



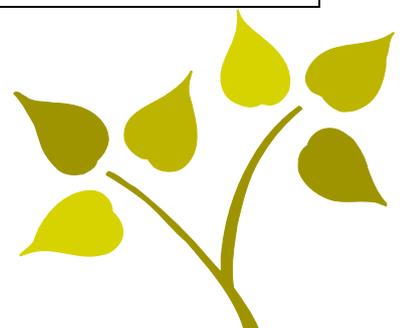
The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: Christian Ways of Life: *What challenges do Christian ways of living present to people like me?*

Year Group: 8/9



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About this unit:

This unit enables pupils to think for themselves about the challenges of big ideas in the spirituality and morality of the Christian community.

The focus is on the impact of Christian belief in ways of living that seek to be unselfish, loving or good, through personal conduct, developing virtues or taking action against injustice. The aim is to help any pupil to think for themselves about questions to do with making a better world and to be well informed about some of the Christian contributions to global injustice. Pupils are encouraged to consider what can be learned from exemplary Christian lives and from examples of the teaching and life of Jesus and his first followers. The work is developed well where there is close reference to pupils' own experiences, beliefs and values.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of justice and the impact of belief on life. These focus on the contemporary world but also refer to Biblical text and sources of authority.

This unit contributes to the continuity and progression of pupils' learning by setting appropriately demanding tasks through the sequence of lessons. There is a deliberate focus on using information (e.g. about charities or biographies) for explanation: Can the pupil explain the 'why' of the facts they have gathered?

Estimated teaching time for this unit: 10 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything and linking with other curriculum areas as appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Teachings and Sources of Authority
- Religious Practices and Ways of Life

AT 2: Learning from Religion and Belief

- *Questions of Values and Commitments*

The core RE concepts that the unit develops are:

Ministry (Christians believe that they should serve others and share with them the reasons for the service they offer);

Responsibility (People have some degree of personal responsibility for the life they lead);

Love (People can show their love by behaving in particular ways towards other people and the world they live in).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly alert to the challenges each person faces in trying to live for the wellbeing of all;
- **Respect for all** by developing a willingness to learn from those whose beliefs they may not share;
- **Open mindedness** by engaging in positive discussion and debate.

The unit will provide these opportunities for pupils:

- To consider concepts of love, justice, unselfishness and altruism;
- To consider a diverse range of views about questions of motivation, spiritual power, changing lives and the impact of love, forgiveness, respect and the pursuit of justice on human life;
- From the study of Christianity, pupils are encouraged to meet the challenges of their own lives with virtues such as hope, courage or determination;
- To be able to think about their own experiences and views in relation to questions of wealth and equality, conflict and forgiveness and commitment and conviction.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Christianity Agape Christian Eros Philia Storje</p> <p>General Ageism Apartheid Charity Discrimination Forgiveness Justice Love Poverty Prejudice Racism Reconciliation Service Sexism</p>	<p>Teachers might use:</p> <p>Web The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people Online searchable sacred texts from different religions at: www.ishwar.com www.reonline.co.uk (Excellent Gateway) www.christianityonline.com (General site on Christianity) www.request.org.uk (Excellent General Site on Christianity) www.globalgang.org.uk/reallife/toprends/index.htm (Christian Aid) www.allre.org.uk/shells/strathcafacts.html (Christian Artefacts (graphic to download)) www.wcc-coe.org (World Council of Churches) http://bible.gospelcom.net (Bible Gateway) www.bbc.co.uk/religion/sog/index.shtml (Son of God TV Series 2001) www.culham.ac.uk/sec (Christian Festivals Culham College) www.timoart.com/ (Christian Clip Art) http://graphics.crosssdaily.com/christianwebdir.php (Christian Graphics) www.dark.net/pub/webbge/jesus.htm (Images, Art & Photographs) www.heinemann.co.uk/hotlinks allows access to materials from the "Think R.E.!" series.</p> <p>Books "Christianity for Today" – Carrie Mercier (Oxford University Press) ISBN 0-19-917240-4 "Jesus for Today" – Chris Wright (Oxford University Press) ISBN 0-19-917239-0 "Directions BK 1" – Ina Taylor (Nelson Thornes) ISBN 0-7487-6387-2 "Directions BK 2" – Ina Taylor (Nelson Thornes) ISBN 0-7487-6388-0 "Connections' Books A and B – Ahluwalia, Lovelace, Mayled, Walker & White (Hodder & Stoughton) "This is Christianity" Books 2 and 3 Michael Keene (Stanley Thornes) "Understanding Christianity 2" – Sue Penney (Heinemann) ISBN 0-435-36795-1 "Christianity" – Ina Taylor (Stanley Thornes) ISBN 0-7487-4342-1 "Committed To Christianity" – Series of different denominations RMEP "Faith In Action" – Series of different inspirational biographies RMEP "This is RE! Bk2 – Large, Ingham & Parker (John Murray) ISBN 0-7195-7521-4 "Think R.E.!" Bk2 – Brewer, Mantin, Smith & Wood (Heinemann) ISBN 0-435-30726-6 "Thinking Through Religious Education" - Vivienne Baumfield (Chris Kingston Publishing)</p> <p>Film/ Video/ DVD "Wishing You Were Here" – Christian Aid "More Than Champions" – SP Trust "What's It Like...?" – Channel 4 "Taking Issue" – BBC "Tourism – Don't Forget Your Ethics" – Tearfund "Bridging The Gap" – Tearfund "Words Into Action" – BBC "Speaking For Ourselves" – RMEP "Martin Luther King & The Civil Rights Movement" – Educational Media Film & Video Ltd "Mother Teresa & Her World" – St Paul AV Productions "The R.E. Collection" – BBC</p>
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> • Opportunities for spiritual development come from thinking about the challenges of Christian love to both believers and non-believers; • Opportunities for moral development come from expressing one's own views about justice, love and the 'better world' that so many claim to believe in. 	

EXPECTATIONS: At the end of this unit:			
<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> • Make links between Christian beliefs about peace and reconciliation and symbolic pieces of art which express such beliefs. (AT1) • <i>Make links between Christian values and commitments, and their attitudes and behaviour. (AT2)</i> 	<p>Pupils working at level 4 will be able to:</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary to describe and show understanding of the key Christian beliefs and teachings about peace and reconciliation. (AT1) • Show how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for symbolism used. (AT1) • <i>Apply ideas about peace and reconciliation to their own and other people's lives. (AT2)</i> 	<p>Pupils working at level 5 will be able to:</p> <ul style="list-style-type: none"> • Explain how artwork can be used to express religious beliefs and values, interpreting symbolism used and making reference to religious teachings. (AT1) • Explain how Christian beliefs about peace and reconciliation impact on the lives of individuals and communities. (AT1) • <i>Make informed responses to Christian values and commitments in the light of their learning. (AT2).</i> • <i>Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about peace, conflict and reconciliation. (AT2)</i> 	<p>Pupils working at Level 6 will be able to:</p> <ul style="list-style-type: none"> • Use their knowledge and understanding, together with religious and philosophical language, to explain the principal beliefs and teachings of forgiveness, reconciliation and peace in Christianity, explaining reasons for diversity. (AT1) • Interpret the significance of different forms of religious, spiritual and moral expression. (AT1) • <i>Consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments. (AT2)</i>
<p>ASSESSMENT SUGGESTIONS</p> <p><i>A formal assessment of each pupil's work is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best. Teachers can assess this work by setting a learning task midway through this unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.</i></p> <p>For this task, pairs or individuals are asked to reflect upon and express in a visual art form all the ideas from the activities engaged in up to and including the visit made.</p> <p>The title, "<u>A Move Towards Peace / Reconciliation</u>", should be the focus. Pupils are required to create a piece of artwork (such as a triptych, mosaic, collage, wire statue or sculpture) which reflects the title above, to place in a local Christian Church. The art should clearly show an understanding of the concept of reconciliation in Christianity. Pupils are to select three Biblical or other Christian quotations that interpret or make sense of their art work. An accompanying written or taped account should explain the reasons for creating this piece of art work, the symbolism involved and the impact this work of art would hopefully have on influencing the behaviour of Christians visiting the church, making reference to Christian teachings and their own views as appropriate.</p>			

