

Title: Human Rights

Titles	Imagine life without rights... What would change?	Racial, Religious, Cultural and National Identity	Should people be free to believe whatever they want?
Logic	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]: • 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. RVE in The Curriculum for Wales By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to: • 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 The RVE lens		

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	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: • <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> *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. Useful Links: The RVE Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance Hwb Humanities Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities Statements of What Matters - https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/ Cross-cutting Themes - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes		
Key Words	Rights - The freedoms and protections that belong to every human being, helping to ensure that people are treated with dignity, fairness and respect. Belief(s) - An idea or conviction that is important to a person, whether religious or non-religious.	Cynefin – A Welsh term that can be translated as ‘a deep-rooted sense of belonging’. Ostracised – Excluded from a group or activities. Deities – Gods / goddesses / divine beings. Many Hindus have images of different deities	Article 9 – A law in the European Convention on Human Rights that protects freedom of religion and belief. Balancing rights – Finding fair solutions when different rights or freedoms come into conflict.

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	Worldview - The way a person or group understands and makes sense of the world, including ideas about life, meaning, what is important and how we should live. Values - Ideas about what is important, worthwhile or good. Values can influence the choices people make and how they think people should treat one another. Responsibility - The duties or obligations we have towards ourselves, other people, society and, for some people, the natural world or God. Responsibilities are often connected to our beliefs and values.	connected to stories about different aspects of the 'supreme spirit' that is believed to be the cause and evolution of all universes. Kosher – Literally 'appropriate' or 'proper' and the term used for a home that follows all the Jewish food laws. Hijab – Headcovering worn by some Muslim women that covers their hair (not their face).	Belief – An idea or conviction that is important to a person, whether religious or non-religious. Citizenship – Being an active, responsible member of society who respects others' rights. Democracy – A system where people have a voice and different beliefs can be discussed fairly. Discrimination – Treating someone unfairly because of who they are or what they believe. Empathy – Understanding and caring about how other people feel. Equality Act 2010 – UK law that protects people from unfair treatment because of religion or belief. Expression of belief – Showing beliefs through clothing, symbols, worship, celebrations or daily actions.

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			Freedom of religion or belief – The right to choose, change, follow or have no religion or belief. Human rights – Basic rights and freedoms that belong to everyone. Identity – The beliefs, values and experiences that make a person who they are. Inclusion – Making sure everyone feels welcomed, valued and able to participate. Prejudice – Negative opinions about a person or group without good reason. Religious diversity – People from different faiths living together in the same society. Respect – Accepting that others have the right to hold different beliefs from your own.

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			Secular society – A society where the government is not controlled by a particular religion. Solidarity – Supporting others, especially when they face challenges or discrimination. Tolerance – Allowing people to express different views even when you disagree with them.
Search words	Human rights Dignity Equality Justice Equity	Church in Wales Baptised Holocaust survivor Nazi Colony 9/11 Gene pool	Understanding Compromise Perspectives Synagogue Enlightenment Kara Philosophical Fundamental
Extended Tasks			

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Classroom Tasks	How should religious and non-religious philosophical convictions shape the way we think about human rights? Purpose of the Enquiry Learners explore human rights through Religion, Values and Ethics, considering how religious and non-religious philosophical convictions understand human dignity, justice, equality, freedom and responsibility. They encounter different sources of authority and lived perspectives, while considering how these ideas influence responses to contemporary issues and political debate. Learning aims By the end of the enquiry, learners understand: • human rights belong to every human being and are connected with dignity and equal worth; • religious and non-religious philosophical convictions can offer varied reasons for supporting human rights;	1. a) What does it mean to belong? You may want to think about: • How you feel about a place or community. • How they may feel about you. • How well you fit in. • Something else. (This can be written and / or discussion – expand ideas to include, for example, hobby groups, sports teams, music tastes etc.) b) Create a spider diagram of the different things you feel that you belong to. 2. (a) Create a pie chart using the ‘Aspects of Religion’ grid. Decide on the size of each slice depending on how important you think each aspect is. (b) Compare your pie chart with others. • Where and why do you agree / disagree? • Would you add other aspects? What are they and why? • Answer the question as a sentence in your own words: ‘What does	1. Rights Detective Escape Room • Create a series of clues based on Article 9 and the Equality Act. For example, ‘A learner wants to wear a kara’, ‘A learner refuses to attend a religious celebration’, ‘A school has safety concerns about jewellery’, etc. • In groups, learners solve puzzles by deciding (i) Is this about holding a belief? (ii) Is it about expressing a belief? (iii) Does a right need balancing? • Every correct answer unlocks the next clue. 2. Bangor Time Machine Give groups different historical roles: • Jewish community member. • Chapel elder. • Shop owner. • Newspaper reporter. • A young person from the time. Learners create one or more of the following about Bangor’s Jewish community and the use of Tabernacle Chapel:

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	- religious teachings and leaders can influence ethical action, while traditions contain diversity and disagreement; - the ECHR protects important rights, including freedom of thought, conscience, and religion; - human rights involve questions about both freedoms and responsibilities. RVE Learning - explore religious and non-religious philosophical convictions about human rights; - interpret religious teachings and examples from lived religion; - consider sources of authority and different understandings of human dignity; - examine ethical questions about justice, equality, freedom and responsibility; - develop reasoned responses to contemporary issues and recognise that people may disagree.	belonging to a religion actually mean?’. 3. Religious dress and symbols are banned from public places in France. a) Do you think that this is a good idea or not? (This can be written and / or discussion.) b) Construct a table listing reasons ‘for’ and ‘against’ this ban. 4. a) What would you say your nationality is and why? Is it connected to your place of birth? Where you live? Your ancestry? (A reflection task.) b) Read the last paragraph of the article carefully. What is your answer to the final question: “What do you think?”. Try to explain your thinking. (This can be written and / or discussion.)	- Diary entries. - Newspaper headlines. - Interviews. - News reports. 3. The TikTok Dilemma Carousel Place short scenarios around the room: ‘A learner posts about their faith online’, ‘A learner posts that they are an atheist’, ‘A learner wears a religious symbol in a TikTok video’. Someone makes jokes about a belief group in the comments. Groups of learners in the class rotate every few minutes, and for every scenario, they must answer: - What is happening? - Is anyone’s right affected? - How should others respond? Afterwards, the groups create a 30-second ‘TikTok advice script’ for the situation. 4. Design a ‘Belonging Wall’

	1. Stimulus: Imagine Life Without Rights • Read and annotate the article. What surprises you? What questions arise? • Imagine one human right being removed from everyday life. Who would be affected and how? • Discuss: “Everyone is equal, but everyone does not have the same needs.” • Create a class list of rights learners think are essential. 2. Human Rights and Religious Wisdom Groups investigate a different religious or non-religious philosophical perspective and identify teachings, concepts or examples that could influence thinking about human dignity and justice. • Christianity: humans created in the image of God; loving your neighbour; Martin Luther King Jr. • Islam: justice ('adl); responsibility; teachings and example of the Prophet Muhammad. • Judaism: justice, dignity and responsibility towards others. • Hinduism/Jainism/Buddhism: ahimsa, compassion and reducing harm; Gandhi as an example of non-violent resistance.		• Ask learners, ‘What would make everyone feel that they belong?’ • By working together, learners design a wall mural, digital display or poster celebrating, e.g., religious diversity, non-religious philosophical convictions, human rights, and respect. • Encourage symbols, quotations and local Welsh examples. 5. The Human Rights Courtroom Transform the classroom into a human rights court and present realistic cases such as: • A learner asked to remove a religious symbol. • A school considering a uniform policy. • A learner wanting a quiet reflection space. Roles include the judges, rights experts, witnesses, learners, and journalists. The goal is not to ‘win’ but to find a fair balance between competing rights. 6. The School Inclusion Audit
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	- Humanism: shared humanity, reason, empathy and ethical responsibility. Learners should consider not only “What does this tradition or worldview teach?” but also “How might a person who holds this conviction respond to a real situation?” 3. Rights in Conflict? Explore scenarios such as: - A person wants to express a strongly held belief online, but others say the language is harmful. Should freedom of expression have limits? - A refugee arrives seeking safety. What responsibilities might governments and individuals have? - A religious group wants to follow a practice that some people believe conflicts with another person's rights. How should the disagreement be approached? - A government says a new law is necessary for public safety, but some people believe it restricts their freedom. Which values should be considered?		Learners become inspectors by investigating the following: - Does our school make everyone feel they belong? - Is there somewhere quiet for prayer or reflection? - Do displays represent different worldviews? - Are school events inclusive? Having reflected on these questions, create a list of where the school succeeds with green flags, then where it could be better with amber flags, and where it needs to improve significantly with red flags. Then write recommendations. 7. Community Solidarity Challenge - Using the Bangor chapel example, ask groups to solve modern community problems. For example, a faith group needs meeting space; a new refugee community arrives; different groups want to use the same community hall. - Learners create action plans showing how solidarity could work in practice.

