

Unit 5.1 Inspirational people in today's world: What can we learn from great leaders and inspiring examples in today's world?

Religions: examples from Islam, Hinduism and Christianity

Objectives:

- Be able to show that they understand how inspirational leaders are examples of their religions' ideal
- Be able to connect two examples from different worldviews: what have they in common?
- Be able to consider varied answers to questions about what makes a person inspiring
- Be able to explain thoughtfully their own ideas about the inspiring leaders they have studied
- Be able to apply the idea of inspiration for themselves to stories of leaders
- Be able to explain what matters about the lives of inspirational leaders: do we all need role models? Do the leaders exemplify their beliefs?

Key Factual Learning:

- ✓ Good leaders share certain qualities which make them effective leaders including: Integrity, Ability to delegate, Communication, Self-awareness, Gratitude, Learning agility, Influence, Empathy, Courage and Respect
- ✓ Mahatma Gandhi was an Indian lawyer, politician, social activist, and writer who became the leader of the nationalist movement against the British rule of India.
- ✓ Gandhi came to be considered the father of modern India.
- ✓ He believed in non-violent protest and this was influenced by his religious beliefs
- ✓ He was assassinated in 1948 due to his beliefs
- ✓ The Dalai Lama believes we can build a happier world through education and studying the world around us.
- ✓ He is a Buddhist and works to free his home land of Tibet so they can rule themselves.
- ✓ The Rabbi Jonathon Sacks is Jewish and a member of the House of Lords
- ✓ He believes we should understand and respect others religious beliefs
- ✓ Martin Luther King Jr. was a Baptist minister and leader of the African- American civil rights movement.
- ✓ He believed in non- violent demonstrations and was the youngest person to receive a Noble Peace Prize for his efforts to end racial prejudice in the USA
- ✓ He was assassinated in 1968 due to his beliefs
- ✓ Malala Yousafzai (often referred to as Malala) is known for human rights advocacy, especially the education of women and children in her native northwest Pakistan, where the Taliban banned girls from attending school.
- ✓ As a result of her activism in 2012 an attempt was made on her life and she was nearly killed.
- ✓ She came to Britain as a refugee and was helped to recover from her injuries in an NHS hospital
- ✓ Malala was awarded the Nobel Peace prize in 2014 for her charity work, leadership and belief in girls and women's rights to an education

Practical Tasks:

- Describe and respond thoughtfully to the lives of some inspirational spiritual and leaders from the modern world, answering questions like these: what made this person into a leader? How did their religion inspire them? What holy texts explain their lives? Is this person inspiring just in their religion, or to any human? (A2)
Consider these questions each lesson linked to the person studied
- Research the life of Mahatma Gandhi and create a fact file.
- Identifying key aspects of the Dalai Lama's life and explain an understanding of each aspect.
- Find out who the Rabbi Jonathon Sacks is and why he believes we should respect others beliefs – explore our own ideas compared to his.
- Research and make notes about Martin Luther King JR. and answer question about this
- Research Malala's life and create a report or fact file

Key Vocabulary:

Religion, faith, belief, Muslim, Hindu, Christian, Buddhist, Jewish, Baptist minister, inspiration, human rights, assassinated, segregation, African-American, civil rights, politics, Noble Peace Prize, discrimination, non-violent protest, charity, vote,

Cross- Curricular Links:

RSHE and British Values, History, Geography

Unit 5.2 Religion and the individual: What is expected of a person in following a religion or belief? What matters most to Christians in their religion?

