**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**AUTUMN SECOND HALF TERM**

**YEAR 6**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 6.2 Justice | **Show understanding of the meaning of justice and injustice**  This expectation links to learning objectives: ‘Understand what justice is and know that we are called to work for it’ (old PB, p. 18). ‘Understand the meaning of justice. Be aware that we are all called to work for justice’ (new PB, p. 24) | The diocesan virtue booklet defines justice as, ‘*You give people what is due to them: you give them their fair share. When you are just you seek to be fair in everything you do. Treating people justly means treating people with dignity and not treating them as less than they are or using them for selfish ends. It is just to speak out against anyone who treats you unfairly and it is just to act to support those who are treated unfairly.’*  There are plenty of biblical texts about justice in the document see:  <https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2019/05/Virtues-for-Catholic-Schools.pdf>  By working through the first part of the unit on Justice (old PB pp. 18-21; new PB pp. 24-28), pupils will be able to demonstrate their understanding of justice and injustice through their responses to the activities. | What is it like to be fair or just to someone else?  Can you name some ways you can be just?  If you were the victim of injustice what may have happened?  Can you name some forms of injustice? |
|  | **Show understanding of justice by making links between justice and injustice and life.**  This expectation links to learning objectives: ‘Understand what justice is and know that we are called to work for it’ (old PB, p. 18); ‘Know that God calls all of us to speak out about injustice’ (old PB, p. 22); ‘Know about individuals who have been persecuted for speaking out about injustice. Reflect on the cost of commitment’ (old PB p. 24); ‘Be aware that Christians across the world speak up for justice and that justice starts with each one of us’ (old PB p. 27). ‘Understand the meaning of justice. Be aware that we are all called to work for justice’ (new PB, p. 24); ‘Know about some people who have been persecuted for speaking out about injustice. Reflect on the cost of commitment’ (new PB, p. 29); ‘Know about some people who work for justice. Reflect on what we can learn from them’ (new PB, p. 33). | Pupils can meet this expectation throughout the parts of the unit that deal with justice.  Pupils will begin to show an understanding of justice and injustice and how it manifests itself in life (in action and inaction) when engaged in completing the activities in the old PB, p. 21 and the activities on p. 25, 27 and 28 of the new PB.  This expectation will also be covered when pupils engage in work on an individual who worked for justice. In describing a particular situation, pupils will be linking an unjust situation to real life i.e. the situation in El Salvador or Madagascar etc. and in describing how the individual sort to remedy or fight against the injustice pupils will be linking their actions to what happened.  Therefore, this expectation ought to be met as pupils work through the previous expectation above and the following expectation below. | What was unjust about what was happening?  What was unjust about what happened?  Describe the injustice that was taking place in Honduras/Himalayas/El Salvador/Madagascar.  How did …work for justice?  Which actions of … would you say were just actions?  What do you believe is a real injustice at the moment?  What needs to be done, can you list some things that would help?  Imagine you had the opportunity to speak to the UN or to write a speech or poem entitled ‘I have a dream’, what would you say/write? |
|  | **Show knowledge and understanding of the life and work of key figures in the history of the people of God. E.g. Dorothy Day, Oscar Romero, Martin Luther King, Fr. Pedro**  This expectation links to learning objectives: ‘Know about individuals who have been persecuted for speaking out about injustice. Reflect on the cost of commitment’ (old PB p. 24); ‘Know about some people who have been persecuted for speaking out about injustice. Reflect on the cost of commitment’ (new PB, p. 29); ‘Know about some people who work for justice. Reflect on what we can learn from them’ (new PB, p. 33). | This expectation lends itself to a research activity using the PB and other sources that goes beyond a ‘fact file’ and gives pupils the opportunity to   1. set out the situation in the individual’s respective country, highlighting the injustice 2. the ways the individual worked for justice 3. how does the individual live out the text of Matthew 25:35-40? 4. outlining the cost to the individual of their commitment to justice.   As a way of concluding their work on justice pupils could investigate their own commitment, by engaging with ‘*Standing up for what is right: what would you do?’* from ***RE Ideas: Spiritual Development*** pp. 26-32  In light of the revelations about Jean Vanier, teachers can opt to omit the section ‘Power in Weakness’ from the new PB! |  |
|  | **Use sources to support a point of view** | In their research work on an individual who worked for justice, pupils are asked to describe how the person lived out the text from the Parable of the Final Judgement, particularly verses 35-40 of Matthew chapter 25. Pupils, then, will use a source to support a point of view.  If pupils engage with ‘*Standing up for what is right: what would you do?’* activity 2 (p. 27) entitled ‘What would Jesus do?’ pupils will give a point of view based on a biblical text. |  |
