

Title: Human Rights

Titles	Religious Rights v Other Rights	'Open Doors' Movement	Right or no right ? Religion in the workplace and school
Logic	<p>DISCLAIMER: The Teachers' Notes have been updated so that the resource can be used through Curriculum for Wales. However, the content of the articles has been archived and the information has not been updated. The articles are kept on the website as the content is still relevant to Curriculum for Wales: Religion, Values and Ethics.</p> <p>The four purposes of 'Curriculum for Wales - A curriculum for life' By learning about Human Rights in their Religion, Values and Ethics education lessons, there will be opportunities for learners to develop [as/into]:</p> <ul style="list-style-type: none"> • Ambitious, capable learners who can explain the ideas and concepts they are learning about; • Healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs; • Enterprising, creative contributors who give of their energy and skills so that other people will benefit; • Ethical, informed citizens who engage with contemporary issues based upon their knowledge and values. <p>RVE in The Curriculum for Wales By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to:</p> <ul style="list-style-type: none"> • Engage with and explore ultimate and philosophical questions • Undertake enquiries and engage with sources of wisdom and philosophies • Develop and express their own informed viewpoints • Use their knowledge and understanding of religious and non-religious worldviews to think critically about their own values • Explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history • Evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues • Explore the beliefs and practices of the people in their community, Wales and the wider world and respond sensitively to them • Develop secure values and establish their own ethical beliefs and spirituality • Discuss and reflect on their own perspectives and those of others 		

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	<p>The RVE lens</p> <p>By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to explore a range of RVE concepts through the sub lenses below:</p> <ul style="list-style-type: none"> • <u>Search for meaning and purpose;</u> • <u>The natural world and living things;</u> • <u>Identity and belonging;</u> • <u>Authority and influence;</u> • <u>Relationships and responsibility;</u> • <u>Values and ethics;</u> • <u>The journey of life;</u> <p>*Please note that RVE is locally determined through an agreed syllabus. Each local authority has its own agreed syllabus for RVE that schools must have regard to. All agreed syllabi have had regard to the Curriculum for Wales framework and RVE guidance referenced above and below.</p> <p>Useful Links:</p> <p>The RVE Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance</p> <p>Hwb Humanities Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities</p> <p>Statements of What Matters - https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/</p> <p>Cross-cutting Themes - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes</p>		

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Key Vocabulary	<p>Bishop - leader of a large area according to ecclesiastical order.</p> <p>Rights - able to do what is acceptable and guarantees freedom.</p> <p>Repent – be remorseful for doing what is considered 'wrong'.</p> <p>Hell - where people are punished according to the beliefs of some religions.</p> <p>Evangelical Christian - this is a term often used for Christians who accept the Bible verbatim.</p> <p>United Nations - an international movement to bring the countries of the world together to promote peace and improve relations.</p>	<p>Persecution - abuse, imprisonment, cruel treatment (for example because of their religious beliefs).</p> <p>Rohingya - Rohingya people live in Myanmar and most follow the religion of Islam. They have been cruelly persecuted over the years, and have no right to citizenship because of the Myanmar Nationality Act 1982. The Rohingya face severe restrictions on education and the freedom to move around the country.</p> <p>Torture - worry, make weary, hurt, suffering.</p> <p>Arbitrary - determined by a whim (a short-lived fanciful idea).</p> <p>Soviet Union - a federal sovereign state in Northern Eurasia that existed between 1922-1991. The state was controlled by the Communist Party with Moscow as the capital. Union of Soviet Socialist Republics (USSR or CCCP).</p> <p>Advocacy - the act of speaking for another person, or for a cause, an organisation.</p> <p>Yazidi - people who speak the Kurdish language and live mainly in Iraq, Syria, Armenia and Georgia. They follow a very ancient religion and are monotheists (believe in one God).</p>	<p>Equality Act 2010 - A law that seeks to ensure that everyone is treated equally in different aspects of life.</p> <p>Faith School - a school of a particular religion.</p> <p>Sacred - holy. Something of divine importance in religion - belonging to God.</p> <p>Employer - someone who gives someone work.</p> <p>Discrimination - treating someone differently unfairly</p> <p>Trade Unions - Organisations that protect workers' rights.</p> <p>Muslims - followers of the Islam religion.</p> <p>Ramadan - a fasting month in the religion of Islam.</p> <p>Holy Books - the most important books of any religion that contain their beliefs.</p> <p>Kara - one of the 5ks - the steel bracelet.</p> <p>Kirpan - one of the 5ks - the small sword.</p>

