

Unit 6.3 Beliefs in action in the world: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?

Religions: Various

Objectives:

- Understand the concept of Freedom
- Understand there are different concepts of Justice
- Be able to identify Human Rights related to justice and freedom
- Know and understand what different religions teach about caring for the environment
- Know and understand what Islam teaches about charity
- Know and understand what Christianity teaches about charity
- Be able to explain similarities and differences between two global aid charities
- Be able to explain the impact of beliefs on how people respond to charity
- Be able to explain thoughtfully their own ideas about the work of some global development charities

Key Factual Learning:

- ✓ Freedom can be thought of as being able to do whatever you want, being able to do whatever you think is right, not being imprisoned or enslaved, or being free from suffering. Different religions have different concepts of what 'Freedom' means.
- ✓ Justice is defined as behaving and treating people fairly (equally and without discrimination or favouritism) and reasonably (based on good sense, logical and appropriate).
- ✓ Human rights are rights and freedoms which are believed to belong to every human being. The 'Universal Declaration of Human Rights' is an international document that was agreed by the United Nations in 1948.
- ✓ All of the major religions strongly believe that looking after the environment and living in harmony with nature is important.
- ✓ Ahimsa is the Hindu principle of non-violence towards all living things.
- ✓ Zakat is the compulsory giving to charity in Islam. It is one of the '5 Pillars of Islam' (key duties that all Muslims should carry out if they are able to).
- ✓ Ummah is the term used by Muslims for the entire worldwide community of Islam. This term means that all Muslims, regardless of where they live in the world, are all members of a worldwide faith together.
- ✓ Christians believe that charity is a morally good action, and The Bible makes many references to giving to charity, including the Parable of the Sheep and the Goats, which tells how people who do good deeds and act kindly towards others will be rewarded by God.
- ✓ Agape is a term within Christianity that means unconditional and enduring love. It goes beyond just emotions to the extent of seeking the best for others.
- ✓ Islamic Relief is an international Muslim charity. Islamic Relief's key areas of work are humanitarian relief, disaster preparedness, and supporting programmes to develop healthcare, education, water, sanitation and hygiene.
- ✓ Muslim Hands is an international charity that was established in Nottingham. It helps people in over 50 countries worldwide who have been affected by natural disasters, conflict and poverty.
- ✓ Christian Aid is a British charity that works to end poverty and provide disaster relief in South America, the Caribbean, Africa and Asia. Most of its money is raised through donations.
- ✓ Save the Children is a non-religious charity that was set up in the UK in 1919. It works to improve the lives of children through better education and health care, as well as providing emergency first aid in natural disasters and war.

Practical Tasks:

- Discuss definitions of Freedom and how different religions interpret the concept of Freedom. Order different religious statements about freedom under the four main definitions given.
- Discuss the concept and definition of justice, and what being fair and reasonable means. Read the story of Exodus and answer questions about where justice was and wasn't done in the story, who behaved in a just way and who did not.
- Further examine the concept of justice within the Judeo-Christian story 'The Judgement of King Solomon' and the Sikh story 'Holy Cakes'. Discuss and answer questions about who was behaving unjustly and how, and whether this was due to them being unfair, unreasonable, or both.
- Discuss Human Rights and read through the articles from the Universal Declaration of Human Rights as a class. Consider whether each Human Right is a right about freedom, or a right about justice and sort into a Venn diagram.
- Discover the teaching and practice of different religions in looking after the planet and caring for the earth and all its creatures. Read and research information and answer comprehension questions. (A1).
- Learn about Zakat and Muslim attitudes to charity. Read information and complete activity sheet.
- Learn about Agape and Christian attitudes to charity. Read the Parable of the Sheep and the Goats and answer comprehension questions.
- Consider and explain similarities and differences between the work of different charities such as Islamic Relief, Muslim Hands, Christian Aid and Save the Children.
- Write a paragraph explaining the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g. victims of natural disasters, people who live with disabilities or people affected by war) (C3).
- Write an extended response to the question: *should religious people do more to help the poor, or is it everyone's task?* Apply what they have learned throughout the unit about freedom, justice, human rights, the environment, Islamic and Christian views of charity and the work done by various charitable organisations and refer to all of this in their answer (C3).

Key vocabulary:

Freedom, Justice, fair/unfair, reasonable, unreasonable, human rights, environment, responsibility, charity, ahimsa, ummah, zakat, agape, Islamic Relief, Muslim Hands, Christian Aid, Save the Children

Unit 6.1 Teachings, wisdom and authority: What do sacred texts and other sources say about God, the world and human life?