UNIT TITLE: Christian Ways of Life: *What challenges do Christian ways of living present to people like me?*

Key Question: *What influences people in making decisions?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that many things influence people in decision making.</p> <p>To understand how beliefs influence behaviour.</p> <p>To reflect upon, and respond to, moral dilemmas.</p> <p>To begin to apply Christian ethical ideas for themselves</p>	<p>Starter: Give groups role play situations or discussion cards to act out/discuss, (e.g. incidents of stealing, bullying, dishonesty, selfishness.) Groups then come up with a variety of different possible endings, positive and negative. In pairs, pupils discuss which endings feel most appropriate to them, individually, with their reasons. What influenced their decisions?</p> <p>Development: Groups reconvene. Did people make different decisions? Why? What influenced their decision? Discuss the range of influences upon people. Feedback and compile findings, (e.g. parents, friends, school, community, tv, books, internet, law, religion, etc.) In trios, discuss important values/beliefs, (e.g. believe wrong to kill animals therefore do not eat meat, etc.) Feedback and consider if any such values/ beliefs would have impacted upon the decisions made in response to the situations in the first activity.</p> <p>Show an extract from a current tv soap where there is a moral dilemma. Pupils pick out the moral decisions that are made by the character/s and discuss. What motivated them to make those decisions? What influences/ values/ beliefs had a bearing on the decision taken? How would their own decisions compare/ why?</p> <p>Write different influences on cards. Groups prioritise for the characters in the soap and then redo for the decisions made in role plays/ discussions at the beginning. Discuss in groups before recording individual views with examples.</p> <p>Challenge pupils with some striking quotations from Christian ethics, and tell them they will learn more about this in the next few lessons.</p>	<p><i>I can explain my responses to moral dilemmas and the influences upon my decisions. (AT2 L5)</i></p> <p><i>I can show understanding of how many things influence the way people make decisions. (AT2 L4)</i></p> <p><i>I can reflect upon and show understanding of the influences that cause people to make certain decisions and behave in certain ways. (AT2 L4)</i></p> <p><i>I can understand how people make decisions based upon certain influences and explain how this can impact on individuals and</i></p>	<p><i>Soaps like Eastenders usually have a range of ongoing moral dilemmas which would be suitable: teachers need to focus thinking on religious and spiritual questions arising.</i></p> <p><i>Alternative activity for higher attaining pupils – sort influences in those that come from the wider society/religious tradition, the group and the individual (use of interpretive approach – children as ethnographers). Use concentric circles representation to sort influences into the three sections and aid visual learning. Pupils can then consider which of the three circles had the strongest influence on the</i></p>

	<p>Plenary: Pupils write a written reflection on the things that influence them. Could support written task by dividing answers into two columns: Things that influence me / How this influences decisions I make</p>	communities. (AT1 L5)	<i>individual in each case.</i>
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Key Question: *What influences a Christian in their decision making?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand some of the key beliefs of Christianity and their origin.</p> <p>To consider how beliefs influence the behaviour of some Christians.</p>	<p>In groups, provide a range of resources to enable pupils to identify the principle beliefs of a Christian and the impact on their behaviour.</p> <p>You might use:</p> <ul style="list-style-type: none"> • A quote sheet of 15 Biblical texts, drawn from sources such as: <ul style="list-style-type: none"> - 1 Corinthians 13; - Matthew 5 – 7; - Matthew 22; - Luke 6; • Quotes from Christians; • Video clips/DVDs re: Christian teachings; • Extracts from Sermons. <p>Groups use sticky notes and a simple outline of a person on a large sheet of paper. Identify key beliefs/teachings from the evidence and write on sticky notes. Attach on the INSIDE of the outline. Identify/translate these into possible behaviours. Write on sticky notes and attach OUTSIDE the outline. The purpose of this activity is to help pupils see the links between internal beliefs and their visible impact: reinforce this idea carefully.</p> <p>Groups circulate, looking at other groups' evidence and outlines.</p> <p>Compile findings.</p> <p>Discuss how Christian beliefs might affect behaviour. What implications are there for a Christian's way of life? How might this impact on the community in which they live/work?</p> <p>Record in format suitable for ability. E.g. outline/ sticky notes, written account, diagram.</p>	<p>I can explain how religious sources are used to provide authoritative answers to ultimate questions and ethical issues. (AT1 L5)</p> <p>I can explain how beliefs can impact on the lives of individuals and communities. (AT1 L5)</p>	<p><i>Many text books have quotes from Christians, such as "Christianity For Today" – Carrier Mercier (Oxford). RMEP produce a video/DVD called "Speaking For Ourselves", which may be also useful.</i></p> <p><i>Activity for higher attaining pupils: Introduce comparison element. Identify some similarities and differences between, for example, Sikhism and Christianity.</i></p>

