



RE

Is it fair?

Monday 23rd November

I can ask questions about injustice and suggest ways to create a fairer world.

The equality and human rights commission says:

What is religion or belief discrimination?

This is when you are treated differently because of your religion or belief, or lack of religion or belief, in one of the [situations covered by the Equality Act](#).

The treatment could be a one-off action or as a result of a rule or policy. It does not have to be intentional to be unlawful.

There are some circumstances when being treated differently due to religion or belief is lawful, explained below.

What the Equality Act says about religion or belief discrimination

The Equality Act 2010 says you must not be discriminated against because:

- you are (or are not) of a particular religion
- you hold (or do not hold) a particular philosophical belief
- someone thinks you are of a particular religion or hold a particular belief (this is known as discrimination by perception)
- you are connected to someone who has a religion or belief (this is known as discrimination by association)

In the Equality Act religion or belief can mean any religion, for example an organised religion like Christianity, Judaism, Islam or Buddhism, or a smaller religion like Rastafarianism or Paganism, as long as it has a clear structure and belief system.

The Equality Act also covers non-belief or a lack of religion or belief. For example:

- the Equality Act protects Christians if they are discriminated against because of their Christian beliefs, it also protects people of other religions and those with no religion if they are discriminated against because of their beliefs

Remember what different faiths think about forgiveness and reconciliation:

Judaism

Teshuvah involves:

- confessing the sin committed;
- apologising and asking for forgiveness from another human being if anyone has been affected by the sin;
- vowing never to repeat the sin;
- being charitable (this could mean giving money or things to a charity or just being generous and helpful to others);
- making up for the sin by living a better life and doing good deeds.

Buddhist Forgiveness

Buddhism

- To forgive is to let go of feeling hurt, to give up our grudges. To forgive means to extend goodwill to those that we feel are opposed to us, those who have offended us, those who have hurt us, those who don't like us, even those we regard as enemies. Forgiveness is truly an act of self-transformation. When we forgive we transform a negative mental state of resentment and anger into a positive mental state of goodwill.

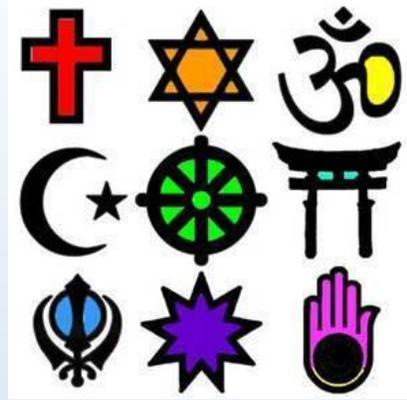
Christianity



Islam



Reconciliation



- Reconciliation is so important in moving forward from instances of unfairness.
- This can make a huge difference in a community and can both help people move on, make others feel welcome and often give a sense of belonging.
- Have a look at how this group helped to strengthen the community and bring harmony in Northern Ireland:

<https://www.corrymeela.org/about>

Childline says...



BEING TREATED DIFFERENTLY

You might feel like you're being treated differently because of your faith or religion. This could be at school, college, by friends or with relatives. It's wrong for anyone to hurt, tease, ignore, threaten, tell jokes or call you names. It's bullying and you don't have to cope on your own.

You might be bullied about your:

- religion
- religious practices, like not eating meat or drinking alcohol
- clothes or symbols, like if you wear a headscarf, cross or kara
- where you were born
- the way you speak or your accent
- class or caste.

Being treated differently because of your religion, lack of religion or your beliefs is a type of discrimination. It's also wrong for someone to treat you unfairly because of your friend or family members' religion.

It's still discrimination if someone doesn't mean to treat you differently or if they make a wrong assumption about you. Discrimination is against the law and you can get help to get it stopped.

Have a quick read of parts of this BBC article: (2018)

Religious hate crimes: Rise in offences recorded by police

© 16 October 2018



Police have recorded a surge in hate crime directed at people in England and Wales because of their religious beliefs.

It rose by 40%, from 5,949 in 2016-17 to 8,336 in 2017-18, according to the **Home Office data**.

Most religious hate crime - 52% of all offences - was aimed at Muslims.

But the separate Crime Survey of England and Wales, which is a broader measure of people's experience of crime, showed no rise.

According to Home Office data, the total number of hate incidents reached a record 94,098 from April 2017 to March 2018 - a rise of 17% from the previous year.

