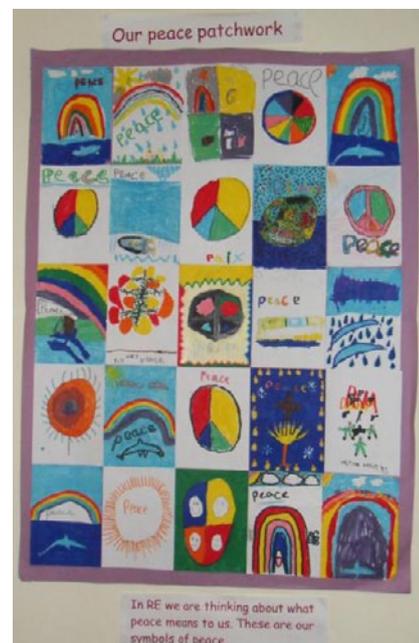




The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification (School Selected Unit)



Title: *Peace: Why should we give it a chance?*

Year Group: 3/4



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About this unit:

This unit enables pupils to consider what the concept of peace means for religious and non-religious people and for themselves.

The focus is on exploring how and why peace might be important in people's lives and how some, including those from different faiths, might pursue or promote peace in a variety of different ways. Pupils will be encouraged to think for themselves about questions to do with what peace is and why it might be important in their own lives and in the world as a whole.

They will consider what can be learned from the actions of individuals like Mahatma Gandhi and Nelson Mandela and from religious groups such as The Quakers, as well as others referring to their own experiences, beliefs and values.

Where this unit fits in:

This is a unit that can be selected by schools in addition to the mandatory units.

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 peace and pursuing peace as a positive non-violent force for reconciliation.

By using the concepts of belief, symbol and reconciliation and examples of individuals and groups who have pursued or promoted peace in a variety of ways, pupils will be enabled to reflect upon what this concept might mean in their own lives, their community and the global community as a whole.

This unit contributes to the continuity and progression of pupils' learning by building on their basic knowledge about religions in Key Stage One and extending their understanding of how beliefs affect behaviour and actions from both Key Stage One and other units in Lower Key Stage Two. It also links well with the Key Stage Two unit, "Values: What Matters Most?"

The unit anticipates a further study of individuals and groups who put their beliefs into action at Key Stage Three.

Estimated teaching time for this unit: 12 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 12 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 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, Values and Teaching
- Religious Practices and Ways of Life

AT 2: Learning from Religion and Belief

- *Questions of Meaning, Purpose and Truth*
- *Questions of Values and Commitments*

The core RE concepts that the unit develops are:

- **Beliefs** (Peace in the world and inner peace are important to believers in Christianity and other religions as well as to many non-religious people);
- **Symbol** (Words and symbols of peace convey meaning to believers);
- **Reconciliation** (Often a goal for peace).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly aware of what peace means to themselves and how it feels to experience times of peace, including inner peace;
- **Respect for all** by developing a willingness to learn from religions and other individuals and groups about their pursuit of peace;
- **Appreciation and wonder** by developing their capacity to reflect upon and respond to peace as experienced in a variety of ways, such as through music, art and dance.

The unit will provide these opportunities for pupils:

- To consider the concept of peace and its importance in the contemporary world;
- To consider a diverse range of views about questions of what peace means, how places and experiences can create peace and how individuals and members of communities can help to make their world a more peaceful one;
- To explore some of the ways in which people try to pursue or promote peace. Learning from individuals like Mahatma Gandhi and Nelson Mandela and groups such as The Quakers, pupils will extend their understanding of Christianity, Hinduism and non-religious life stances;
- To think about their own experiences and views in relation to questions of what peace is and why it might be important to experience peace in their own lives and try to promote it within their world;
- To engage in discussion, debate, a variety of writing styles, music, design and art activities;
- To use ICT through exploring websites and organising information;
- To reflect upon their own views and respond creatively.

Background information for the teacher:

Many traditions of religion and belief endorse and promote peace. No individual religion or belief system has a monopoly on the concept of peace. Many pupils will also value peace, without belonging to any religion. By focusing on peace we can help all pupils to see how religious community life can be a source of inspiration or strength in how to live out this important value.

In Christian thinking, one of the values of the 'kingdom of God' that Jesus taught and exemplified was peace between people and God, along with love, forgiveness, honesty, and spiritual values. Christians often prize the value of silence and prayer, along with worship, fellowship, patience, kindness, self control and family.

For example: "Blessed are the peacemakers, for they shall be called the children of God" (Matthew 5:9) and "Love your enemies" (Matthew 5:44).

Quakers are members of the “Religious Society of Friends”, a faith that emerged as a new Christian denomination in England in the mid-1600's, and is practised today around the world. To members of this religion, the words "Quaker" and "Friend" mean the same thing. Quakers are a diverse people consisting of several distinct branches. They follow traditional principles which they call testimonies. The most well known of these is the “**Peace Testimony**”, which incorporates pacifism. Additionally Quakers follow the principles of social equality, integrity, and simplicity, which they interpret and express in a variety of ways.

In Hindu thinking, from the earliest times it was the goal of the individual to escape from Samsara (the cycle of birth, life, death and rebirth) and attain Moksha (release from this cycle to become part of God (Brahman) again. Many Hindus still hold the belief that this escape is accomplished through meditation and the avoidance of bad karma, therefore bringing ultimate peace.

Another important Hindu concept, that of **ahimsa**, which is found first in the Upanishads (sacred writings of Hinduism), means non-violence to animals and humans, and is based on the assumption that harm to living creatures produces bad karma by endangering or killing the soul of another. All life is one and a part of God, and any animal could contain the soul of a relative who has been reincarnated, and so harming it is considered wrong. Mahatma Gandhi's (1869–1948) non-violence owed a great deal to this tradition of peace. He took the literal meaning of “ahimsa” – “avoiding harm to others” as the way to lead his cause.

“I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent” – Mahatma Gandhi.

Among non-religious people, ideas vary greatly. Some humanists accept the ‘**Golden Rule**’, a term first used by Confucius: “Do as you would be done by”, or “Treat others as you would wish them to treat you”. For some the natural conclusion of this is the rejection of all violence. The Peace Pledge Union campaigns against war and promotes peace. They challenge the values and attitudes that they see as a serious obstacle to action for peace.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Christianity Pacifist Quaker Society of Friends Shalom Testimonies</p> <p>Hinduism Ahimsa Atman Brahman Bhagavad Gita Karma Moksha Rebirth Reincarnation Upanishads</p>	<p>Teachers might use:</p> <p>Web</p> <ul style="list-style-type: none"> ▪ The British Humanist Association has a useful website for schools: www.humanismforschools.org.uk ▪ The National Association of Teachers of RE (NATRE) has 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. ▪ RE Quest - www.request.org.uk is a good site for KS2 pupils to explore Christian values. ▪ Online searchable sacred texts from different religions at: www.ishwar.com ▪ Try www.reonline.org.uk for a good general gateway to RE materials. ▪ SMSC online has useful resources www.smsc.org.uk . <p>Books “Don’t Just Do Something, Sit There” – Mary Stone (RMEP) “Opening up Values” (RE Today Services) “Reflections” – (RE Today Services) A range of prayer books for children – Lion Publishing</p>

<p><i>The language of shared human experience</i></p> <p>Alert Calm Conflict Forgive Memorial Peace Reconcile Relaxed Resolve Symbolism</p>	<p>Music</p> <p>“Give Peace a Chance” – John Lennon</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 participating in a range of peaceful learning experiences, reflecting on peaceful times and places, and from creating symbols of peace; • Opportunities for moral development come from considering the actions of people who pursue or promote peace and the consequences of those actions; • Opportunities for social development come from working together in collaborative projects and activities. 	

EXPECTATIONS: At the end of this unit....		
<p>Pupils working at level 2 will be able to:</p> <ul style="list-style-type: none"> • Tell someone how individuals have put their beliefs about peace into action. (AT1) • Identify beliefs about peace in some teachings and practices. (AT1) • <i>Respond sensitively to others' experiences and feelings about peace.</i> (AT2) 	<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> • Describe simply how people/groups try to promote peace. (AT1) • Use religious or spiritual vocabulary such as peace, non-violence and ahimsa. (AT1) • <i>Make links between their own values and their behaviour and those held by others.</i> (AT2) 	<p>Pupils working at level 4 will be able to</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary to show that they understand similarities and differences between Christian and Hindu views of peace. (AT1). • Use the vocabulary learned in RE, to show their understanding of the concept of peace. (AT1) • <i>Apply ideas about what peace means to them in their own lives.</i> (AT2)
<p>ASSESSMENT SUGGESTIONS</p> <p><i>A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.</i></p> <p>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.</p> <p>In groups, pupils create a dance and piece of music (as an accompaniment) to create a peaceful mood or show promotion of peace through reconciliation. They will need to explore which movements best show peace or reconciliation. Will words be used at all? They will need to consider the tone, pitch, pace and tempo of the accompanying music as well as the most suitable instruments. Can they create something which clearly symbolises peace or reconciliation?</p> <p><i>Higher attaining pupils: To extend this work, ask pupils to create a poem/speech to promote peace in the school community or for a wider audience. Use stimulus such as Martin Luther King's "I have a dream" speech.</i></p>		

UNIT TITLE: Peace: *Why should we give it a chance?*

Key Question: *What does peace mean to me?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on our own ideas about what peace is.</p> <p>To recognise that peace means different things to different people.</p>	<p>Play 'peaceful' snippets of music as pupils come in. Then ask them to close their eyes, play again, then write feelings on sticky notes and stick up around the room.</p> <p>With a talk partner, raise questions and discuss feelings/thoughts.</p> <p>Raise idea of peace as a term. What is peaceful? How is peace created? Is peace the same to everyone? Where do the pupils go to be peaceful? What places make them feel peaceful?</p> <p>Discuss a peaceful place with a partner, and then draw a picture of the place. Put on display. Are there similarities/differences? Is peace the same to everyone?</p>	<p><i>I can reflect on how music makes me and others feel. (AT2 L2)</i></p> <p><i>I can ask, and respond sensitively to, questions about my own and others' experiences and feelings. (AT2 L2)</i></p> <p><i>I can identify what makes a peaceful place for me and others. (AT2 L2)</i></p> <p><i>I recognise that peace means different things to different people. (AT2 L2)</i></p>	<p><i>Use a variety of music to appeal to all: classical, contemporary, instrumental, etc.</i></p>

Key Question: *Why is peace important?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider situations of conflict in our lives where we may be able to help bring peace.</p> <p>To recognise our own values and those of others with regard to peace.</p>	<p>Groups of pupils are given situations to role-play which show 'conflict' (e.g. argument in a game, property being taken, friends falling out etc).</p> <p>Each group member should take it in turn to step into the situation and try to 'make peace'.</p> <p>Freeze frame and thought track scenes.</p> <p>Watch and discuss some of the scenes and feelings involved. Why did group members act as they did? Is there a right way to solve? Introduce the term "reconciliation".</p> <p>Discuss why peace is important in our lives and why we should consider trying to resolve situations of conflict and be reconciled.</p> <p>Individually, or in groups, write about bringing peace to a situation of conflict, describing how and why they have chosen to do what they have in this scenario.</p> <p>Create a poem or montage to represent reconciliation.</p>	<p><i>I can ask, and respond sensitively to, questions about my own and others' experiences and feelings in situations of conflict/peace. (AT2 L2)</i></p> <p><i>I can recognise my own values and those of others with regard to peace. (AT2 L2)</i></p> <p><i>I can make links between actions and feelings. (AT2 L3)</i></p>	

Key Question: *How is peace symbolised?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To suggest meanings for symbols including religious ones.</p> <p>To represent peace symbolically.</p>	<p>Have a variety of pictures of a small number of symbols of peace (e.g. dove, poppy, and candle). In groups, discuss how and why the symbols represent peace. What other symbols suggesting peace do they know? Research a variety.</p> <p>Pairs then create their own symbols of peace and justify them. Join with another pair, share ideas. Select which feel most effective. Why?</p> <p>Create a collage, mosaic, patchwork or similar design using all the symbols for peace that the class designed.</p>	<p>I can identify and suggest meanings for symbols. (AT1 L2)</p> <p>I can represent peace through my own symbol. (AT1 L2)</p>	

Key Question: *Why is peace important to people?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To recognise that there are a variety of places of peace.</p> <p>To reflect upon, and suggest reasons for the need for, places of peace.</p>	<p>Groups research places that have been created to be peaceful, using websites, pictures, DVDs/videos etc. (E.g. memorials, gardens, museums, pagodas, places of worship etc).</p> <p>Why are such places associated with peace?</p> <p>What helps to create a 'peaceful' air about them?</p> <p>Why are such places needed? Discuss how they affect and can help people.</p> <p>Groups present their findings as simple Power Point presentations.</p>	<p><i>I can ask questions and suggest answers about why there are places of peace. (AT2 L2)</i></p> <p>I can identify some of the things that help to create peace in a place. (AT1 L2)</p>	

Key Question: *Can we create a peaceful place?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To express the concept of peace.</p>	<p>Design and make 3D representation e.g. miniature gardens or statues of peace, in groups.</p> <p>Use a variety of materials to create features and areas in the garden or to build the statue.</p> <p>Display and justify choices.</p>	<p>I can recognise that ideas, feelings and beliefs can be expressed in a variety of ways. (AT1 L2)</p> <p>I can describe how peace is symbolised through my work and give reasons for my choices. (AT1 L3)</p>	<p><i>If the school has a garden or part of a garden that could be used or is in need of attention, design and create a garden of peace. It might be possible to link with the Religion the Environment project (REEP www.reep.org.uk). Link with art/design/environmental work or/and extra curriculum activities.</i></p>

Key Question: *What is it like to feel peaceful?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider and describe how it feels to experience a 'peaceful' time.</p> <p>To reflect upon and respond to a peaceful story.</p>	<p>Spend time teaching pupils how to sit in alert and relaxed position. Concentrate on breathing patterns. Breathe slowly and deeply.</p> <p>Tell or read a story, poem or 'journey' related to peace. Choose one that requires use of the senses. Speak slowly and softly.</p> <p>When the pupils open their eyes, ask them to talk about their experiences. What did they see? How did they feel? Was it a 'peaceful' time? What do they need to do to make it even more peaceful?</p> <p>Repeat with the same story. This time ask pupils to record their feelings, thoughts on sticky notes or with play dough or with pastels /paints and paper.</p> <p>With a talk partner, discuss what has been created and why.</p> <p>Join with another pair and share thoughts about creations.</p>	<p>I can listen to and reflect upon a 'story' about peace. (AT1 L2)</p> <p><i>I can respond to my experience. (AT2 L2)</i></p> <p><i>I can describe my response to others. (AT2 L3)</i></p>	<p><i>See Mary Stone's book "Don't Just Do Something, Sit There".</i></p> <p><i>Ensure that the class will not be disturbed or distracted by external noise. Put a notice on the door to avoid disruptions!</i></p> <p><i>Have a variety of materials available to allow pupils to respond in the way they prefer.</i></p> <p><i>You could invite a yoga teacher to lead sessions to link here.</i></p>

Key Question: *Why is 'peace' important within worship in religion?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that silence can be an important part of religious worship.</p> <p>To ask, and respond sensitively to, questions about the place of peace in religion.</p> <p>To begin to identify the impact of religion on believers' life style.</p>	<p>Look at how peace is used as part of worship e.g. stillness, personal prayer in Christianity and meditation in Buddhism, through visits/visitors, DVDs etc.</p> <p>Have lots of 'prayers' with themes of peace on cards from different religions and non-religious sources e.g. Serenity Prayer and other reflections. Put up around the room.</p> <p>Pupils choose one that appeals to them for some reason. They explain:</p> <ul style="list-style-type: none"> • which lines they like best and why; • why they chose the prayer; • what they think the writer was trying to say. <p>Discuss why stillness/peace might be important in religion.</p> <p>In groups, look at quotes relating to peace from a number of religions. What does it tell us about the place of peace in those religions? Report back. Compile findings about peace and religions.</p> <p>Pupils write their own reflection, poem or mediation about peace, based on their own feelings about peace.</p>	<p>I can make links between beliefs about peace and prayers written by people. (AT1 L2)</p> <p>I can describe what some groups within Christianity and Buddhism (or other religion) think about peace in their worship. (AT1 L3)</p> <p>I can begin to identify the impact religion has on believers' lives. (AT1 L3)</p> <p><i>I can express my own feelings about peace through a reflection/prayer. (AT2 L2)</i></p>	<p><i>A visit to or from the Nagarjuna Buddhist Centre, Kelmarsh would be valuable. Contact Pet Finden 01604 686778.</i></p>

Key Question: *Who works/has worked to make peace?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To identify people/groups who work for peace.</p> <p>To describe reasons why working for peace is important for some people.</p>	<p>Discuss in groups anybody the pupils know who is a peacemaker (individuals or organisations). Who are they? What do they do? Groups share information.</p> <p>Invite a speaker from a group such as Oxfam, NSPCC, Salvation Army or NCH Action for Children etc. to talk about how they try to bring peace to others.</p> <p>Ask the speaker to talk about how religious and non-religious people can co-operate to promote peace.</p> <p>Prepare questions for the speaker.</p> <p>Create pieces for a display about the work of this group to share with the rest of the school.</p>	<p>I can describe some ways people try to increase peace. (AT1 L3)</p>	

Key Question: *Who works/has worked to make peace?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To identify people/groups who work for peace.</p> <p>To describe the work of a person/group and suggest reasons for their actions.</p>	<p>Groups research the work of a person, group etc who has endeavoured to work for peace/make peace (e.g. Mahatma Gandhi, Nelson Mandela, The Quakers, The NSPCC, the Salvation Army etc.)</p> <p>What did they do? Why? What beliefs about peace do they have? Why?</p> <p>Groups create a Power Point presentation to present their findings about the feelings, beliefs and commitments of the person/group they have studied.</p> <p>Discuss how the different presentations show how people put their beliefs into action in different ways.</p> <p>Discuss the different ways in which these groups have interpreted "Peace".</p> <p>Individuals respond to what they have learned, commenting on a range of different views about peace, including at least one religious view, another different view and their own feelings. Are there any similarities/differences between views?</p>	<p><i>I can make links between beliefs and behaviour. (AT2 L3)</i></p> <p>I can describe ways in which people might work for peace. (AT1 L3)</p> <p>I can use a developing religious vocabulary to show understanding of the concept of peace. (AT1 L3)</p> <p>I can describe some similarities and differences within and between religions. (AT1 L4)</p> <p><i>I can apply ideas to my own life. (AT2 L4)</i></p>	<p><i>Use the Power Points in addition to poems/prayers created about peace for a series of assemblies. The next session of music/dance could form the beginning and end points.</i></p>

Key Question: *Can we symbolise peace?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To express the concept of peace through music and dance.</p>	<p>In groups, create music that reflects a 'peaceful' mood or a situation of reconciliation, using a variety of instruments.</p> <p>Consider tone, pace, pitch, tempo etc.</p> <p>Listen to, comment on and refine pieces before recording.</p> <p>Use this music as an accompaniment for creating a dance, in pairs or small groups.</p>	<p>I can make links between beliefs and use music/dance as an expression of this. (AT1 L3)</p>	

Key Question: *What can I do to make this a more peaceful world?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider practical things that they can do to help promote peace in their communities.</p>	<p>In groups, discuss what could we realistically do to promote peace in our school/communities?</p> <p>Make a list of “Things to Do”, for home, classroom, school (and possibly town, country, world) to make it a more peaceful place.</p> <p>Create posters to promote one theme from their list.</p> <p>Discuss the importance of these themes and how we can ensure we act upon them.</p> <p>Display posters.</p>	<p><i>I can ask important questions about beliefs and lifestyles, linking their own and others’ responses. (AT2 L3)</i></p> <p><i>I can make links between values and commitment and my own attitudes/behaviour. (AT2 L3)</i></p>	