Key Question: *How do I forgive others?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To listen and respond with sensitivity to issues of forgiveness.</p> <p>To reflect upon the effects of forgiving/ forgiveness upon the people involved.</p>	<p>Starter: In pairs, discuss times when pupils have done wrong (appropriate disclosure) and whether they were forgiven or not. How did it feel? Also, discuss times when they have had to forgive others. What was that like?</p> <p>Development: What does it feel like to forgive/not to forgive? Idea storm words to express the range of feelings involved. Record.</p> <p>Small groups are then given questions/statements such as:</p> <ul style="list-style-type: none"> • What would pupils find hard to forgive? • What happens when people don't forgive/hold grudges? • Should we always forgive? • Does forgiving mean the same as forgetting? <p>Ask pupils to discuss and record their personal views/reactions around the above areas. Then use the PMI strategy to form two positive, two negative and two interesting points to bring back to a full class discussion about forgiveness.</p> <p>Discuss the pupils' reactions, encouraging them to give sensitive and empathetic responses to differing views.</p> <p>Plenary: Come up with a motto to encourage people to forgive, that draws upon some of the things discussed in the lesson.</p>	<p>I can reflect upon forgiving/ forgiveness and the emotions involved, applying the idea for my life and that of others. (AT1 L4)</p> <p><i>I can express personal views and insights into my own and others' experiences and views about forgiveness. (AT2 L5)</i></p>	<p><i>PMI is the plus/minus/interesting strategy. It encourages pupils to note down two positive (+) points, two negative (-) points and two points that raise interesting ideas to discuss further (Int.)</i></p>

Key Question: *What does Christianity teach about forgiveness?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand Christian teachings on forgiveness.</p> <p>To understand the possible impact of such teachings on the lives of Christians.</p> <p>To reflect upon, and respond to, events in a person's life which required forgiveness.</p>	<p>Starter: Consider the quote: "To make mistakes is human, to forgive is divine." Ask pairs to consider what is meant by the saying and to stand on a "human continuum" in the position that most closely reflects their personal view on this. Discuss views.</p> <p>Development: Give examples to groups of Jesus' teaching about forgiveness, (e.g. Matthew Ch 18 v 21-35, Confessional Prayer, Luke Ch 15 v 11-32 etc.) Groups report their findings. What might this mean for a Christian today? How might these teachings impact on behaviour? What are the pupils' own responses to this? Trios discuss and record how such teachings might be translated into specific behaviour in a range of situations and how they personally feel about this. They should refer to differing views that members of their group might have had.</p> <p>Through video/DVD, text, news items and/or visitors, describe a number of events where forgiveness was required. Look at how Christians and non-Christians responded to such situations. Discuss how some people have found it possible to forgive but others have not. Why? How did forgiving help people to cope with the situation? Did faith help? Is there a difference between forgiving and forgetting?</p> <p>Pupils reflect on how they would feel in each of the situations covered. Could they have forgiven?</p> <p>Plenary: How can faith help in times of personal crisis? How can faith be challenged in times of personal crisis?</p>	<p>I can explain how Christianity teaches that a Christian should forgive others. (AT1 L5)</p> <p>I can explain how this Christian belief may impact on the lives of some Christians. (AT1 L5)</p> <p><i>I can express insights into my own and others' views about forgiveness. (AT2 L5)</i></p> <p>I can understand that there is diversity of religious expression and response within Christianity. (AT1 L5)</p> <p><i>I can explain what inspires and influences people and express some challenges of belonging to a religion. (AT2 L5)</i></p> <p><i>I can consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments. (AT2 L6)</i></p>	<p><i>A "Human Continuum" should run the length of the room with, "Strongly Agree", "Agree", "Neutral", "Disagree", and "Strongly Disagree" placed along it.</i></p> <p><i>The BBC "R.E. Collection" section on Forgiveness is rather outdated but still excellent for discussion. It contains clips such as Gordon Wilson – Enniskillen, a drunk driver causing the death of a child etc.</i></p> <p><i>More recent news examples are also available, such as the forgiveness displayed by the mother of the murdered school boy Anthony Walker.</i></p>

