

# OCL Medium-Term Plan



Subject	R.E.	Year Group	8	Unit title	Does religion generate social justice?
<b>Purpose:</b> <b>NB. Whist Sikhism has been selected for planning purposes, choice of Dharmic faith studied can be contextualised by individual academies.</b>					
<ul style="list-style-type: none"> <li>• <b>Competence: Theology and Human Sciences.</b> Pupils will explore what is meant by social justice and how it is underpinned in religion by beliefs in the dignity of human life. They will examine Marx's ideas about religion and how it behaves as a force within society. Pupils will examine the Old Testament teachings on social justice and the ways in which Jesus promoted the message of social justice through his example and teaching. Pupils will explore the place of social justice within the teaching of both the Prophet Muhammad and Guru Nanak and investigate how beliefs in social justice drove the actions of Muhammad Ali and Martin Luther King.</li> <li>• <b>Character:</b> To explore attitudes to the dignity of human life. To consider what purpose religion serves in driving our ideas about social justice, equality and equity. To explore how faith can inspire human action for the benefit of others.</li> <li>• <b>Community:</b> To develop an understanding of the extent to which sacred text and religious teaching drive social action within communities. To understand the nature of beliefs about social justice within different faith communities and consider how these are lived.</li> </ul>					
<b>Aims/outcomes</b> <b>Knowledge</b> <ul style="list-style-type: none"> <li>• What is meant by social justice and dignity of human life</li> <li>• What is meant by egalitarian and capitalism</li> <li>• Carl Marx's views on religion / the function of religion within society</li> <li>• Amos' Old Testament teaching on social justice; Isaiah's Old Testament teaching on social justice</li> <li>• Jesus' teachings on dignity of human life – specifically Parable of Good Samaritan and The Workers in the Vineyard</li> <li>• Prophet Muhammed's teaching on social justice, specifically the Last Sermon</li> <li>• Case study: Dutch Reformed Church; Westboro Baptists</li> <li>• Case Study: Caste within historic Hindu society</li> <li>• Teaching of Guru Nanak around caste</li> <li>• Faith in Action – Rev. Martin Luther King Jr - How beliefs in dignity of human life drove action</li> <li>• Faith in Action – Muhammad Ali - How beliefs in dignity of human life drove action</li> <li>• Faith in Action – Langar – how beliefs in equality drive action</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>• To use theological methods of questioning, argument and analysis in context</li> <li>• To describe philosophical theory relating to the nature of religion</li> <li>• To analyse the historical context and interpretation of sacred texts</li> <li>• To explain Islamic, Christian and Sikh teaching on social justice</li> <li>• To compare Marx's views on the nature and power of religion with evidence of faith-inspired social justice</li> <li>• To evaluate whether religion is a force for social justice</li> </ul>				<b>Assessment</b>  <b>The intention is for assessment to be ongoing throughout delivery.</b> <ul style="list-style-type: none"> <li>• <b>Retrieval Questions</b> at the start of each lesson to provide opportunity for formative assessment at start of each session. Spaced / interleaved knowledge retrieval – 3 from previous lesson, 1 from earlier in SoL, one from previous SoL. <i>Opportunity to blend with Horizons.</i></li> <li>• <b>Hinge questions</b> intentionally planned into lessons at key phases in learning / acquisition of new knowledge to identify misconceptions.</li> <li>• <b>Skills Activities</b> available at each phase of learning with Model Answers / WWW and EBI feedback sheets provided where possible – assessing pupils' ability to describe key features of philosophical theory / nature of sacred texts.</li> <li>• <b>Reflection and Improvement</b> triggers built into lessons.</li> <li>• <b>Plenary</b> to book-end in lesson assessment of knowledge acquisition.</li> <li>• <b>Summative assessment</b> provided for use at academy's discretion – to be graded as % to dovetail with individual academy assessment policy. For best effect these need to be contextualised to respond to the knowledge and skills profile of each class.</li> </ul>	
<b>Prior learning required</b>		<b>Supporting and challenging all learners</b>			<b>Teacher preparation required</b>

<p>Contributes to existing schema on religious identity and religious duty. Builds into developing schema of Christianity, Islam and Sikhism as worldviews.</p>	<p>Starting point for LPA is always key language – use of Dual Coding here to support understanding and retention. Layout of lessons and format of activities focuses on reducing cognitive load (for example spatial contiguity and signalling). Opportunities for inserting more frequent Pause Points for hinge questioning flagged. Content for LPA can be stripped back to focus upon Christianity and one other complimentary religion for each phase of learning. Learning Mats available to scaffold participation for Nurture students.</p> <p>‘Big Questions’ provide stretch and challenge for HPA pupils. Narration section of lesson zooms in on higher level philosophical and theological questioning where applicable. Model answers and Success Criteria have optional ‘Platinum’ Criteria for HPA. Lessons planned to the top – challenging content. Evaluation focus provides inherent challenge for HPA.</p>	<p>As a thematic unit there is no single text resource to support delivery.</p> <p><i>The Bible Project</i> is an excellent resource for the exploration and analysis of Biblical text.</p> <p><i>A Little History of Religion</i> by Richard Holloway c.2016 – a similarly accessible introduction to the sacred texts elements of this unit.</p>
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### Lesson overview

Lesson	Title	Objectives	First Order Concepts	Tier 3 Language
1	What is Social Justice?	To examine what social justice is and how it can be achieved.	Dignity of Human Life Equality	Social justice   Poverty Equality Prejudice   Discrimination
2	Marx, Religion and Social Justice	To explore Max’s views on religion and social justice.	Social Justice Egalitarianism	Egalitarian Capitalism / Class Alienation   Satisfaction
3	The Old Testament and Social Justice	To explore the Old Testament message of social justice.	Social Justice Covenant	Micah   Isaiah   Amos Jeremiah
4	The Life of Jesus and Social Justice	To examine Jesus’ message of social justice.	Dignity of Human Life Equality	Vulnerable Human Dignity
5	“Like a Shepherd cares for his flock” – Islam and Social Justice	To explore Islamic attitudes to social justice, including the example of the Prophet Muhammad	Social Justice Equality	Zakat Sadaqah Fitra

6	A Difficult Truth – Faith and Social Justice I	To explore examples of when scripture has been used to justify inequalities in society – from the Dutch Reform Church to the Westboro Baptists..	Social Justice Equality	Apartheid Intolerance LGBTQIA
7	A Difficult Truth – Faith and Social Justice II	To explore the principles of Caste within historic Hindu society and the beliefs and teachings of Guru Nanak.	Social Justice Equality	Caste
8	Faith in Action: Martin Luther King	To explore how Martin Luther King's faith drove his social action and protest.	Personal Conviction Dignity of Human Life	Agape Pacifism Non-violent non-co-operation
9	Faith in Action: Muhammad Ali	To explore how Muhammad Ali's faith drove his social action and protest.	Personal Conviction	Jihad Harb al Maqadis Conscientious Objection
10	Faith in Action: Sewa and Langar	To explore how the Sikh principles of sewa and langar are practiced for social equality globally and locally.	Service Social Justice	Langar Sewa Sangat
11	The Big Question	To argue whether religion really can generate social justice.	Social Justice Equality	