|  | **Express a point of view and give a reason for it** | Throughout the unit pupils will be asked to consider whether something is just or unjust and teachers will ask pupils to justify their response by giving a reason for what they say.  When engaged in work on individuals or organisations who work(ed) for justice pupils will be asked in the activities why an individual spoke out or why they risked everything or their life to speak out. Pupils can be asked whether Oscar Romero’s stance was worth it bearing in mind the Salvadoran people are still struggling against injustice. Can they give a reason for what they say? | What is unjust in this situation? Why have you come to this conclusion?  How would you respond to this situation, what would you do? Why? |
|  | **Compare their own and other people’s responses to questions about justice** | There are many opportunities for pupils to discuss questions about justice particularly when engaged in work at the beginning of the unit when they are deepening their understanding of justice and injustice. There are also opportunities to discuss questions about justice when engaged in work on individuals or groups what work for justice.  There are some good activities in ***RE Ideas: Fairness and Justice*** pp. 31-33 that give opportunities for pupils to compare sacred texts and inspirational people’s ideas about justice and their own responses to these. | Why are the poor often the victims of injustice?  What has the parable of the Final Judgement got to do with justice?  Which of these sacred texts speak best about justice?  What does another pair or trio think?  Which of these inspirational quotations speak to you most about justice?  What does another pair or trio think? |
|  | **Show knowledge and understanding of the importance of Advent in the life of a Christian**  This expectation links to learning objectives: ‘Know that in Advent we prepare to celebrate the birth of Jesus’ (old PB p. 30); ‘Know that Advent is a time when we prepare to celebrate the birthday of Jesus. Reflect on ways to prepare in this season’ (new PB p. 38). | The old PB has a focus in this section (see pp. 30-32) on the link between justice, peace and Advent. Links are made to the prophet Isaiah and to John the Baptist. There is also a good summary on page 31 of how Christian believers use Advent as a time of preparation for Jesus’ birth. Picking up an idea from activity 2d on page 32, pupils could create an information leaflet that enables them to show knowledge and understanding of the importance of Advent in the life of a Christian using their own knowledge and the PB.  The new PB weakens the focus on justice somewhat by beginning this part of the unit with the stories of the Annunciation and Visitation. However, the new PB includes the Magnificat – Mary’s song of joy – that through the ‘Pause to discuss’ questions can bring the focus back to justice (see new PB p. 40). The Magnificat is sung by Mary during her visit to Elizabeth (Luke 1:46-55). It would be a good idea for teachers to change the first question in the ‘Pause to discuss’ to ‘What does Mary’s song of joy teach us *about justice*?’ Together with the information on page 41 and the information on pages 30-31 of the old PB, pupils can be asked to create an information leaflet that enables them to show knowledge and understanding of the importance of Advent in the life of a Christian using their own knowledge and the PB.  To complete the link between justice and Jesus show pupils the picture of the Dalit Madonna by Jyoti Sahi see  <https://www.methodist.org.uk/our-faith/reflecting-on-faith/the-methodist-modern-art-collection/index-of-works/dalit-madonna-jyoti-sahi/>  and explore the links between the context of the picture, justice and Jesus. If teachers have ***RE Ideas: Jesus*** p. 33 has some good questions about the painting to use with pupils. This is a good link for teachers who want to cover the final expectation below. | What are the links between justice and the prophet Isaiah and John the Baptist?  What does Mary’s song teach us about justice?  In Advent Christians get ready for the birth of Jesus, how can Mary’s song help us to do this? – this question is related to the ‘Pause to discuss’ question ‘What are the qualities that God looks for in each person?  What can a Christian believer do in Advent to get ready for the coming of Jesus? |
|  | **Show a knowledge and understanding of the Incarnation by making links between the belief and its biblical sources, e.g. the Annunciation, Visitation, Lk 2:1-20; Matt 2:1-12 (new book)** | This expectation is only related to the new PB therefore it is an optional expectation for all pupils.  After completing Activity 1 (new PB p. 43). Discuss with pupils the meaning of the Christian belief in Incarnation, the belief that Jesus is truly man (born as Mary’s baby) and truly God. Discuss how Activity 1 showed that Jesus was truly human - a helpless human baby.  Next ask pupils to consider that Jesus is truly God – ask them to discuss with their talk partner what about Jesus shows he is truly God. Next ask pupils the question ‘Where in the text of the Annunciation (Luke 1:26-38), the Visitation (Luke 1:39-44) and the Visit of the Magi (Matthew 2:1-9) would you find the belief that Jesus is truly God or the Son of God?  Next ask pupils to listen to the song ‘Down to Earth’ by Fischy Music. Ask pupils how the song shows that Jesus is both human and God. There is a 45 second clip on You Tube that gives enough of the song to sing it together see <https://www.youtube.com/watch?v=R9DHHTjNThw>  If teachers have ***Big, Big Questions*** from RE Today Activity 4 (p. 43) on the song Down to Earth is a related activity. There are other activities that teachers may also want their pupils to complete on the song from the publication. |  |