	<p>Activity for higher attaining pupils: Could use comparison of mother of 7/7 tube bombings victim who withdrew from her position in the church because she was unable to forgive. Consider why she felt unable to forgive. How did this affect her beliefs? Is she not a good Christian? Consideration is important for understanding the diversity of Christian responses, and so making the RE more authentic.</p>		
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Key Question: *What is meant by reconciliation? (Part 1)*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider the need for reconciliation to promote peace in the world.</p> <p>To express the concepts of horror and peace, symbolically.</p>	<p>Starter: Show PowerPoint or Movie of images and newspaper headlines of horrifying/distressing current events – war, famine, poverty, malnutrition etc. Accompany with appropriate music. Pupils are asked to look, listen and reflect. Initial thoughts, feelings, words are then written on sticky notes and displayed.</p> <p>Development: Conduct a Community of Enquiry approach to the responses above. Ask pupils in groups to think of questions they would like to ask and choose these questions for the whole class to discuss. The questions are compiled and the class decide in what order they will be addressed. The discussion begins with the group who raised the question. Other pupils then join in by agreeing or disagreeing with the previous contribution. They must give a reason for their view.</p> <p>Return to the sticky notes where small groups of pupils select one word and create a still image which symbolises the meaning of the word. Sound should then be added to help convey meaning. Movement can be added if appropriate. Images should be refined and then performed.</p> <p>Discuss the feelings associated with such horror. Read a poem which expresses a move towards peace.</p> <p>Alternatively, have a contrasting PowerPoint to the first one. This time the images and headlines should show happy, loving situations of freedom and peace. Repeat the previous activities of idea storming words and creating still images to represent the new happy/peaceful ideas.</p>	<p><i>I can raise and suggest answers to questions of meaning and purpose. (AT2 L4)</i></p> <p><i>I can express insights into my own and others' views about horrifying contemporary events. (AT2 L6)</i></p> <p><i>I can symbolise and interpret the concepts of horror/peace through still imaging and sound. (AT1 L4)</i></p>	<p><i>Community of Enquiry approach is from, "Philosophy for Children". Examples can be found in the Secondary Strategy materials, Vivienne Baumfield's book "Thinking Through Religious Education", and other materials.</i></p> <p><i>A useful resource is; "God is Weaving" from "Textiles of Tomorrow – words and images on the theme of Reconciliation". (United Reformed Church – London.)</i></p>

