

People, action and impact

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



Think, point, speak, draw or write.
You may pass or ask for a quiet start.

Read the source

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

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

Watch the reasoning

- 01 Paul Stephenson worked with other campaigners in Bristol.
- 02 A strong explanation links a named action, evidence and an impact; it does not assume private beliefs.

Point to the detail that supports the answer.

Make a decision

Which statement avoids an unsupported claim?

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

Choose first. Give a reason before checking.

Check the deciding clue

B **The card supports their action; it does not establish every belief or every later outcome.**

Keep your first choice. If you change it, say what changed your mind.

Beliefs and values

RE SOURCE SUMMARIES / FICTIONAL APPLICATIONS — see staff references.

- 01 A1. At Christmas Christians celebrate Jesus' birth; Church of England teaching describes it as God's gift.
- 02 B1. Humanists UK describes helping others to find wellbeing and meaning in this life.
- 03 F1. Fictional application: two volunteers support a community welcome event, each drawing on a different source.

Your independent evidence

- 01 Explain the significance of the Bristol campaign using two facts.
- 02 Write a second possible judgement or a limitation.
- 03 Write two developed points: source idea → possible action → why the link makes sense. Label possible actions as inferences.

Make one useful improvement

**Check your answer against the source.
Show the detail you used.**

Add evidence, improve a link, or mark a claim you cannot support.

Keep the first attempt visible. Record one change or one question.

What will you take forward?

Explain an action without inventing a belief.

One thing I can explain: _____

One next step or question: _____