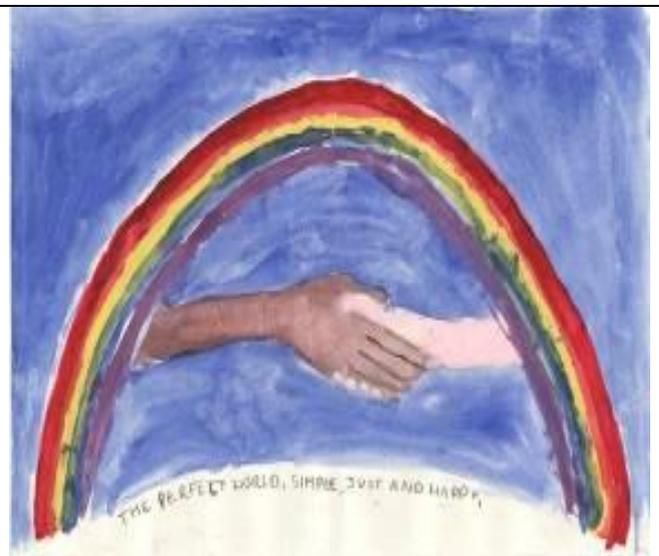




# The Agreed Syllabus for Religious Education in Northamptonshire

## Non-Statutory Exemplification



**Title:** Beliefs and Actions in The World: *Can Christian Aid and Islamic Relief change the world?*

**Year Group:** 5/6



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### **About this unit:**

This unit enables pupils to learn about the work of two major faith - based charities, Islamic Relief and Christian Aid. They will develop their understanding of the impact of religion in the world and consider important questions of justice and fairness, thinking for themselves. They will have opportunities to develop attitudes and opinions of their own and to consider key beliefs and teachings in Islamic and Christian traditions. Through their study, they compare the two charities and their work, looking at sources of inspiration to act justly for Muslims and for Christians. Learners will consider the personal challenge to make the world a better place. The unit has the potential for exciting cross curricular work with Geography, ICT, Citizenship and Art. The unit focuses on concepts of values and commitment.

### **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 charity.

The unit will focus on the work of two charities. It enables pupils to explain beliefs and their impact, and to compare and contrast aspects of religion in action. It enables pupils to develop their understanding of community and to relate what they learn to their own questions of value and commitment.

They will develop their studies of goodness and communities, asking about some ways Muslim and Christian charities contribute to the well being of all.

The unit addresses the key theme of beliefs and action in the world, showing how Muslims and Christians respond to global issues of fairness and social justice. It enables pupils to develop their use of ICT in RE, particularly in developing the critical skills of evaluating web materials.

**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 to link with other areas of learning as appropriate to maximise learning opportunities and experience.

## Fields of Enquiry addressed in this unit:

### AT 1: Learning about Religion and Belief

- Religious Practices and Ways of Life
- Ways of Expressing Meaning

### AT 2: Learning from Religion and Belief

- *Questions of Values and Commitments*

## The core RE concepts that the unit develops are:

**Beliefs:** (Giving to charity and helping others are key beliefs and practices of many religions);

**Justice:** (Justice and fairness are central concepts of human life);

**Commitment:** (People may do things because of their beliefs).

## Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self-awareness** by becoming increasingly aware of their own beliefs and how their beliefs affect the way they behave;
- **Empathy** through engaging with the needs of people in different world development projects;
- **Respect for all** by thinking carefully about the ways in which the two charities embody respect for people in need and facing the challenges this may present in their own attitudes;
- **Commitment** by considering questions of the commitments of the two charities and their own commitments;
- **Open mindedness** by engaging in positive discussion and debate about justice and poverty.

## The unit provides opportunities for pupils:

- To consider the concept of charity and the views of oneself, others and religions (Islam and Christianity) about the importance of charity;
- To explore different forms of charity and consider a range of views about commitment to giving in different ways;
- From the study of Christianity and Islam, pupils will have the opportunity to gain a deeper understanding of other people's beliefs, values and lifestyles;
- To reflect upon their own experiences and views in relation to questions of need and poverty;
- Experiences including time to think and reflect upon their own and others' ways of life, use of ICT including websites and DVDs, visits from charity representatives and creative art work.

## Background information for the teacher:

Many religious traditions have information and teaching about charity and support for those less fortunate than oneself.

Christians believe they should work for justice and therefore many Christians work actively through charities to fight injustice. There are many examples of this including the work of the Salvation Army with the poor in the UK, the work of Christian Aid worldwide and many others.

Christians believe God is a God of justice. The Bible says people should be treated fairly. The New Testament teaches about sharing with the poor:

'Blessed are those who hunger and thirst for righteousness' Matthew 5:6.

Muslims believe that the world should be ruled justly and that Allah will reward the good and punish the bad. Muslims believe it is part of their role as God's khalifah to make sure the world is governed in a fair way. They work for this through the pillar of zakat, refusing to be involved in the charging of interest and supporting charities such as Muslim Aid.

Muslims believe in justice because:

The Qur'an says that Muslims should treat people fairly.

Shari'ah law is based on justice for everyone, with everyone being treated equally

'O ye who believe! Stand out firmly for justice, as witnesses to God, even as against yourselves or your parents or your kin, and whether it be against rich or poor.'

Surah 4:135

### **Christian Aid**

Christian Aid is a Christian organisation that insists that "the world can and must be swiftly changed to one where everyone can live a full life, free from poverty".

Christian Aid works globally for change that eradicates the causes of poverty, striving to achieve equality, dignity and freedom for all, regardless of faith or nationality.

They provide urgent, practical and effective assistance where need is great, tackling the effects of poverty as well as its root causes.

Christian Aid's work is founded on Christian faith, inspired by hope and acts to change an unjust world through charity, a practical love and care for our neighbours.

For further information see [www.christianaid.org.uk](http://www.christianaid.org.uk)

### **Islamic Relief**

Islamic Relief is an international relief and development charity, which aims to alleviate the suffering of the world's poorest people. It is an independent charity founded in the UK in 1984 by Dr Hany El Banna. As well as responding to disasters and emergencies, Islamic Relief promotes sustainable economic and social development by working with local communities, regardless of race, religion or gender.

"Whoever saved a life, it would be as if he saved the life of all mankind."

Qur'an 5:32

Further information can be found on this website [www.islamicrelief.com](http://www.islamicrelief.com)

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p><b>Islam</b> Almsgiving, Zakat, Ummah, Generosity.</p> <p><b>Christianity</b> Charity, Fellowship, Justice, Stewardship</p> <p><b>The language of shared human experience:</b> Fundraising , Fairness, Being empowered. Emergency aid Development.</p>	<p><b>Teachers might use:</b> <b>Sacred Text</b> Sayings and stories about wealth and poverty, fairness and justice, from The Qur'an and from The Bible.</p> <p><b>Web</b></p> <ul style="list-style-type: none"> <li>• Islamic Relief: <a href="http://www.islamic-relief.com/hilal/">http://www.islamic-relief.com/hilal/</a> (Hilal's world for children)</li> <li>• Christian Aid: <a href="http://www.christianaid.org.uk">www.christianaid.org.uk</a> /learn (site for teachers) <a href="http://www.globalgang.org">www.globalgang.org</a> (site for children) <a href="http://www.christianaid.org.uk">www.christianaid.org.uk</a> (main site)</li> <li>• Spirited Arts: <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> images of children's work and writing on the theme of this unit (from actual competitions).</li> </ul> <p><b>DVD/Video</b></p> <ul style="list-style-type: none"> <li>• The Islamic Relief Website has videos for classroom use available. Christian Aid publish a pack called 'We're changing our world' including DVD and classroom resources. It meets the needs in this unit very effectively. To order call 08700 787788 quoting code P389A (video pack) or P389B (DVD pack)</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• BBC Broadcasts and videos: E.g. Pathways of Belief: 2 programmes on Islam Summer 2001</li> <li>• There is a very good selection of authentic materials about Islam for children available from the Islamic Foundation in Leicestershire: <a href="http://www.islamic-foundation.com">www.islamic-foundation.com</a> . Story books, audio and video tapes and posters are all useful.</li> <li>• PCET, Folens and Nelson publish some useful photo/picture packs on particular religions.</li> <li>• The Bradford Inter Faith Education Centre (01274 731674) has many useful publications about its local faith communities.</li> <li>• <a href="http://www.natre.org.uk">www.natre.org.uk</a> – website for the National Association of Teachers of Religious Education: follow links to "Children Talking", a database of children's quotes on making the world a better place.</li> </ul>
<p><b>Contributions to spiritual, moral, social and cultural development of pupils:</b></p> <ul style="list-style-type: none"> <li>• Opportunities for <b>spiritual development</b> come from reflecting on how key beliefs can make a difference to people's lives and actions;</li> <li>• Opportunities for <b>moral development</b> come from thinking about their own attitudes to generosity, wealth and poverty.</li> <li>• Opportunities for <b>social development</b> come from exploring some ideas about global community and inter-relatedness;</li> <li>• Opportunities for <b>cultural development</b> come from taking account of difference and diversity in charitable work.</li> </ul>	

<b>EXPECTATIONS: At the end of this unit....</b>		
<p><b>Pupils working at level 3 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe a project of Christian Aid or Islamic Relief (AT1)</li> <li>• Make a link between religious beliefs and texts and the actions of religious charities. (AT1)</li> <li>• <i>Make a link between their own ideas about wealth and poverty and the work of one of the charities. (AT2).</i></li> </ul>	<p><b>Pupils working at level 4 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe a project of Islamic Relief and a project of Christian Aid, making links between the beliefs and actions of Muslims and Christians. (AT1)</li> <li>• Show that they understand why Muslims and Christians might support the charities. (AT1)</li> <li>• <i>Show that they understand the different priorities of the charities, applying their learning to the role play task below. (AT2)</i></li> <li>• <i>Apply the ideas of generosity and charity to their own attitudes to money. (AT2)</i></li> </ul>	<p><b>Pupils working at level 5 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain some similarities and differences between the work of the two charities and give reasons for this. (AT1)</li> <li>• Use the terminology of Islam and Christianity to explain the impact of some projects of each of the two charities. (AT1)</li> <li>• <i>Explain clearly their own views about the differences and similarities between the charities. (AT2)</i></li> </ul>

## ASSESSMENT SUGGESTIONS

*A formal assessment of each pupil 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 towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.*

### **Suggestion A: Role playing world development**

Set up a role play for pupils. In a group of five, give them seven different requests for aid from situations of need – e.g. an earthquake in Pakistan, drought in Somalia, poverty in Sudan, a medical education project in Bangladesh, a cyclone in Burma and so on. Put a ‘price tag’ on each project. Tell pupils that they are the grants committee for one of the charities, and they have to rank the seven bids in order: which have the best claim for support from the charity? Why? Put two groups – one representing Christian Aid, one representing Islamic Relief, together and ask them to compare their answers.

Ask individual pupils to record their learning in response to these questions:

- What was your role in the activity?
- Which three projects did you think most deserved support? Why?
- What do you think the Prophet would say about your chosen projects?
- What do you think Jesus would say about your chosen projects?
- What did you notice that is similar between Christian Aid and Islamic Relief?
- What differences did you notice?
- Imagine yourself in 15 years time. Would you apply for a job with a charity like Islamic Relief or Christian Aid? Why or why not?

### **Suggestion B: Learning from religions about global issues**

Pupils are invited to choose five questions from the list and answer each one for themselves in less than 50 words. This provides for a piece of extended writing that expresses good learning from the unit.

- What did the Prophet teach about wealth and poverty?
- What did Jesus teach about wealth and poverty?
- What do we notice about wealth and poverty in our society and the wider world today?
- What would Jesus and the Prophet think about our world today?
- What can we find out about the work of Islamic Relief?
- What can we find out about the work of Christian Aid?
- Do these two charities follow the teachings of their religions? In what ways?
- How do these two charities make a difference in the world today?
- What are our own thoughts and experiences about wealth and poverty?
- How do our attitudes make a difference to others?
- Are there things to learn about our own attitudes from the work of Islamic Relief and Christian Aid?

## UNIT TITLE: Beliefs and Action in the World: *Can Christian Aid and Islamic Relief change the world?*

**Key Question:** *What do we know about charities already?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To identify and describe what they know already about the work of development charities.</p> <p>To think for themselves about the unfairness in the world and respond to ideas about what can be done to change it.</p>	<p><b>What do we know about charities?</b></p> <ul style="list-style-type: none"> <li>• Challenge pupils to make the longest list of all the charities they can think of with a partner. See who can get twenty or more.</li> <li>• Make the point that some charities help humans, some help animals, some help in Britain, some in the whole world.</li> <li>• Talk about how fundraising is often what charities ask children to do, but in this work we are not undertaking fundraising (which should always be voluntary) but are learning about the ways two charities want to change the world.</li> <li>• Use these two quotations to provoke the pupils to think about what's wrong with the world. What do they mean?               <ul style="list-style-type: none"> <li>○ Jesus said "I have come that people might have life, and have it in all its fullness." (John's Gospel, 10:10).</li> <li>○ The Qur'an teaches "You who believe: those who spend their wealth in Allah's way are like a grain that grows seven ears, and every ear a hundred new grains. God gives to whom he will. God is all-embracing" (Surah II: 261.)</li> </ul> </li> <li>• What if everyone followed these ideas?</li> <li>• Ask the pupils how they would like to change the world. They might draw 'before and after' cartoons about their ideas.</li> </ul>	<p>I can describe and show my understanding of the ways charities make a difference to life. (AT1 L4)</p> <p>I can make links between my own concerns and the charities I know about. (AT1 L3)</p> <p><i>I can apply for myself the ideas of fairness, justice and equality.</i> (AT2 L4)</p>	<p><i>There would be many other ways to begin this unit, including looking at a charitable project the school has been involved in, and local charity work.</i></p> <p><i>Christian Aid can provide local volunteers to visit schools over most of the UK. Email <a href="mailto:schools@christian-aid.org">schools@christian-aid.org</a> for more information.</i></p>

**Key Question: *How and why does Islamic Relief try to change the world?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To describe the work of two religious charities involved in global poverty issues.</p> <p>To make links between the beliefs and teachings of Islam and Christianity and the work of the two charities.</p> <p>To show their understanding of the issues of justice, fairness and poverty that the charities address.</p>	<p><b>Learning about Islamic Relief</b></p> <ul style="list-style-type: none"> <li>• Tell pupils a story of the Prophet about wealth and poverty, and identify attitudes that help the poor and attitudes that don't.</li> <li>• Look at some sayings and teachings of Islam about the Ummah, Zakat and wealth and poverty, and consider what difference they would make to life today if everyone followed them. This will include, in some detail, the practices of Zakat.</li> <li>• Use the web and published resources to discover more about the charity "Islamic Relief". Find out about some particular projects the charity has undertaken, and ask and answer questions such as:               <ul style="list-style-type: none"> <li>- Who supports Islamic Relief? Why?</li> <li>- What does Islamic Relief do to make a difference? Does it work?</li> <li>- Does Islamic Relief follow the teachings of Islam? In what ways?</li> <li>- What do you think is good about the charity?</li> </ul> </li> <li>• If you were devising an internet campaign from Islamic Relief to get more donations to respond to a particular disaster, what web pages, emails, and other resources would you use? How would you make the fundraising successful?</li> </ul>	<p>I can suggest meanings and ideas from Islamic teaching. (AT1 L3)</p> <p>I can describe the work of the charity in speaking and listening and in writing. (AT1 L3)</p> <p><i>I can apply ideas about Zakat, Ummah and generosity for myself.</i> (AT2 L4)</p>	<p><i>This unit draws in global dimensions of the citizenship curriculum at every point.</i></p> <p><i>Links to the curriculum for geography and citizenship are easy to make in this work.</i></p>

**Key Question: *How and why does Christian Aid try to change the world?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To describe the work of two religious charities involved in global poverty issues.</p> <p>To make links between the beliefs and teaching of Islam and Christianity and the work of the two charities.</p> <p>To show their understanding of the issues of justice, fairness and poverty that the charities address.</p>	<p><b>Learning about Christian Aid</b></p> <ul style="list-style-type: none"> <li>• Listen to a story of Jesus about wealth and poverty, asking and answering questions about Christian attitudes to wealth and poverty. E.g. Matthew 19:16-30.</li> <li>• Look at some sayings of Jesus about helping people, fellowship and generosity (e.g. The Good Samaritan, Luke 10:25-37.) Respond by applying the ideas; what would happen if everyone did this?</li> <li>• Investigate and report on some projects of Christian Aid and its partners to change the world, asking and answering questions such as:             <ul style="list-style-type: none"> <li>- Does Christian Aid make a difference?</li> <li>- Who supports Christian Aid? Why?</li> <li>- Does Christian Aid put Jesus' teaching into action?</li> <li>- What do you think is good about the charity?</li> </ul> </li> <li>• Use the Christian Aid "Transformers" resource (available at <a href="http://www.christianaid.org.uk/learn">www.christianaid.org.uk/learn</a>) to explore the work of the charity. Watch the online "Transformers" video clip and use the 'real life stories' to discover the work of two Christian Aid partner projects.</li> <li>• Pupils write a report on a project, stating what they think it has achieved and whether it is a good use of donors' money.</li> </ul>	<p>I can suggest meanings and reasons for Christian teachings. (AT1 L3)</p> <p>I can describe the work of the charity in speaking and listening and in writing. (AT1 L3)</p> <p><i>I can apply for myself ideas about fellowship, generosity or stewardship. (AT2 L4)</i></p>	<p><i>Making links between beliefs and actions in religions is an important skill for this age group. It happens naturally where sacred texts are the background to exploring charitable action.</i></p>

**Key Question: How do global religious charities use the web? Could they do better?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To evaluate the ways in which charity websites work for themselves.</p>	<p><b>Weighing up 2 Websites:</b></p> <ul style="list-style-type: none"> <li>The websites for both charities have sections for children: Islamic Relief has <i>Hilal's World</i> <a href="http://www.islamic-relief.com/hilal/">www.islamic-relief.com/hilal/</a> and Christian Aid has <i>Global Gang</i> <a href="http://www.globalgang.org.uk/">www.globalgang.org.uk/</a></li> <li>Ask pupils to use and evaluate the websites. What are they trying to achieve? What use are they? Could they be improved? They might use these criteria: Is it interesting? Is it educational? Will it increase support for the charity? How could it be improved?</li> <li>Ask pupils to make a list of 5 things that are good about each and make three details suggestions about how they could be improved.</li> </ul>	<p>I can use the web to research and describe the work of the two charities.(AT1 L3)</p> <p><i>I can begin to analyse the strengths and weaknesses of the charity websites.</i></p>	<p><i>ICT skills; this activity is about weighing up information, a key skill for the young web user. It connects to the ICT curriculum for Y5.</i></p>

**Key Question: Are Christian Aid and Islamic Relief similar or different?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand what is similar and what is distinctive about each of these 2 charities.</p>	<p><b>Similar and different</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences between the two charities. Ask pupils to work in pairs to make two lists, then compile agreed list on the whiteboard.</li> <li>Consider whether they could merge and make one charity – or are best working together, but being separate? This question will clarify how the pupils think the charities are related to the Muslim and Christian traditions.</li> <li>Reflect on the questions: can anyone support these charities, or do you need to be a member of the religion to join in? Why?</li> </ul>	<p>I can make links between the work of the two charities. (AT1 L3)</p> <p>I can identify (AT1 L4) and begin to explain (AT1 L5) similarities and differences between the work of the two charities.</p>	<p><i>Comparison is a demanding skill for this age group, best tackled in pairs.</i></p>

**Key Question: *Will I make a difference to the world in my life?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To apply for themselves ideas about community, fairness and justice.</p> <p>To consider the challenges of belonging to the Muslim or Christian faith with regard to wealth and poverty.</p>	<p><b>Viewpoints and attitudes: What do I think?</b></p> <ul style="list-style-type: none"> <li>• Consider the idea that generosity or kindness can change the world. Pupils share and develop their own concepts of helping each other, and think about ideas of Ummah (Islam) or fellowship (Christianity).</li> <li>• What has made our world so unfair? What can be done to make it fairer? Can children make a difference? Can people ‘make poverty history’?</li> <li>• Play the Paper Bag Game to discover what it is really like to be poor. The game is available to download for free at <a href="http://www.christianaid.org.uk/learn">www.christianaid.org.uk/learn</a></li> <li>• Use some reflective work or silence. Ask pupils to write a meditation, prayer or other text that expresses their response to unfairness in the world. Ask them to devise a logo or image to show why everyone should work against the evils of disaster and poverty.</li> <li>• Examples of children’s work on these topics can be seen on the web gallery: <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> and pupils can enter a competition there.</li> </ul>	<p>I can understand the impact of charities like these two on problems and issues of global fairness and justices. (AT1 L4)</p> <p><i>I can apply ideas to the need for generous and thoughtful action to combat injustice or to respond to disasters. (AT2 L4)</i></p>	<p><i>The challenge of the charities to poverty and unfairness is not specific to one religion: all faiths and non-religious ways of life raise this challenge.</i></p>

**Key Question: *How can I express my ideas about unfairness in our world through a creative piece of work?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To plan and make a piece of creative work that expresses ideas about fairness and justice.</p> <p>To relate their own ideas thoughtfully to the work and thinking of Christian Aid and Islamic Relief.</p>	<p><b>How can I express my ideas in creative work?</b></p> <ul style="list-style-type: none"> <li>Using themes like ‘Rich and Poor’ or ‘Fair and Unfair’ or ‘Change the world,’ pupils are challenged to create a piece of work that expresses their own ideas in response to the unit.</li> <li>This activity needs to provide space for pupils to think creatively and then engage with an issue.</li> <li>A careful process of development, perhaps moving from sketching, shared ideas and peer review to watercolour, pastel, collage or some other medium is good.</li> <li>A review of the NATRE spirited arts entries on fairness and justice models this activity well for pupils.</li> <li>Examples of children’s work on these topics can be seen on the web gallery: <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> and pupils can enter a competition there.</li> <li>The activity is good for visual learners. Teachers may like to provide an alternative for the linguistically gifted – writing poetry on this theme is effective too.</li> </ul>	<p>I can describe a problem and make a link to my own response through my art work. (AT1 L3)</p> <p><i>I can apply my ideas about wealth, poverty and changing the world in an imaginative way, using religious ideas in my art work.</i> (AT2 L4)</p>	<p><i>Curriculum links to the art and design curriculum are easy to establish and manage here.</i></p>

**Key Question: *What have I learned about the two charities? Will it make a difference to me?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To express our own views and responses to issues of poverty and injustice, in the light of religious understanding.</p>	<p><b>Learning from religions about global issues</b>            Pupils are invited to choose four questions from the list for themselves and answer each one in about fifty words.</p> <ul style="list-style-type: none"> <li>• What did the Prophet teach about wealth and poverty?</li> <li>• What did Jesus teach about wealth and poverty?</li> <li>• What do we notice about wealth and poverty in our society and the wider world today?</li> <li>• What would Jesus and the Prophet think about our world today?</li> <li>• What can we find out about the work of Islamic Relief?</li> <li>• What can we find out about the work of Christian Aid?</li> <li>• Do these two charities follow the teachings of their religions? In what ways?</li> <li>• How do these two charities make a difference in the world today?</li> <li>• What are our own thoughts and experiences about wealth and poverty?</li> <li>• How do our attitudes make a difference to others?</li> <li>• Are there things to learn about our own attitudes from the work of Islamic Relief and Christian Aid?</li> </ul>	<p><i>I can think for myself about the impact of religious charitable action in the world. (AT2 L4)</i></p> <p><i>I can express views that reflect the teaching and example of Muslim and Christian charities on how to change the world for the better. (AT2 L5)</i></p>	<p><i>This can be used as a good example of an Assessment for Learning task in RE.</i></p>