Key Question: *What is meant by reconciliation? (Part 2)*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To identify forgiveness and reconciliation as symbolised in a Christian building.</p> <p>To reflect upon the concept of reconciliation.</p>	<p>In part two of this lesson, ask the groups to link the first and second still images in order to show the concept of horror ending and becoming peace, or sorrow becoming joy etc. Refine images and create transition movement between the two. Use sound/voices to accompany. Perform. Discuss how it felt to move from the horror to peace and happiness.</p> <p>Link with the concept of reconciliation generally and then more specifically with Christianity.</p> <p>This would be an ideal opportunity for a visit to Coventry Cathedral. The Education Department will conduct an excellent tour which focuses on forgiveness and reconciliation.</p> <p>Find and concentrate on images such as; the car crash head, Richard Branson's bridge, the window created from the destroyed glass etc. How did new 'life' come from destruction?</p> <p>Reflect on what is seen/ heard at the Cathedral and on recreating from war, reconciling the past, building to create peace etc. Individually, write a personal poem/ prayer/ reflection to express feelings from the visit.</p> <p>If a visit is not possible, images such as those at Coventry and at Lisburn Church, Northern Ireland would be a useful focus for conveying the Christian concept of reconciliation.</p>	<p>I can suggest meanings in a range of forms of religious artworks. (AT1 L4)</p> <p>I can recognise diversity in ways to express beliefs. (AT1 L5)</p> <p><i>I can reflect upon and respond to the Christian concept of reconciliation, expressing my own views and commitments. (AT2 L5)</i></p>	<p><u>Assessment Opportunity</u> <i>For this task pairs or individuals are asked to, reflect upon and express all the ideas from previous activities and the visit in a visual art form.</i> <i>The title, "<u>A Move Towards Peace/Reconciliation</u>", should be the focus.</i> <i>Pupils are required to create a piece of artwork (such as Triptychs, mosaics, collages, wire statues or sculptures etc) which reflects the title above, to place in a local Christian Church.</i> <i>The art should clearly show an understanding on the concept of reconciliation in Christianity. An accompanying written or taped account should explain the reasons for creating this piece of art work, the symbolism involved and the impact this work of art would hopefully have on influencing the behaviour of Christians visiting the church, making reference to Christian teachings and their own views as appropriate.</i></p>

Key Question: *What is Christian love?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider what is meant by 'love'.</p> <p>To understand the different meanings of love in Christianity.</p> <p>To identify Christian love in action.</p> <p>To understand that Christians' behaviour is influenced by their beliefs.</p>	<p>Starter: As a starter activity, idea storm what pupils think of when they hear the word 'Love'. Use this to generate a mind-map that uses the ideas to describe the term in its fullest sense.</p> <p>Development: What different types of love are there? Investigate the Christian definitions of love - Agape, Eros, Philia, Storje - and how one word has become all-encompassing.</p> <p>What did Jesus teach about love? Groups research text such as 1 Corinthians Ch 13, Luke Ch 6 v 27-36 etc. Report back and discuss. What implications do these teachings have for Christians today?</p> <p>Through DVD, visitors, Christian texts etc, add details to understand more fully what love means to Christians in its broadest sense and ways in which Christians put this into practice.</p> <p>Pupils could then create posters for a Christian company to convey the meaning of the concept of love in the religion.</p> <p>Plenary: Scenarios on types of love: read out different examples of love in real life situations and pupils must explain which type of love it shows in action. Pupils could move to four different corners of the room to express their position of type of love the scenario demonstrates.</p>	<p>I can recognise the diversity of expression of the concept of 'love' in Christianity. (AT1 L5)</p> <p>I can use an increasingly wide religious language to explain what Christianity teaches about love. (AT1 L5)</p> <p><i>I can explain what inspires and influences some Christians relating the teachings of Jesus to Christian actions. (AT2 L5)</i></p>	