Religions: Various

Objectives:

- Understand what makes a text sacred
- Be able to explain the impact of beliefs about sacred writings, God and values
- Be able to explain two viewpoints about why people need wise words to follow
- Be able to consider varied answers to questions about the value of holy writings and other sources of wisdom
- Be able to explain with reasons why Sikhs, Christians and Muslims revere their holy texts
- Be able to explain thoughtfully their own ideas about wise words, selecting examples and clearly expressing reasons for their choices
- Be able to apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them
- Be able to explain similarities between holy books or writings from two different religions

Key Factual Learning:

- ✓ Sacred means connected with God or dedicated to a religious purpose. Sacred things are revered, or treated with respect, by members of the religion. A sacred item is considered to be important and so should not be interfered with or changed.
- ✓ Each of the major religions has its own sacred text. These are The Bible (Christianity), The Torah and Shema (Judaism), The Qur'an and Hadith (Islam), The Bhavagad-Gita (Hinduism), The Tripitaka (Buddhism) and The Guru Granth Sahib (Sikhism).
- ✓ Christians believe that The Bible is God's word. For Christians, The Bible contains guidance and wisdom, and everything they need to know about salvation and being right with God.
- ✓ The Shema is one of the most important Jewish prayers. It is one of the first prayers learnt by Jewish children. It is said three times every day by Jewish people. It is included in nearly every service at the Synagogue. The prayer is written in Hebrew. The word Shema means to hear or listen.
- ✓ A key teaching from the Shema is that there is only one God. The Shema says that God demands love from Jews. It also says that Jews should follow his instructions and allow this love to be seen.
- ✓ The Qur'an is the Islamic Holy book. Muslims believe it is the direct word of Allah. Allah is the Arabic word for God.
- ✓ The Qur'an The Qur'an teaches Muslims how to worship God. It teaches Muslims how to live good lives. It teaches Muslims how to treat other people.
- ✓ The Guru Granth Sahib is the Sikh holy book. It was written by Guru Nanak (the founder of Sikhism). It is written in Punjabi. The Guru Granth Sahib is treated with the same respect as a person. The book sits on a special platform either in homes or in the gurdwara (Sikh place of worship).
- ✓ The Guru Granth Sahib is used to guide the everyday thoughts and actions within a Sikh family.
- ✓ Mo Farah is a devout Muslim who follows the teachings of the Qur'an. The Qur'an teaches that you must work hard for whatever you do to, and this has inspired Farah to work hard in his training and become successful.
- ✓ Monty Panesar is the first Sikh to play cricket for England. His religion is very important to him and teaches him to work hard, persevere and help others around him.
- ✓ Morality is the belief that some behaviour is right and good, and some behaviour is wrong and harmful. To act morally means to behave in a way that you and people in general believe is right, honest or acceptable.
- ✓ The Ten Commandments is an important text for Jewish people as they tell people how to act morally. The Ten Commandments explain how Jews should act when dealing with other people, and they help Jews to live as a community in a way that God finds acceptable. The first four of the Ten Commandments are the most important.
- ✓ In Buddhism, The Five Precepts are equivalent to a code of conduct or set of rules to follow. They were written to help people act morally in their day to day lives and to help you reach enlightenment, which is the main aim of Buddhist teaching.

Practical Tasks:

- Use artefacts, video or photos to describe how religious people use sacred texts such as Guru Granth Sahib, Torah and Shema, Bible or Qur'an in their worship, for private study, memorization and for guidance (A1).
- Explain similarities and differences between the texts they have studied: do the religions teach similar things? (B3).
- Suggest a list of reasons why the sacred texts of religions have lasted so long and are often best sellers (A2).
- Consider why some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities (B3).
- Explain two examples of people from the religions studied who use sacred texts: these could be local or famous people (A2).
- Consider moral codes, for example, the Ten Commandments (Jewish) and the Five Precepts (Buddhist), expressing thoughtful ideas about what is right and wrong in the light of their learning (C2).
- Discuss thoughtfully where we can find 'wisdom to live by'. Would the pupils be able to write 'ten commandments for today' or 'a guidebook to the journey of life'? (C1).
- Apply ideas such as inspiration or 'the gift of God' to holy texts from different faiths, and clearly express their own ideas about wise sayings and wise words (C2).
- Write an account of the value and importance of all the texts they have studied both to the religions which revere these texts and maybe also to any person who reads them (A3).

Key vocabulary:

Religion, sacred text, Guru Granth Sahib, Qur'an, Allah, Torah, Shema, Bible, moral codes, Ten Commandments, Buddhist Precepts, sources of wisdom

Cross Curricular Links:

Unit 6.2 Religion, worldview, family and community: What contributions do religions make to local life in Nottingham City and Nottinghamshire? How can we make Nottingham City and Nottinghamshire a county of tolerance and respect?