Just over three-quarters of those - a total of 71,251 - were classified as "race hate".

Hate crime is defined as an offence which the victim considers to be driven by hostility towards their race, religion, sexual orientation, disability or transgender identity.

It can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property.

The religions that police count hate crimes for are: Buddhist; Christian; Hindu; Jewish; Muslim and Sikh. They also have categories of "no religion", "other" and "unknown".

- **Hostility to men and elderly could become hate crimes**
- **Police warned to do better on hate crime**
- **Defiant selfie of hate crime victim**

Crimes targeted at people because of their sexual orientation made up 12% of the total (11,638), with religious hatred at 9%, disability hate 8% (7,226) and transgender hate crimes 2% (1,651).

According to the police figures, the number of hate crimes has more than doubled since 2012/13, when 42,255 were recorded.

It is partly because of improvements in the way crimes are reported, but there have also been spikes of hate crime after events like the Brexit referendum and the terror attacks last year.

Reflect

- How did Usman feel after this hate crime?
- Do you think the people that did this understood his faith?

Usman Ahmed, a Muslim, told the BBC he first experienced hate crime two years ago, when someone shouted abuse at him that referred to the Islamic State group.

"At first I was shocked and then confused as nothing like this had ever happened to me before," said the 19-year-old, from Luton.

"But the more I thought about it, the angrier I got. I kept thinking what had I done to deserve this?"

The Home Office has also announced a review into whether offences motivated by misandry - prejudice against men - should be classed as hate crimes. If so, it could lead to tougher sentences.

Ageism and hatred of certain alternative cultures, such as Goths or punks, could also be included in future.

Yvette Cooper, chairwoman of the Home Affairs Select Committee, welcomed the government's strategy but added: "More action is needed, especially online."

It was also announced on Tuesday that despite the increase in recorded crime, the number of completed prosecutions fell from 14,480 in 2016/17 to 14,151 in 2017/18 - a drop of 329, or 2.3%.

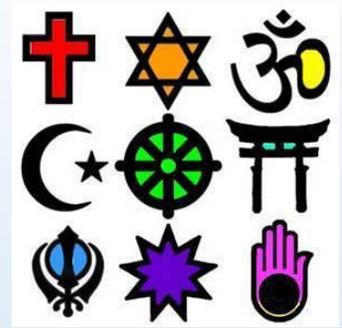
The Crown Prosecution Service said the conviction rate in hate crime cases was 84.7%, up from 83.4% the previous year.

Let's discuss...



- Including the instances that we've referred to, think of some times in history or events that you know of when someone's religion or religious beliefs have been the reason that they have been treated unfairly.
- What happened?
- How did it impact their life?
- Why did this happen?
- How was it reconciled?

Making changes



- Childline suggests that someone of faith who is experiencing bullying or challenges in how people perceive their faith could do the following:

5 things to try:

- **let friends and teachers know when you take part in religious events** so they understand more about you and what you're doing.
- **share photos or blogs about religious festivals** so other people can see what these are like.
- **tell friends about the foods and drinks you're not allowed in your religion** so they don't offer you these.
- **ask friends why they wear religious items** and how they feel about it.
- **ask friends if you can join in with their religious events.** This can help you understand their religion and culture a bit more.

What can we do?



- It is important that we learn about other people's religions in schools so that we don't make judgements about them.
- Even if we aren't religious ourselves, it is helpful to know about other people's faiths because we will come across them in our lives and should understand some things about the way they live and why.

Your turn!



- Childline's list to give people of faith ideas about making others aware of their life was really useful.
- You need to make a bullet point list (following template) which shows ways that we could create a fairer world for all religions- the small changes that we can make will add to make big ones!