Key Question: *How is Christian love expressed in charitable work?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand the work of some Christian charities.</p> <p>To identify Christian love in action.</p> <p>To understand that Christians' behaviour is influenced by their beliefs.</p>	<p>Starter: Guess the charity: show the logos of various Christian charities, covering over the name of the charity where necessary, and pupils have to see if they recognise the logo and so know the name and purpose of the charity.</p> <p>Development: In groups, pupils should investigate a Christian charity which demonstrates Christian love in action. E.g. Christian Aid, The Tear Fund, The Salvation Army, Care and Relief for The Young, CAFOD etc. Pupils should research into what the charity does and the difference it makes to people's lives/ explore a specific recent example of its actions/ examine its Christian inspiration and links to love. (Groups could research a different charity each and present ("teach") their findings to the rest of the class).</p> <p>Alternatively, or in addition to, organise visiting speakers from charities to come into the school to talk from a personal standpoint about how their work shows Christian love in action. Pupils can prepare questions to put to people who work with such organisations.</p> <p>Pupils could prepare questions for visiting speakers by thinking of questions that relate to the three circles of influence – individual/ group/ wider tradition. This will enable a wide variety of questions, both personal and general, and will allow pupils to understand the influence of beliefs on actions as a dynamic interaction between the individual, group and wider tradition.</p> <p>The teacher might then include looking at non-Christian charities and explain that charitable action is not the preserve of the religious. Link to other motivations for charity (possibly drawing on individual non-Christian motivations referred to by visiting speakers).</p> <p>Plenary: Discussion/reflection on visiting speakers (or presentations) and the challenges they face.</p>	<p><i>I can explain examples of the impact and challenges of belonging to a religion. (AT2 L5)</i></p> <p><i>I can explain some of the ways in which Christians may put their faith into action, demonstrating what inspires and influences them. (AT2 L5)</i></p> <p><i>I can use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. (AT1 L5)</i></p>	<p><i>All of the charities mentioned here have excellent websites which can form the main part of their research.</i></p> <p><i>KS2 pupils look at, "Christianity in Action", so ensure there is no repetition of chosen organisations/people if at all possible. Where it is unavoidable ensure prior knowledge is built on and extended.</i></p>

Key Question: *Who was Martin Luther King and what did he do?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know why Martin Luther King is famous.</p> <p>To understand some of MLK's key beliefs.</p> <p>To understand how many Christians in America try to put King's beliefs into practice.</p> <p>To consider how we can make a difference to our own community.</p>	<p>Starter: Display pictures or a PowerPoint presentation showing images of Martin Luther King. Use this to generate a mind map that gathers all the prior knowledge and understanding that the pupils have of Martin Luther King. Use a card sort to put together a brief biography of key events in MLK's life so that all have an overview.</p> <p>Development: Identify MLK's key beliefs and how he put them into practice. Look at how he: - Combined political and religious leadership in a unique way; - Was prepared to suffer and die for what he believed in; - Was able to teach people how to apply Christian ideas to complicated situations; - Could teach people a dignified way of responding to injustice.</p> <p>Consider the way of life in many states in America at the time of MLK. Explore the implications of apartheid. Which rules impacted most on MLK? Which presented challenges for him as a black Christian? In groups, consider what the impact of such laws would be on individual lives today. Which law would have the most significant effect? Why?</p> <p>Focus on the American National holiday, "Martin Luther King Day of Service." Discuss the slogan associated with it, "Make it a day ON, not a day off!" Americans are asked to celebrate King by serving their communities on this day. Look at what groups of people in America have done on King's Day of Service and how it has transformed his life and teachings into community service that helps to solve real social problems today.</p> <p>Pupils discuss what could be done to make a difference in their own community. Groups draw up an action plan for a group Day of Service. Put into practice and have a (MLK) Day of Service. The whole school could be involved in this project.</p>	<p>I can show understanding of ways in which global Christian communities put beliefs into action. (AT1 L5)</p> <p>I can explain who MLK was, what he did and how he put Christian belief into action. (AT1 L5)</p> <p><i>I can pose and suggest answers to questions of values, belonging and commitment. (AT2 L5)</i></p> <p><i>I can consider the challenges of belonging to a religion in the contemporary world. (AT2 L6)</i></p>	<p><i>'This is R.E.! Bk 2' – Cath Large et al has a useful section on MLK.</i></p> <p><i>Could link to MLK's legacy in Barack Obama's success in becoming first black president of America.</i></p> <p><i>"This is R.E.! Book 2" has good ideas for possible projects.</i></p>