Religion: Christianity

Objectives:

- Be able to explain three or more key Christian beliefs
- Be able to show that they understand what matters to Christians
- Be able to consider varied answers to questions about God
- Be able to explain with reasons why they select one of the 4 elements of Christianity studied as the most important
- Be able to explain what matters about worshipping God to Christians
- Be able to explain similarities and differences between different celebrations that are part of Christian worship

Key Factual Learning:

- ✓ Christianity is a religion based on the idea of forgiveness for our sins
- ✓ The ten commandments form the basis of Christians religious rules Christians' uses of ideas such as the Holy Trinity and how that fosters ideas of forgiveness or inspiration.
- ✓ These are some of the main religious ceremonies in the Cristian calendar:
 - Christmas**– to celebrate the birth of Jesus Christ, whom Christians believe to be the son of God, sent to Earth to save mankind.
 - Lent** – The time that Jesus has his faith tested in the desert
 - Easter** – remembered as a celebration of the life of Jesus Christ, a new beginning for mankind, when Jesus was crucified
 - Eucharist** – the remembrance and celebration of the Last Supper, an important meal for Jesus and his disciples where Jesus Christ told his followers to eat bread, (his body, and drink wine, (his blood), in memory of him.
 - Pentecost** - a Christian Holy Day celebrated 50 days after Easter that commemorates the birth of the Holy Spirit among the Apostles.
- ✓ The parables are the teachings of Jesus told thorough stories in the Bible
- ✓ How churches help the Christian community to live a good life

Practical Tasks:

- Discuss and record ways in which Christians show devotion and commitment.
- Understand the key Christian beliefs (e.g. from a Creed), gaining knowledge about key Christian beliefs in God as Father, Son and Holy Spirit, known to Christians as the Trinity.
- Describe the significance of forgiveness as a key part of the Christian religion (B1).
- Consider rules in Christianity by studying and discussing the ten Commandments.
- Discuss why Christians celebrate Jesus' birth: what is the meaning of Christmas?
- Discuss why Christians celebrate Jesus' commitment to his beliefs: what is the meaning of Lent?
- Discuss why Christians celebrate Jesus' death: what is the meaning of Easter?
- Recall the religious practice such as remembering Jesus with bread and wine in Christian worship.
- Understand and connect key ideas about salvation, forgiveness and eternal life with the celebrations of Holy Week and Easter in Christian communities from reading the Gospel texts about Jesus' crucifixion and resurrection.
- Discuss the meaning of Pentecost for Christians (A1).
- Write in their own words, a thoughtful answer to the question: which of these four is most important to Christians and why: Christmas, Easter, Pentecost or Eucharist?
- Understand the teaching of Jesus about forgiveness and loving your enemies and suggest real life examples of where/how that can happen in today's world – through the parables

Need to add in studying the church as part of the community and maybe talking to a Christian minister – ran out of time in this unit due to term length

Key vocabulary:

Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment, parables

Cross Curricular Links: RSHE

Unit 5.3 Beliefs and questions: How do people's beliefs about God, the world and others have impact on their lives?

Religions: Islam, Hinduism

Objectives:

- Be able to explain the main beliefs of Muslims and Hindus about God
- Be able to show that they understand why the worship of Allah / Brahman matters to Muslims and Hindus
- Be able to consider varied answers to questions about whether God is real and what God is like
- Be able to clearly express reasons why they hold their own views about questions to do with God
- Be able to explain what matters about worshipping God to Muslims
- Be able to explain what matters about worshipping gods and goddesses to Hindus

Key Factual Learning:

- Explain the different ideas and forms of expression that are practised in relation to beliefs about God, in Muslim and Hindu life and worship, eg -
- Know that Muslims welcome a baby into their family and into the world by whispering into the baby's ear words they believe are from Allah, to give the baby knowledge and wisdom in their life
- Know that Hindus welcome a baby into their family and into the world by giving the baby a drop of honey on the tongue so the baby may say kind and sweet words to others.
- The Muslim holy book is the Quran and is as important to Muslims as the Bible is to Christians
- The Hindu holy book is called the Bhagavad Gita and is as important to Hindus as the Bible is to Christians
- Both holy books guide their followers as to how to lead a good life and what is important about their beliefs
- reflect on their own responses to Hindu and Muslim texts
- reflect on their own responses and expression in creative arts and architecture.