	4. The ECHR Debate Use reliable sources to investigate different arguments about the ECHR. Learners could create a chart showing arguments for retaining, reforming or changing aspects of the current system. The key RVE question is not simply “Which political party is right?” but “What values and assumptions about rights, authority, justice and responsibility are behind these arguments?” 5. Reflection – What Would Change? Learners return to the opening thought experiment and complete one of the following: • Write a short response to: “Human rights matter because...” • Create a “Rights and Responsibilities” pledge with three principles they believe a fair society should protect. • Choose one human right and explain how a religious or non-religious philosophical conviction might support, question or deepen their understanding of it. • Reflect: “If everyone has equal worth, what responsibility do I have towards other people?”		8. ‘Humans of Wales’ Storytelling Project Students create a short profile of a fictional Welsh teenager who has a particular worldview, e.g., Christian, Muslim, Jewish, Sikhi, Humanist, Pagan, Atheist, Agnostic, Pacifist. The profile explains: • What matters to them. • How they express identity. • Challenges they might face. • How others can show respect. Produce as posters, podcasts, Instagram-style profiles or short videos. 9. #BelongingWales Global Campaign Imagine the Welsh Government launches a global social media campaign called #BelongingWales Learners create, e.g., posters, reels, podcasts, infographic stories, showing how Wales could promote freedom of religion or belief, inclusion, respect, and solidarity. Challenge them to include one Welsh example and one international example.
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	Curriculum for Wales – Humanities / RVE This enquiry supports the Humanities Statement of What Matters: “Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.” It uses the multidisciplinary approach to Religion, Values and Ethics to explore religious and non-religious philosophical convictions through questions of belief, worldview, values, ethics, justice, equality, freedom, rights, responsibility, identity and sources of authority. It also provides opportunities to explore protected characteristics, prejudice and discrimination, and to develop informed, respectful responses to contemporary issues.		10. Wales in 2050 Ask learners to design an ideal Welsh community in 2050 where people of different religions and beliefs live together well. They must include: • Rights and responsibilities. • Schools. • Places of worship and reflection. • Community spaces. • Ways disagreements are resolved.
Further resources			Recommended sources and reading Ahmed, Abdul-Azim, <i>Muslim Wales: A History in 9 Places</i> (Cardigan: Seren, 2026). Allen, Richard C., David Ceri Jones, and Trystan Owain Hughes, <i>Religious History of Wales: Religious Life and Practice in Wales from the Seventeenth Century to the Present Day</i> (Cardiff: Welsh Academic Press, 2014).

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			Article 9: Freedom of thought, belief and religion: https://www.equalityhumanrights.com/human-rights/human-rights-act/article-9-freedom-thought-belief-and-religion Chetty, Darren, Grug Muse, Hanan Issa, and Iestyn Tyne (eds), <i>Welsh (Plural): Essays on the Future of Wales</i> (London: Repeater Books, 2022). <i>Ein Cymru Ni: Straeon am amrywiaeth a pherthyn</i> (Aberystwyth: Atebol, 2025). Fowler, Jeaneane, and Merv Fowler, <i>Chanting in the Hillsides: The Buddhism of Nichiren Daishonin in Wales and the Borders</i> (Liverpool: Liverpool University Press, 2008). Hughes, Kristoffer. <i>The Book of Druidry: A Complete Introduction to the Magic & Wisdom of the Celtic Mysteries</i> (Woodbury, MN: Llewellyn Publications, 2023). Human rights in Wales (Welsh Government): https://www.gov.wales/human-rights-wales JCR-UK: the former Bangor Hebrew Congregation & Jewish Community, Bangor, Gwynedd, Wales:

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			https://www.jewishgen.org/jcr-uk/community/bangor/index.htm Jones, David, Barry Lewis, Madeleine Gray, and D. Densil Morgan, <i>A History of Christianity in Wales</i> (Cardiff: University of Wales Press, 2022). Parry-Jones, Cai, <i>The Jews of Wales: A History</i> (Cardiff: University of Wales Press, 2017). Starling, Mhara. <i>Welsh Witchcraft: A Guide to the Spirits, Lore, and Magic of Wales</i> (Woodbury, MN: Llewellyn Publications, 2022). Strategic Equality and Human Rights Plan 2025 to 2029 (Welsh Government): https://www.gov.wales/strategic-equality-and-human-rights-plan-2025-2029-html Universal Declaration of Human Rights: https://www.un.org/en/about-us/universal-declaration-of-human-rights <i>We Are Wales: Stories on diversity and belonging</i> (Aberystwyth: Atebol, 2025).