Key Question: *What is justice?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand what is meant by justice.</p> <p>To consider judgement of different situations.</p> <p>To consider how people judge each other and the danger of this.</p> <p>To understand what Christianity teaches about prejudice and racism.</p> <p>To reflect on the concepts of, and effects of, prejudice and racism today.</p>	<p>Starter: Martin Luther King campaigned against injustice. What is meant by justice? Ask groups to idea storm and feed back thoughts. Could include link to Human Rights and UN Declaration.</p> <p>Development: Discuss if justice is the same thing as being fair to another person. Look at British justice system and possible miscarriages of justice, such as the Birmingham Six. Discuss whether the law should be altered to suit people's circumstances.</p> <p>Give groups scenarios on cards which illustrate possible injustice. Groups discuss and report back on their situations.</p> <p>Read 1 Kings Ch 3 v16-28 about King Solomon judging who the real mother of a baby is. Discuss the decision!</p> <p>Idea storm what sorts of things people judge each other on and why. Look at examples of prejudice and the effects of it (e.g. sexism, ageism, racism, wealth and poverty and religious intolerance.)</p> <p>Look at what Christianity teaches about such things. Identify ways in which Christianity is standing up to racism today, (e.g. Evangelical Council for Racial Justice, Council of Churches – Community and Race Relations Unit). Describe some of the main activities. Higher attaining pupils could look at ways in which other religions try to combat prejudice and discrimination (for example, a comparison of Hinduism, Islam and Christianity) or look further at ways in which Christianity endeavours to help end things like Islamophobia and Anti-Semitism (Interfaith Dialogue etc).</p> <p>Plenary: Discuss whether pupils think racism and prejudice still exist. (Be sensitive to class members). Could link to roles of perpetrators and bystanders.</p>	<p><i>I can express my view and the views of others concerning the concept of justice. (AT2 L5)</i></p> <p>I can explain how judgement can cause problems such as prejudice. (AT1 L5)</p> <p>I can explain some of the ways in which Christianity tries to combat prejudice and discrimination. (AT1 L5)</p> <p>I can recognise and explain diversity in teachings about prejudice and racism between Christianity, Hinduism and Islam. (AT1 L6)</p>	

Key Question: *What does Christianity teach about justice?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand what Christianity teaches about justice.</p> <p>To understand how some Christians put teachings about justice into practice in their lives.</p>	<p>Starter: Have Christian teachings and modern day examples on cards. Pupils are each given a card and have to find their partner: match the teaching with a modern day example of the teaching in action.</p> <p>Use with teachings from Jesus and St. Paul; for example. St. Paul - Acts ch16 v16-40, Galatians ch3 v28, Romans ch12 v17-21. Jesus - Luke ch15 v 11-31, Luke ch18 v 18-29, Luke ch10 v 25-37, Luke ch7 v 1-10, Luke ch6 v 27-35, Matthew ch25 v 35-46.</p> <p>Development: Could develop by examining how Jesus' teachings compare with St Paul's. Higher attaining pupils could look at how different denominations within Christianity differ in the ways they believe Jesus intended them to fight injustice.</p> <p>Introduce Desmond Tutu, Mother Teresa, Jackie Pullinger (or others) as good examples of people working against injustice because of their Christian beliefs.</p> <p>A range of activities could be undertaken to gain understanding of who those people were, what they did, the way they put Christian beliefs into action and how they fought for justice.</p> <p>For example, pupils could: -Imagine one of the above people came to a school assembly. What might they say about justice and injustice in the world today? Write a short speech that they might give. -Write a song, poem or rap about the injustice being fought by one of these people. -Create a collage or stained glass window to show the campaign of one of these people. -Write a press release explaining why the Nobel Peace Prize Committee has decided to award Mother Teresa (1979) or Desmond Tutu (1984) the prize. -Write a newspaper report to illustrate the work of one of these people.</p>	<p>I can describe St. Paul's teachings on forgiveness, revenge, equality, fairness, not judging, love and concern for all (AT1 L3).</p> <p>I can describe Jesus' teachings and how they were followed by St. Paul. I can consider ways in which Christians interpret scripture differently (AT1 L4).</p> <p>I can explain ways in which one or more famous Christians put their teachings on justice into practice (AT1 L5).</p>	<p><i>Remember that the whole unit, which comes to a conclusion in this lesson, has been seeking to enable the engagement of the learner with the challenges that living as Jesus taught, or in line with Christian ideals, might present to them.</i></p> <p><i>As the unit comes to its conclusion, this challenge can be sharpened and pupils will be able to make well informed responses.</i></p> <p><i>The purposes of this are not at all to encourage Christian belief in any pupil – but to explore the human challenges that come to people from these examples, whatever their own convictions.</i></p>