

Topic: Justice

Phase: UKS2

Strand: RE – Investigating

What should I already know?

- A basic understanding of some key religious stories from Christianity and Judaism.
- That people from different faiths might view ‘freedom’ and ‘justice’ differently.
- That people from different faiths and ethnic backgrounds have been subjected to persecution and discrimination over the centuries.

At the end of the unit, I will be able to:

- understand that freedom and justice have more than one definition
- explain how beliefs about freedom and justice have influenced the actions of important figures in history and today
- explain the different religious concepts of freedom and justice, and give examples
- state the role of religious beliefs and how they have influenced the human rights and non-violent protest movements
- examine and explain why concepts of freedom and justice can conflict

Key Information

During this topic, we will read a range of stories, from different world religions, examining the concepts of justice and freedom. We will learn how key figures in history, such as Martin Luther King, were informed and influenced by their own religious beliefs, and will examine the impact of different religious and non-religious ideas about the formation of the Non-Violent Protest and Human Rights Movements. We will then conclude the unit by consolidating our understanding of freedom and justice by examining which, if either, is more important, using our learning in this unit to debate this question.



We are MANOR!
As learners we will ...

Manners

Develop a respect and understanding for the views and opinions of other people and share ideas about our own ideas and thoughts in a respectful manner. We will celebrate good work, value others’ contributions, and discuss and debate opinions.

Aspiration

Learn by being challenged in a series of well-designed and interesting activities designed to deepen our understanding of the world and broaden our horizons. We will be aspirational in developing knowledge and conceptual understanding through practical activities and discussions.

Nurture

To recognise that we live in a wonderful world made up of many different people and ways of living. We will develop an appreciation and respect for the diverse world and environment in which we live, showing care and compassion for the people and beliefs around us.

Open-Mindedness

We will be open-minded so that we can learn more about others and the way in which they live their lives. We will listen respectfully to each other and not laugh at or make fun of what other people say.

Resilience

Engage confidently with the RE curriculum and learn that anything is possible and failure is not something to fear but to learn from. We will support each other to learn new things and share what we know so that we might help others.

What is Freedom?

Freedom can be defined as;

- The power or right to speak or think as one wants.
- The right to act in the way you think you should.
- The state of not being imprisoned or enslaved.
 - Freedom from something undesirable.

However, in a religious context, freedom can have different meaning.

Freedom in Sikhism

The Sikh Gurus believed that people should have complete freedom to choose their beliefs.

They also believe that people gain freedom by doing the right thing and avoiding doing the wrong thing. In this way freedom is not doing whatever you want but the freedom for all to live their lives in a happy, healthy, moral and spiritual way.



Freedom in Judaism

In Exodus, we find out what happened to the Jews in Egypt. Moses led them out of slavery, however he was not asking for the Jews to be freed so they could do what they liked. They were to be freed so they could practise their religion freely.

In this way, freedom is not simply the freedom to do things but also the freedom to not do things that they consider to be morally wrong.



"Let my people go, so they may serve me."

Freedom in Buddhism

Buddhists believe that the most important freedom is freedom from suffering. They believe that following the eightfold path will result in freedom. Dharma is the discipline of practising freedom from suffering which can be found by following the eightfold path:

Right View	Right Livelihood
Right Thought	Right Effort
Right Speech	Right Mindfulness
Right Action	Right Contemplation

"Just as in the great ocean there is but one taste - the taste of salt - so in this doctrine and discipline there is but one taste - the taste of freedom."

Freedom in Hinduism

Hindus believe that we should have no restraints on freedom of reason, thought, feeling and will. However, this needs to be grounded in Hindu ideas of the goals of human life including moksha - freedom from the cycle of birth and rebirth (samsara), so that a person can just be one with God forever. Moksha can be achieved through knowledge, meditation, worship and good deeds.



Freedom in Islam

The word Islam means "submission to God." Muslims believe that God has given them free will (the ability to think) to make good choices.



"No one's freedom should violate the freedom of others."

Justice

Justice is a concept based on ethics and law that means that people should behave in a way that is fair, equal and balanced for everyone. Justice sometimes clashes with the ideals of freedom however, as different people believe that one or the other is more important.

A government that protects human rights makes one set of laws for everyone, not different laws for different people. In the past, the law has discriminated against some groups based on their race, religion, gender, or sexuality. A government that promotes social justice ensures that everyone has physical security, education, healthcare, and employment.



Human Rights

Human rights are standards that recognise and protect the dignity of all human beings.

Human rights govern how individual human beings live in society and with each other, as well as their relationship with the country they live in and the obligations that that country has towards them. Human rights law obliges governments to do some things, and prevents them from doing others. Individuals also have responsibilities: in using their human rights, they must respect the rights of others. No government, group or individual person has the right to do anything that violates another's rights. There are currently 30 human rights.



Vocabulary

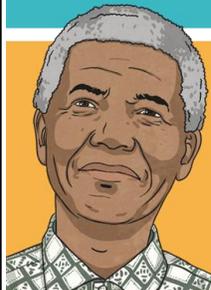
Fairness	Treating people equally without favouritism or discrimination
Reasonable	Based on good sense, logical, sensible, appropriate
Human Rights	standards that recognise and protect the dignity of all human beings.
Justice	the quality of being fair and reasonable.
Freedom	the power or right to act, speak, or think as one wants.

Freedom or Justice – which is more important?

While all of us want both justice and freedom, there have been some who have debated which is most important.

“Justice is the first virtue of social institutions.”

John Rawls



“For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others.”

Nelson Mandela

Quiz

- 1). What is the Jewish belief in freedom?
- 2). Regardless of your religious beliefs, which take on ‘freedom’ do you think best fits with the way you live your life?
- 3). Can you think of a time you have learnt about where justice has discriminated against a certain set of people?
- 4). How many Human Rights are there?
- 5). True or false, Mahatma Gandhi led violent protests.

Protests and Non-Violent Protests

Often in history, when groups of people have been treated with injustice, they make a protest (speak or act in a way to demonstrate that they object to the way they have been treated). Protests can sometimes involve violence, although people like Martin Luther King Jr, Mahatma Gandhi, Nelson Mandela and John Hume all led peaceful, non-violent protests which changed the world in many ways.