Practical Tasks:

- Find out about the Five Pillars of Islam and discuss why they are so important to Muslims. Describe a Muslim example which might be the impact of daily prayer and Zakat (alms giving) on Muslim individuals and communities(A3).
- Explore the main ways in which Hindus worship gods and goddesses in the home and the Mandir. Describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa), on questions about what we eat and how we treat animals.
- Describe and respond thoughtfully to Muslim and Hindu beliefs about God, worship, religious practices and texts using a range of sources of wisdom.
- Read examples of Hindu and Muslim texts about God and humanity, think about and describe key beliefs and what difference they make in life (A2).
- Explain similarities and differences between Muslim and Hindu ideas about God and their own ideas

Key vocabulary: **Muslim key words** will include 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct), alms
Hindu key words will include murtis, Brahman, gods and goddesses, ahimsa, puja **Non-religious key words** include atheist, agnostic.

Cross Curricular Links RSHE

Unit 5.4 Beliefs in action in the world: What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today? *Religion: Judaism*

Objectives:

- Be able explain the impact of beliefs on people lives
- Be able to show that they understand a story of a survivor of Nazi hatred
- Be able to write a factsheet about the ways Jewish people responded to the prejudice and hatred of the Nazis
- Be able to consider varied answers to questions about suffering and God
- Be able to explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea
- Be able to apply the ideas of respect, harmony and goodness to the lives of those who rejected Nazi ideas
- Be able to explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'

Key Factual Learning:

- ✓ An upstander is a person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.
- ✓ Jews believe that there is only one God. They believe they have a special agreement with God called a covenant. Jews promise to obey God's laws to say thank you to him for looking after them.
- ✓ Before WW2 the main religion in Germany was Christianly and Catholicism. (1930's)
- ✓ Anti-Semitism is hostile behaviour toward Jews just because they are Jewish, including stereotyped views and teachings proclaiming the inferiority of Jews.
- ✓ The Nazi party leader, Adolf Hitler believed that the Jewish community was to blame for Germany losing WW1
- ✓ Nazis organised a boycott of Jewish businesses. Books by Jewish authors were publicly burnt. Jewish civil servants, lawyers and teachers were sacked. Race science lessons were introduced, teaching that Jews were sub-human.
- ✓ Jews could not be doctors. Jews had to add the name Israel (men) or Sarah (women) to their name.
- ✓ Jewish children were forbidden to go to school.
- ✓ Kristallnacht - 9 November. The SS organised attacks on Jewish homes, businesses and synagogues in retaliation for the assassination of the German ambassador to France by a Jew.
- ✓ Kindertransport was the name given to the mission which took thousands of children to safety ahead of World War Two (1939-1945).
- ✓ It helped 10,000 children to escape from Adolf Hitler's reign of terror in parts of Europe controlled by the Nazis.
- ✓ It is called this as kinder means 'children' in German.
- ✓ The National Holocaust Centre is a place of Remembrance in the UK
- ✓ It was an extremely difficult experience for these children as they were told that they would need to leave their family and friends behind - and there was a chance they might never see them again. Their parents were not allowed to go with them.
- ✓ To be an upstander in society it means that you will promise to act in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied. Key skills of an upstander include:

1. Taking action by telling the bully to stop.
2. Taking action by getting others to stand up to the bully with them.
3. Taking action by helping the victim.
4. Taking action by shifting the focus and redirecting the bully away from the victim.
5. Taking action by telling an adult who can help.

Practical Tasks:

- Define what we mean by the following terms: bully, upstander
- Make notes on the main beliefs of Judaism by watching a video
- Use reading comprehension to define anti-Semitism, Kristallnacht, The Holocaust and persecution
- Investigate aspects of the persecution of Jewish people, showing their understanding and expressing ideas of their own
- Use a range of sources to learn about the story of a Kindertransport child
- Use case studies and survivor accounts to develop accurate understanding of examples of issues arising from the study of the Kindertransport
- Having learned about Jewish community action in the UK today, create their own charter of ways to become an upstander, applying their own ideas to issues of respect for all

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Key vocabulary:

Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander.

Cross Curricular Links:

- ✓ Strong links to our WW2 topic (will be taught alongside)
- ✓ Links back to our WW1 topic