5 ways to make a fairer world:

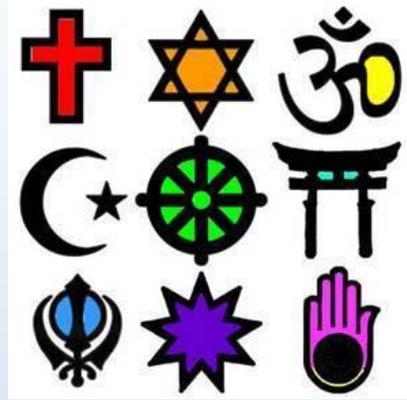
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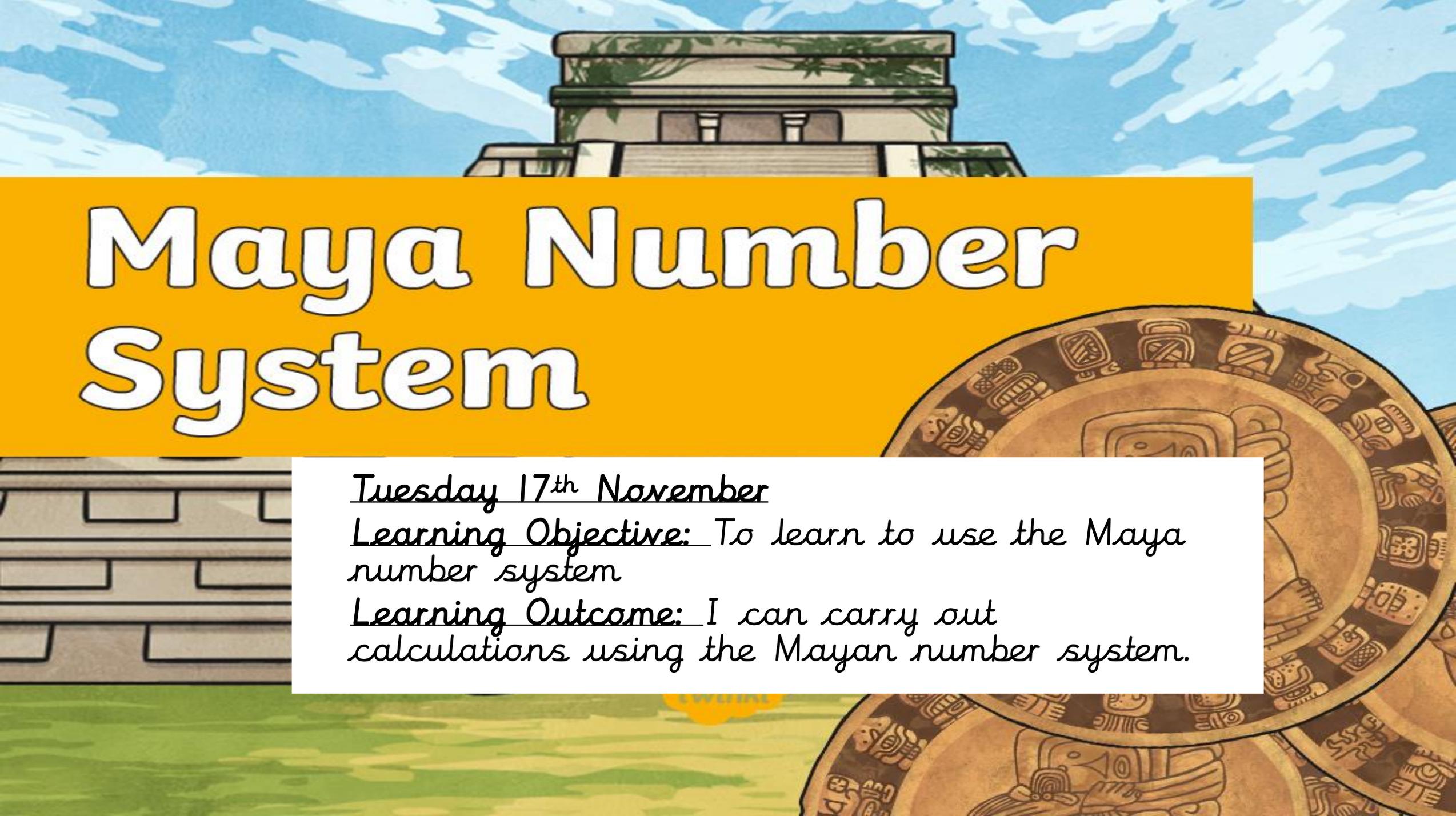
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The background features a stylized illustration of a Mayan pyramid with a blue sky and green foliage. In the foreground, there are several overlapping circular discs with intricate Mayan glyphs and symbols. A yellow banner is positioned behind the main title.

Maya Number System

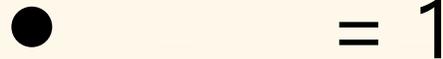
Tuesday 17th November

Learning Objective: To learn to use the Maya number system

Learning Outcome: I can carry out calculations using the Mayan number system.

