

SDG – Year 4 - Peace, Justice and Strong Institutions – What would a peaceful country look like?

Prior Learning (What we already know?):

- To be able use all senses to explore and find out about places, objects, beliefs, practices and forms of expression.
- To be able to ask questions and reflect on feelings and experiences.
- To be able to use imagination and curiosity to develop appreciation of and wonder at the world
- Skills of enquiry: contribution to discussions and debates.
- To be able to connect with others who can help them in facilitating peace, justice, inclusion and strong institutions in their country.

Key Questions:

What is Peace?

What is Justice?

Do you agree with the justice system we have?

Do you think that our country is corrupt? Why?

Why did the conspirators want to blow up parliament (Guy Fawks)?

Were they right to want to cause a change? (Even if you disagree with their method)

Key Facts:

Peace is the lack of conflict and the absence of violence between heterogeneous social groups. **Justice** refers to two things: the notion of giving to everybody what they have the right to; and the organization of human beings to ensure that: judges, lawyers, ministries of justice and tribunals.

Corruption, bribery, theft and tax evasion cost some US\$1.26 trillion to developing countries each year; this amount of money could be used to lift those who live in poverty out of it for at least 6 years. The rate of children leaving primary school in conflict-affected countries reached 50% in 2011, which amounts to 28.5 million children, showing the impact of unstable societies on education.

New Learning:

- Linking to the expressive arts, pupils develop imaginative and creative ways of expressing some of their own commitments, including working hard at sport or music, caring for animals and the environment, loving their family or serving God.
- To understand diversity of national religious and ethnic identities; the need for mutual respect and understanding at global level.
- To understand religious and cultural literacy.
- To understand similarities and differences between religions
- To understand legal system and human rights education.
- To understand models of democracy and good governance.
- To understand concepts of justice, inclusion and peace and their relationship to law.
- To understand the importance of individuals and groups in upholding justice, inclusion and peace and supporting strong institutions in their country.
- To understand definitions of justice: retributive and rehabilitative
- To understand crime and punishment, comparing laws and punishments
- To understand climate justice
- To understand treaties and agreements related to war, peace and refugees



Vocabulary:

Peace, Justice, Corruption, Institution

Key Resources:

<https://www.globalgoals.org/16-peace-justice-and-strong-institutions>

<https://www.youtube.com/watch?v=-3cDFEw1bhY>

Can I do this?

- To have appreciation of multiculturalism.
- To develop a sense of empathy towards others, and social tolerance
- To have appreciation of experiences of others.
- To value co-operation.
- To empathy and open-mindedness.
- To have a sense of identity and self-esteem.
- To have a belief that people can make a difference.
- To participate in society and civic responsibility.
- To appreciate the significance and impact of different ways of life.

New Skills:

- To have skills of enquiry: contribution to discussions and debates.
- To have the ability to challenge injustice and inequality.
- To learn to weigh up the value of wisdom from different sources, to develop and express insights in response, and to agree or disagree respectfully.
- To be able apply of critical thinking skills to describe, explain and analyse beliefs, practices and different ways of life.
- To able to connect with others who can help them in facilitating peace, justice, inclusion and strong institutions in their country.
- To be able to show empathy with and solidarity for those suffering from injustice in their own country as well as in other countries.