

# Faith in Action

## What will I learn about?

|   |   |
|---|---|
| <p><b><u>ISSUES</u></b> to consider.</p> <ul style="list-style-type: none"> <li>• What is injustice and what causes it?</li> <li>• Why do people respond to injustice differently?</li> </ul>                                       | <p><b><u>LIFESTANCE</u></b> to reflect on.</p> <ul style="list-style-type: none"> <li>• What do I believe is right and wrong?</li> <li>• How should I respond to injustice in the world?</li> </ul> |
| <p><b><u>RELIGIOUS</u></b> beliefs to investigate.</p> <ul style="list-style-type: none"> <li>• What religions have to say about injustice and how to face it.</li> <li>• Why religions teach people to fight injustice.</li> </ul> | <p><b><u>MEANING</u></b> of symbolism about fighting injustice.</p> <ul style="list-style-type: none"> <li>• What do the symbols mean?</li> <li>• Why are symbols used?</li> </ul>                  |

## What should I achieve?

|  |   |
|--|---|
| <p><b><u>ISSUES</u></b><br/>         ALL should be able to give a reason why people respond positively to injustice.<br/> <b>MOST</b> should be able to describe a variety of responses to a difficult situation.<br/>         SOME should be able to explain why people respond in different ways.</p>  | <p><b><u>LIFESTANCE</u></b><br/>         ALL should be able to express something about what they do because they feel it is right.<br/> <b>MOST</b> should be able to compare their actions and motives to other peoples'<br/>         SOME could judge their own actions and motives in the light of others.</p> |
| <p><b><u>RELIGION</u></b><br/>         ALL should recognise some beliefs that influence a person's behaviour<br/> <b>MOST</b> should be know key religious beliefs and explain their affect on behaviour.<br/>         SOME could compare the beliefs and their affects on religious people's lives.</p> | <p><b><u>MEANING</u></b><br/>         ALL should recognise some symbols used by aid organisations<br/> <b>MOST</b> should explain how beliefs are expressed in symbols and images.<br/>         SOME could judge the effectiveness of symbols for the organisations they represent.</p>                           |

**MOST** Year 8 student's learning should be between **STEP4 and 5** in R.E.

Learning outside of the classroom: investigate a person or organisation that has put their religious beliefs into action. **Websites** for Christian Aid, The Salvation Army, Mother Teresa, Ghandi for example. **Library** Martin Luther King for example.

### **REVIEW**

My best work was.....  
 Because.....

My TARGET is ISSUES/ RELIGION/ MEANING/ LIFESTANCE(Highlight)  
 To improve I must.....