Number System

The numbers 1-19 are formed in a similar way to Roman Numerals.



Different numbers are made by stacking the lines and lining up the circles on top.

5 circles = a new line.

Maya Number System

Numbers 1-19

1	●	11	● =
2	●●	12	●● =
3	●●●	13	●●● =
4	●●●●	14	●●●● =
5	—	15	===
6	● —	16	● ===
7	●● —	17	●● ===
8	●●● =	18	●●● ===
9	●●●● =	19	●●●● ===
10	==		

Remember:

$$\bullet = 1$$

$$\text{—} = 5$$

Can you work out what these numbers would be?

$$\begin{array}{c} \bullet \bullet \\ \text{—} \end{array} = 7$$

$$\begin{array}{c} \bullet \bullet \\ \text{—} \\ \text{—} \end{array} = 12$$

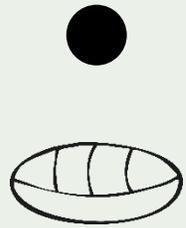
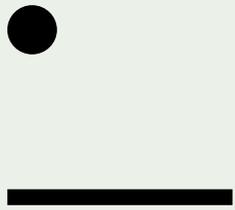
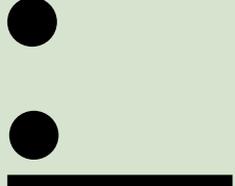
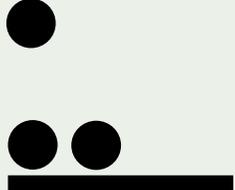
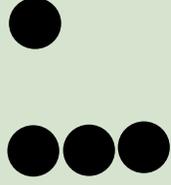
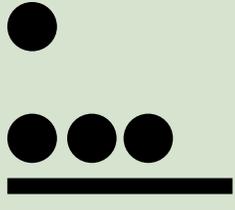
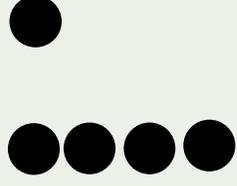
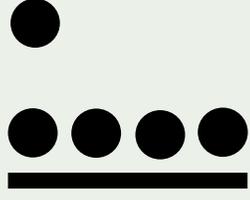
$$\begin{array}{c} \bullet \\ \text{—} \\ \text{—} \end{array} = 11$$

$$\begin{array}{c} \bullet \\ \text{—} \\ \text{—} \\ \text{—} \end{array} = 16$$

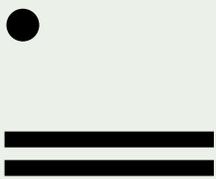
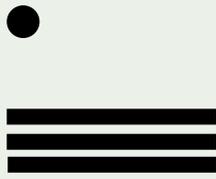
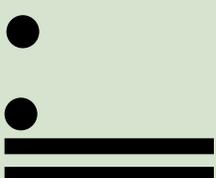
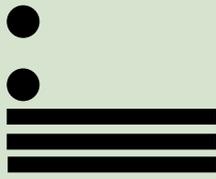
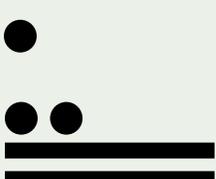
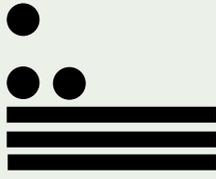
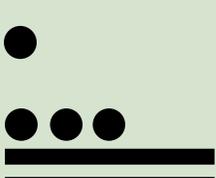
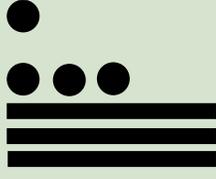
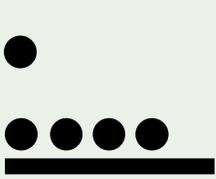
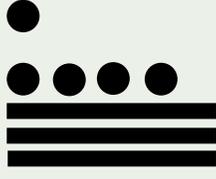
$$\begin{array}{c} \bullet \bullet \bullet \\ \text{—} \\ \text{—} \\ \text{—} \end{array} = 18$$

$$\begin{array}{c} \bullet \bullet \bullet \\ \text{—} \end{array} = 8$$

After 19 it gets a little more tricky. After 19 numbers were written **vertically** with **multiples of 20** above the bottom number.

