and discrimination L18 and 19 – Yr 8 Faith in Action; MLK	L6- develop further with the restriction of education to girls L7- looking at discrimination can take place in convictions

			L1, L3, L4 and L5 – Yr 8 Faith in Action unit; How Jesus is portrayed, how to display religion, agape (showing unconditional love) and the greatest commandments.	
	6	**Should Education be a human right?** To evaluate if education should be a human right. - To know the ways in which education benefits people - To know how denying education can limit people's opportunities. - To know that education could be seen as an	L1- Human Rights and what they are. L4- Prejudice and discrimination; focus on Malala and lack of education for girls	L9 – what would life be like without human rights.
	7	**Innocent until proven guilty** To understand the consequences of not having a fair trial. - To know that a fair trial is a human right for all. - To know that the media can influence a fair trial - To know that Jesus was not given a fair trial.	L1- Human Rights and what they are. L4-Prejudice and discrimination; how this could be reflected in trials. L3 – Racism; does this impact convictions. L15 – Yr 7 Big Bible Stories; sacrifice of Jesus and holy week L13 – Yr 8 Faith in Action; The last week of Jesus' life	L9: What life would be life without human rights; including the right to fair trial GCSE: Christian Beliefs and Christian Practices (Holy Week and the trial of Jesus)
	8	**Climate change and human rights** To explore the impact of climate change on human rights. - To know that climate change can take away people's human rights. - To know that Christians believe that we have a duty to care for Gods earth as stewards. - To know that Hindus believe that we have a duty to care for the plant as we are dependent on it.	L1-7 looking at the impact of Human Rights on the lives of humans and how religious teachings support human rights.	L9: What life would be life without human rights;
	9	**What would life be like with no human rights?** To explain what happens when people don't have human rights. - To know that when human rights are denied peoples freedoms are restricted. - To know that when human rights are denied it can lead to death. - To know that denying human rights goes against religious teachings.	L1-8: Drawing on previous lessons in unit and applying these with an example used of North Korea	Pupils will use the religious teachings in various units and revisit key terms of prejudice and discrimination in religion and media.

Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed. This unit develops pupils understanding of religious teachings that can be drawn upon in subsequent thematic units whilst providing them with knowledge of how human rights plays a vital role in current society.
Assessment	Students will be formatively assessed through knowledge checks, key word checks, and being asked to explain their ideas. As we move through Year 8 we are focusing on developing, in detail how students can explain the views of others as well as their own. This content will be summatively assessed in the 2 Summative assessments this year.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.