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Search words	Bishop Vicar Repent Hell Human Rights Religious Rights	Persecution United Nations Human Rights Statement Advocacy Open Doors Hope for the Middle East Freedom Smuggling	Equality Act Discrimination Religious holidays Faith school Employer Meat Alcohol Prayer Judaism Labour unions Muslim Holy books Religious club
Classroom tasks	Extended tasks that require pupils to use the 3 articles, refer to religious beliefs / teachings and practices when responding to fundamental / religious questions. Author Deborah Orr wrote in the Guardian, "For human rights to flourish, religious rights must come second". What do you think? Remember to refer to the three articles of the e-magazine and your own information.		
Extended tasks	1. There have been many instances where there has been a conflict over people's right to wear religious clothing / symbols in public over recent years. Look for some of these events and come to conclusions at	1. Choose a country from the Open Doors 2020 Watchlist and write a statement of support, reflection or prayer for the children and youths who suffer because of their faith / religion in the country.	1. Further research the requirements of the Equality Act 2010. 2. Play the role of a religious person applying for a job, some elements of which would be contrary to their

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	<p>the end.</p> <p>2. "I intend to ensure that all pupils study Religious Education and Sex and Relationships Education in the new curriculum, in the same way that they study science, mathematics and languages."</p> <p>These are the words of Kirsty Williams, the Welsh Education Minister in introducing the new curriculum.</p> <p>In the past, parents had the right to opt their children out. What do you think are the arguments for and against giving parents the right to choose in the areas identified?</p> <p>3. The article refers to two rights-based organisations, Liberty and Stonewall.</p> <p>Research the work of both and list some of their successes.</p> <p>4. On what grounds have some Christians been negative towards gay rights? What is the Biblical basis</p>	<p>2. Author Deborah Orr says, "For human rights to flourish, religious rights have to come second". But Rehman Chishli, an official in Mrs Theresa May's government, said "... .. where freedom of religion or belief is under attack, other human rights are threatened too. Societies that aim to protect and promote freedom of religion or belief are more stable, more prosperous and likely to be more resilient against violent extremism." Discuss both opinions in a class debate.</p> <p>3. Draw a poster highlighting the suffering of Christians and / or other believers in the world today.</p> <p>4. Can you imagine Wales as a country where you are not allowed to follow a particular religion. You may have learned about religious groups in the past that have suffered persecution in Wales. Write a paragraph or diary describing your experiences as a Christian or other person of faith in the country.</p>	<p>religious beliefs.</p> <p>3. Have a class discussion about whether religious people should have special rights in the workplace.</p> <p>Research recent cases of religious discrimination in the workplace or school.</p>

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	<p>for this? How does this affect the rights of people in different parts of the world?</p> <p>5. The article refers to the following:</p> <p>Bishop Cherry Vann;</p> <p>Reverend Richard Coles;</p> <p>Correspondent Deborah Orr;</p> <p>The Israeli rugby player Folau;</p> <p>Referee Nigel Owens.</p> <p>How have these influenced your feelings about the rights of different groups of people?</p>	<p>5. Research the history of Asia Bibi and write a paragraph about what happened to her.</p> <p>Here is one website that could help you:</p> <p>https://www.bbc.co.uk/news/resources/idd-sh/Asia_Bibi</p>	
Further resources		<p>https://www.bbc.co.uk/news/resources/idd-sh/Asia_Bibi</p> <p>Persecuting Muslims in China - https://www.bbc.com/news/world-asia-china-45474279</p> <p>The Muslim Religion in Myanmar -</p>	

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		https://www.theguardian.com/global-development/2017/sep/06/who-are-the-rohingya-and-what-is-happening-in-myanmar https://www.opendoorsuk.org	