20		25	
21		26	
22		27	
23		28	
24		29	

After 19 it gets a little more tricky. After 19 numbers were written **vertically** with **multiples of 20** above the bottom number.

30		35	
31		36	
32		37	
33		38	
34		39	
		40	

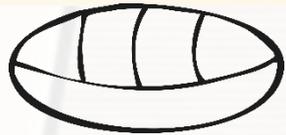
Remember:

If you have a multiple of 20, the zero is used as a place holder, much like we do today.

Maya Number System



$$= 2 \times 20$$



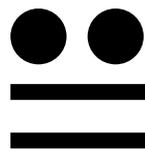
$$= 0$$

$$40 + 0 = 40$$

Numbers Above 10

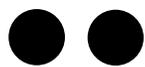
If you have a multiple of 20, the zero is used as a place holder, much like we do today.

$$\bullet = 1 \times 20$$

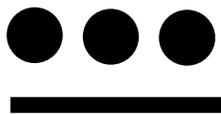


$$= 12$$

$$20 + 12 = 32$$



$$= 2 \times 20$$



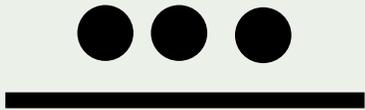
$$= 8$$

$$40 + 8 = 48$$

Once we get above 40 it might be easier to see it in a table:

Number of 20s	● ● ● ●	$4 \times 20 = 80$	93
Number of 1s and 5s	● ● ● ====	$= 13$	

M Sy

Number of 20s		$8 \times 20 = 160$	167
Number of 1s and 5s		$= 7$	



Can you work out what these numbers would be?
 Use the grid to remind you how the system works.

Number of 20s		$8 \times 20 = 160$	167
Number of 1s and 5s		$= 7$	

$$\begin{array}{r}
 \bullet \quad 20 \\
 \bullet \quad 6 \\
 \hline
 \end{array}
 = 26$$

Can you work out what these numbers would be?
 Use the grid to remind you how the system works.

Number of 20s		$8 \times 20 = 160$	167
Number of 1s and 5s		$= 7$	

$$\begin{array}{r}
 \bullet \bullet \\
 \\
 \bullet \bullet \bullet \\
 \hline
 \hline
 \end{array}
 \begin{array}{r}
 40 \\
 \\
 18 \\
 \hline
 \hline
 \end{array}
 = 58$$

Can you work out what these numbers would be?
 Use the grid to remind you how the system works.

Number of 20s		$8 \times 20 = 160$	167
Number of 1s and 5s		$= 7$	

 200

 18

= 218

Can you work out what these numbers would be?
 Use the grid to remind you how the system works.

Number of 20s		$8 \times 20 = 160$	167
Number of 1s and 5s		$= 7$	

 320

 18

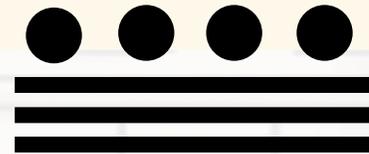
= 338

Can you work out what these numbers would be?
Use the grid to remind you how the system works.

Maya Number System



$$19 \times 20 = 380$$



$$19$$

$$= 399$$

Can you work out what these numbers would be?

Use the grid to remind you how the system works.

Number of 400s		$2 \times 400 = 800$	937
Number of 20s		$6 \times 20 = 120$	
Number of 1s and 5s		$= 17$	

Can you work out what these numbers would be?
Use the grid to remind you how the system works.

Number of
400s

Number of
20s

Number of
1s and 5s



800



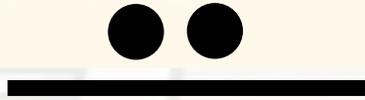
120

= 928



8

Can you work out what these numbers would be?
Use the grid to remind you how the system works.

Number of 400s		4000
Number of 20s		140
Number of 1s and 5s		13

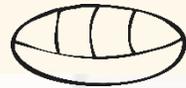
= 4153

Can you work out what these numbers would be?
Use the grid to remind you how the system works.

Number of 400s
Number of 20s
Number of 1s and 5s



2000



0

= 2012



12

Maya Number System

Tasks

Have a go at completing the tasks!

Use information from this power point to help you.

Plenary

Work with a partner to write down the following numbers using the Maya system.