Religions: Various

Objectives:

- Understand which religions are represented in our locality
- Be able to explain the impact of beliefs about communities on people from different religions
- Be able to connect at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts
- Be able to consider varied answers to questions about building peaceful families and communities
- Be able to explain thoughtfully their own ideas about communities – why they matter, and how they can become stronger
- Be able to apply the ideas of tolerance and respect to some tensions or problems in community relations
- Be able to explain what matters about peace, respect and harmony to themselves and in our community

Key Factual Learning:

- ✓ Data from the 2011 Census:

Table: Census 2011 Religion

Dataset name	Nottingham	Nottinghamshire	Nottingham and Nottinghamshire	England
Christian	44.2%	61.3%	56.6%	59.4%
No religion	35%	29.3%	30.9%	24.7%
Religion not stated	7.6%	7%	7.2%	7.2%
Muslim	8.8%	0.9%	3.1%	5%
Buddhist	0.7%	0.2%	0.4%	0.5%
Hindu	1.5%	0.4%	0.7%	1.5%
Sikh	1.4%	0.4%	0.7%	0.8%

- ✓ Tolerance means to understand and live happily alongside people whose beliefs and practices are different from your own.
- ✓ Empathy is the ability to understand and share the feelings of someone else.

Practical Tasks:

- Linking to Mathematics and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today. (C2).
- Investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own (A2).
- Linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God (B2).
- List and describe similarities and differences between the ways different communities show that they belong (C1).
- Discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2).
- Apply ideas such as tolerance, empathy and respect for all to real-life examples of tension or conflict between different groups: how can our society become more respectful? What do inter faith events do to make respect grow?
- Clearly express their own ideas about a more respectful community
- Write a speech for someone who wants to be the mayor of Nottingham or another local town, explaining how they will make our communities more harmonious. Can they suggest 6 ideas and explain what impact they would have?
- Design a new multi-faith prayer room to be installed at East Midlands Airport. How can they ensure that this is a space that works for people of all religions?

Key vocabulary:

Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality

Cross Curricular Links:

RSHE: Family, friendship and respectful relationships

Unit 6.4 Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture?

Religions: examples from Islam, Hinduism and Christianity

Objectives:

- Be able to explain beliefs about the value of sacred space and holy buildings to believers in at least two religions
- Be able to show that they understand the possible tension between building a beautiful 'house of God' and serving the needs of people in poverty
- Be able to explain thoughtfully their own ideas about the relative value of worship and holy buildings and charity and compassion
- Be able to clearly express reasons why some religious people believe that worship makes them more charitable
- Be able to apply the ideas of worship and service to the key question in the unit
- Be able to explain what matters in different religions about worship and about generosity or charity

Key Factual Learning:

- ✓ Architecture is the art or practice of designing and constructing buildings to suit a purpose. Religious architecture is the design and construction of religious buildings in particular.
- ✓ Most religious buildings are built especially and show some unusual architecture. Most religious buildings have some beautiful features built into them
- ✓ These buildings can make people feel very close to God by the atmosphere they create, and can make people feel calm and peaceful.
- ✓ Southwell Minster is a large church in Nottinghamshire. It is so large that it is known as a cathedral.
- ✓ A cathedral is a much larger place of worship than a church and is run by a bishop. The bishop usually lives on the cathedral grounds.
- ✓ A church is run by a group of clergymen or priests. Bulwell St Mary's is our local church.
- ✓ All churches are built in the shape of a cross.
- ✓ Most churches have stained glass windows that often tell of stories from The Bible. These pictures helped believers who were unable to read, to understand the stories and teachings of Jesus.
- ✓ A Mandir is a place of worship for Hindus. Mandirs typically have the shrine, where the murti are kept. The shrine is the central and most important part of a Mandir. There is often a tower, which signifies the presence of the murti.
- ✓ Some community Mandirs are dedicated to a particular Hindu god or goddess, whose murti takes pride of place and is the main focus of worship.
- ✓ A Mosque is a place of worship for Muslims. Mosques are very decorated inside. Mosques are built from stone or brick in the form of a square.
- ✓ The minaret is a tower where the priest says a prayer called the Adan.
- ✓ Mosques usually have 4 towers around the square they are built on, one for each corner.
- ✓ Hanging lamps are another important feature of mosque decoration. Light is an essential feature for mosques, since the first and last daily prayers occur before the sun rises and after the sun sets.
- ✓ Inside a Mosque there is a main hall where Muslims pray. Above this main hall is a domed roof. This is often covered in gold like the Mosque in Jerusalem.
- ✓ Muslims use prayer mats to pray on. Muslims pray 5 times every day

Practical Tasks:

- Describe some ways religious art and architecture express spiritual ideas, giving examples of great buildings from different religions, including local and global examples (A2).
- Understand how buildings and creative arts can put the spirituality of a religion into visual forms, and how these beautiful buildings can create space for people's spiritual lives (A2).
- Explore examples of architecture dedicated to faith or spirituality and of charity and compassion arising from religion for themselves, responding with increasing discernment (B2).
- Apply ideas of their own by giving reasons for their views on religious questions like these: how do art and architecture express spiritual ideas? How do religious charities express spiritual ideas? Is it important to express spiritual ideas in both worship and action? How, and why? (C1).
- Apply ideas such as spirituality, charity, 'the glory of God', compassion for themselves to a question such as: do we need religious buildings to hear God's word about poverty? (C3).

Key vocabulary:

Religion, Muslim, Hindu, Christian, spiritual, place of worship, devotion, community, commitment, values, compassion, Jerusalem

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Cross Curricular Links: