

People, action and impact

LH_W5 | Tuesday 10:10–10:50 | Name: _____

I can: Explain historical significance and connect an action to a stated value.

Point, speak, draw or write. Keep your first answer visible.

Our source

SECONDARY TEACHING SUMMARY: UK Parliament; values discussion is a classroom interpretation.

- A. In 1948, Empire Windrush brought passengers from the Caribbean to Britain.
- B. In 1963, Bristol campaigners opposed a bus company's racial discrimination.
- C. Paul Stephenson and other organisers helped lead that campaign.
- D. The 1965 Race Relations Act prohibited racial discrimination in some public places.

First decision

Which statement avoids an unsupported claim?

- A. We know every organiser's religion. / B. Campaigners challenged an unfair policy. /
- C. One campaign ended all racism.

My choice and reason:

Your evidence

LH_W5 | Use the source on page 1

1. Explain the significance of the Bristol campaign using two facts.

2. Write a second possible judgement or a limitation.

One change, question or next step:

Beliefs and values: source card

LH_W5 | Use for task 3

CLASSROOM SOURCE SUMMARIES — paraphrases or explicitly labelled fictional applications; not quotations.
Use within the one 40-minute Humanities/RE lesson.

A1. At Christmas Christians celebrate Jesus' birth; Church of England teaching describes it as God's gift.

B1. Humanists UK describes helping others to find wellbeing and meaning in this life.

F1. Fictional application: two volunteers support a community welcome event, each drawing on a different source.

My RE response

Write two developed points: source idea → possible action → why the link makes sense.
Label possible actions as inferences.