7

126

16

427

34

3065

Maya Number System

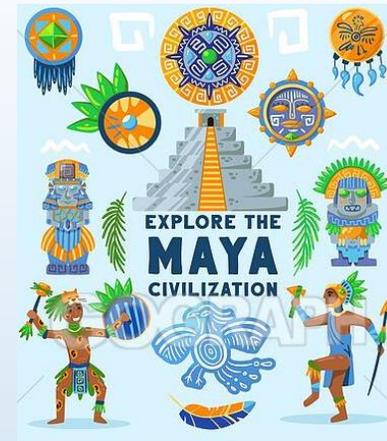
Plenary

Why do you think the Maya chose five and twenty as the bases of their numerical system?



Maybe the Maya chose five and twenty as the two bases of their system as there are five fingers on one hand, and twenty fingers and toes on one person.

Mayan Masks



Thursday 26th and Friday 27th November

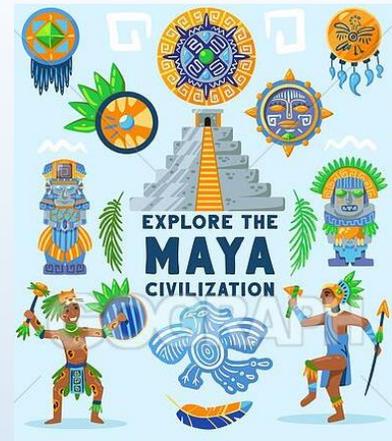
LO To generate and develop ideas using a variety of design techniques.

To justify my plans in a convincing way.

To use research and develop design criteria to design innovative functional and appealing products aimed at a specific group.

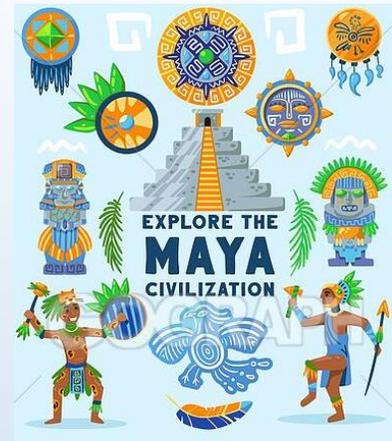
Mayan Masks- Research

- Mayan masks had a wide variety of uses, and the importance of the masks dictated how intricate the designs on various masks were. The most sacred Mayan masks featured complex and delicate mosaics made out of jade.
- Other materials used were stone, wood, gold, shell and obsidian (a hard, dark, glass-like volcanic rock)



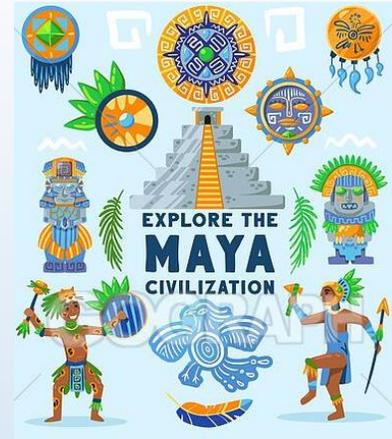
Why were they used?

- The Maya used masks for a variety of reasons and occasions. These included:
- To adorn (decorate) the faces of dead
- To be worn at important events
- To be worn during battle





Battle Masks

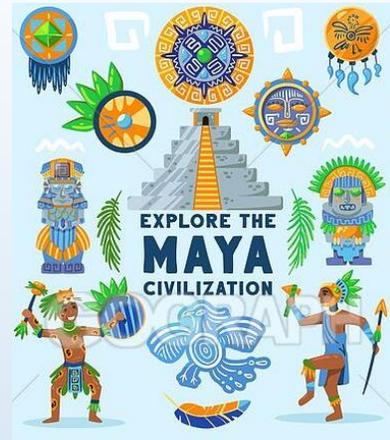


- Some masks which were simple in style were worn by the Mayans during important events like Battles, and usually carved from wood or stone.
- These designs focussed on the use of darker colours.
- They were worn for one of two reasons:
 - To protect the wearer during battle by adding spiritual power
 - To intimidate the enemy

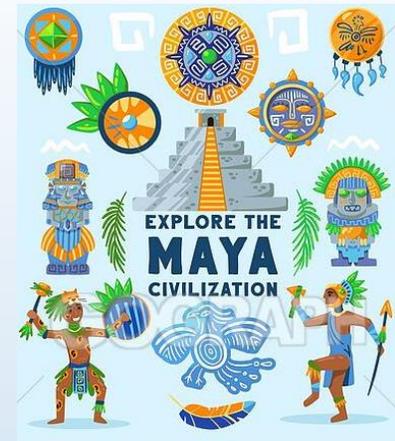


Event Masks

- Other masks were designed to be worn during important events such as weddings and birth ceremonies. These masks often used heavenly beings, animals or designs for entertainment purposes.
- These masks used amazing designs with bright, vibrant colours painted onto wooden surfaces.



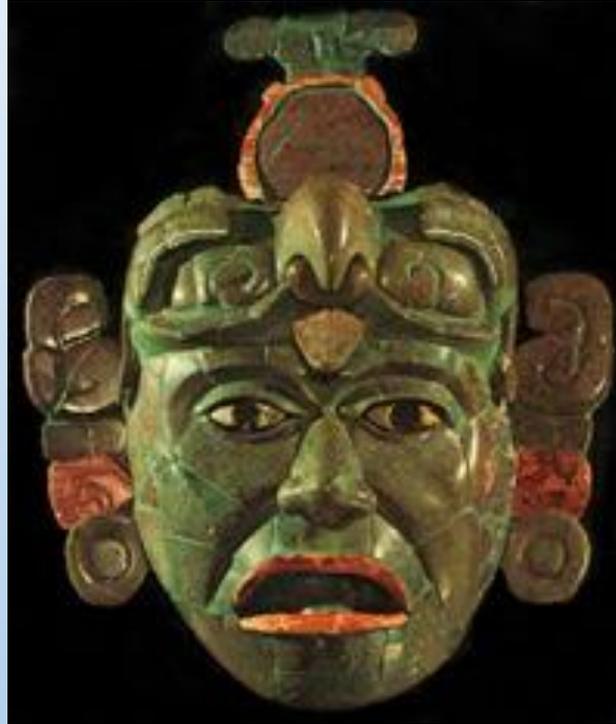
Death Masks



- Finally, those masks used to adorn the faces of the dead were often seen as the most sacred and therefore were the most elaborate.
- These masks used a mosaic patterning of the beautiful greens and blues of the Jade stone to show the close sacred connection between the people and their Gods.
- The funeral masks protected the individual while descending into the underworld "Xibalba" in order to defeat the gods of death and to be able to ascend as the Mayan "God of the Corn".



Other designs



Design Booklet

- Have a go at completing the first page of your design booklet.
- Explain your research about Mayan Masks including their purpose and common features.

Mayan Masks



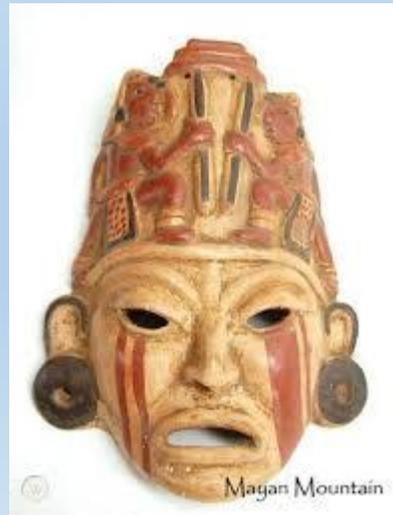
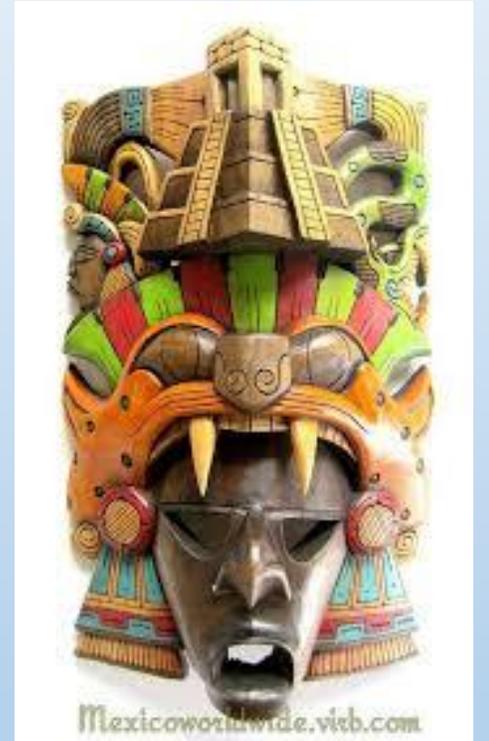
Creating a Mood Board

- A mood board is a visual tool that communicates our concepts and visual ideas.
- Now that we have completed our research, we can use a variety of different images to build a mood board to show how you have been inspired to take your design in a particular direction.
- Choose the aim of your own design- what type of mask will it be?
- Collect pictures that are similar to this and put them together as a collage to demonstrate which designs will help to influence yours.

Creating a Mood Board

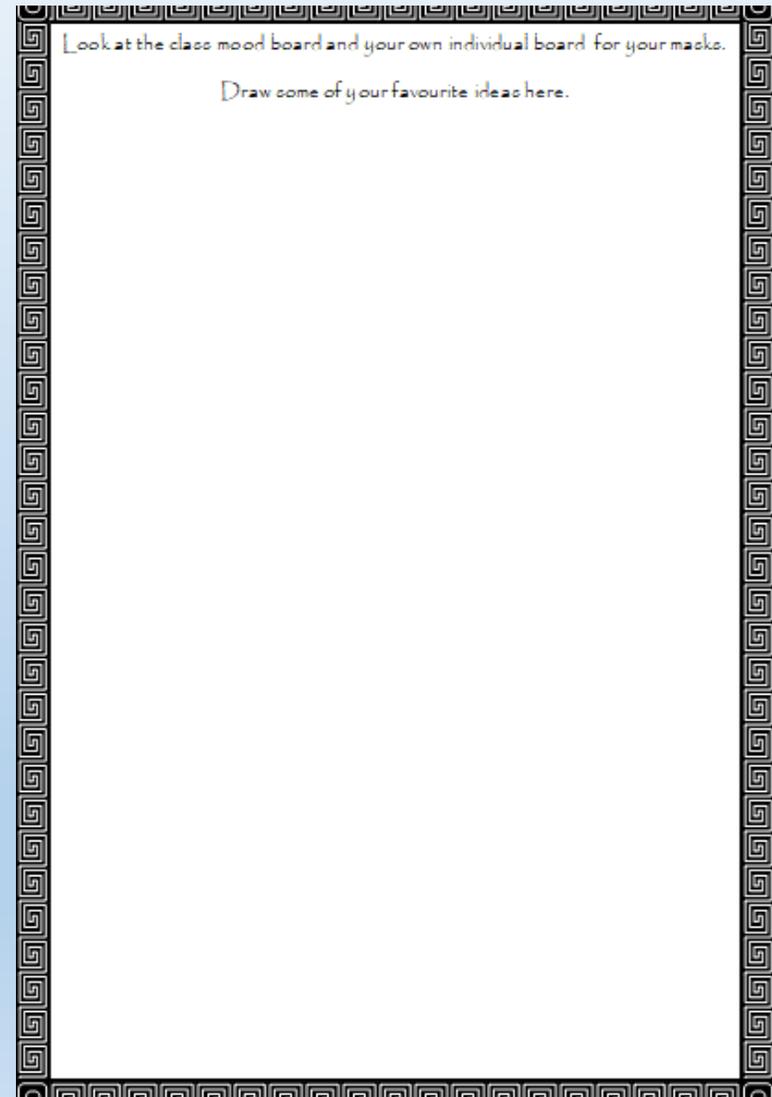


Creating a Mood Board



Drawing your own mood board

- Complete the next page of your mask booklet.
- Consider shapes, styles and common themes in your research that you want to be consistent with your own.



Designing your own mask

- The aims and purpose of your product and this task should be what you are focussing on as you design it.
- It will need to function as a mask and also be a representation of the historical period of the Mayans that we have researched.
- All of your reasoning needs to be justified as we design and plan.

Designing!

- Now that you've considered all of your inspiration, it's time to carefully design your own mask!
- Use the next page of your booklet to draw and label your own mask- remember the purpose of your mask!
- Consider carefully the materials that are available to you to use.

My Mask

Purpose: _____

You will need to label your design with the colours you wish to use, the materials required, the approximate size of specific elements of your mask, for example, the headband.



We will be making the
masks next week!