

How do religious groups contribute to society and culture in the local area and beyond?

**(Intention) What we intend to cover in our learning:
(Topic web of concepts here)**

Engage

Session 1: Watch: If the World were a Village <https://www.youtube.com/watch?v=r-1Euo2uJgI>
Then look at the statistics on The Miniature Earth Project <http://www.miniature-earth.com/>
Ask the children to write their responses to these pieces of information on speech/thought bubbles and start a 'Wonder Wall'. Introduce the concept of Compassion.

Session 2: Introduce the 'Big Question'. Collect questions that they have (KWL Chart) to look at again in Evaluate part. Using the 'Knowledge' part of the chart, add to the 'Wonder Wall' - display their questions and add knowledge through the Enquire and Explore lessons.

Session 3: Christianity - What teachings from the Bible cause Christians to want to have a positive impact on their communities and society? Copy several Bible verses about helping others in need to the middle of pieces of paper. Children use these as the basis of a silent conversation.

Session 4: Christianity - Practical examples of the work of Christians to help the poor in local, national and global contexts. See examples in Supplementary ideas. You may have a local church that gives to the local community e.g. Foodbank, Salvation Army. Give examples from the local area and nationally. You may be able to visit one and see their work in context.

Enquire and Explore

Session 5: Christianity - The life and work of a Christian individual whose faith impacted on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell, William and Catherine Booth. Whilst researching the impact on the life of this individual, can the children comment on the difference between the terms 'religion' and 'belief'. Add research and comments to 'Wonder Wall'.

Session 6: Hinduism - What teachings in Hinduism cause Hindus to want to have a positive impact on their communities and society? Dharma (duties, virtues and the right way of living), seva (The Spirit of Service). Look at the scripture *Charity given out of duty, without expectation of return, at the proper time and place, and to a worthy person is considered to be in the quality of goodness. Bhagavad-gita 17.20* Use the picture examples from The Heart of Hinduism link. Children to discuss how they see this belief being put into practise. Choose one example to explore in greater detail.

Session 7: Hinduism – The life and work of Mahatma Gandhi. Can the children comment of the difference between the terms 'religion' and 'belief'. Add research and comments to 'Wonder Wall'.

Evaluate

Session 8: Using the 'Wonder Wall' help the children to arrange their learning and thoughts into a plan for Session 9. What beliefs from the Christian and Hindu religions have they explored? Did they find similarities/differences? Can they give examples of the impacts of these beliefs in the local area or the UK? When thinking about one individual, what examples can they give of how a belief impacted their life and then the community around them.

Express

Session 9: Write an explanation text with clear sections: Belief, Impact, The Life and Work of _____. Present the work so the two religions can be seen side by side.

(Implementation) Key words I will use and need to know:

Christian

Compassion

Contribution

Hindu

Dharma

Impact

Seva

Society

(Implementation) Key information we will learn:

- ✓ Christian teachings about compassion and care for the most vulnerable in society e.g. Agape, "Love your neighbour ..."
- ✓ Hindu teachings about compassion and care for the most vulnerable in society e.g. seva (to serve selflessly), following dharma (duty).
- ✓ The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell.
- ✓ The role of the Hindu community in charity work as an expression of dharma e.g. Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha.
- ✓ The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi

(Implementation) Things to do and find out at home:

Explore the work of some Christian charities:

Trussell Trust Foodbanks <https://www.trusselltrust.org/>

Salvation Army <https://www.salvationarmy.org.uk/>

Explore the work of some Hindu charities:

Sewa UK <https://sewauk.org/about-us/>

How do your beliefs lead you to make an impact in your society? What touches your compassion? Is there a charity that you want to support?

(Implementation) Some key information you can find more out about:

- ✓ Christian teachings about compassion and care for the most vulnerable in society
<https://www.youtube.com/watch?v=qJEtyAiAQik>
<https://www.youtube.com/watch?v=A14THPoc4-4>
- ✓ Hindu teachings about compassion and care for the most vulnerable in society
<https://www.youtube.com/watch?v=D8HMJgtsg78>
<https://www.bbc.co.uk/bitesize/guides/zrb42hv/revision/3>
<https://www.bbc.co.uk/bitesize/guides/zrb42hv/revision/4>
- ✓ The life and work of a Christian individual whose faith impacts (or impacted) on their actions – Mother Teresa
<https://www.youtube.com/watch?v=mEZGjL1akt0>
- ✓ The life and work of a Hindu individual whose faith impacts (or impacted) on their actions – Mahatma Gandhi
https://www.youtube.com/watch?v=T_2-g2JMyos

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will:

- ✓ Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society.
- ✓ Describe ways in which dharma impacts on and influences Hindu life and society.
- ✓ Describe some of the varying ways in which religious beliefs are practised both locally and nationally with reference to Christianity and Hinduism.
- ✓ Identify ways in which beliefs might make a Christian or Hindu think about how they live their life.

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Social Human Sciences

| | Year 3 | Year 4 |
|---------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. The diverse nature of religion | Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. | Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. |
| B. Diverse ways in which people practice and express beliefs | Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. | Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews. |
| C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa | Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. | Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. |

Supplementary Ideas:

Bible Verses about helping others in need:

Galatians 6:2 "Carry each other's burdens, and in this way you will fulfill the law of Christ."

John 15:12 "My command is this: Love each other as I have loved you."

Hebrews 13:16 "And do not forget to do good and to share with others, for with such sacrifices God is pleased."

Matthew 5:42 "Give to the one who asks you, and do not turn away from the one who wants to borrow from you."

Matthew 5:16 "In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

Proverbs 3:27 "Do not withhold good from those to whom it is due, when it is in your power to act."

Philippians 2:4 "Let each of you look not only to his own interests, but also to the interests of others."

Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. This poem could be a springboard for exploring a local work.

Poem published by The Trussell Trust:

Acceptable https://www.youtube.com/watch?v=yRBcW_TGH6A

Work of the Salvation Army

<https://www.salvationarmy.org.uk/resources/schools-resources/community-primary>

Christian song – God of Justice (We must go)

<https://www.youtube.com/watch?v=b3NeIRb1LY4>

Hindu Charities:

Sewa UK <https://sewauk.org/about-us/>

Hindu Swayamsevak Sangh (UK) <https://hssuk.org/>

Food for Life – London <https://www.iskcon-london.org/about/food-relief-program>

Helpful key information:

Hindus believe that charity, or **dana**, is important. This is because helping others is helping **Brahman**, as all living things have an **atman**, or piece of Brahman, within them. Selfless charitable acts are seen as examples of **Karma yoga**.

dana – generosity, giving

Brahman – In Hindu belief, the absolute reality that is the true essence of all existence, God

atman – the essence of a being

Karma yoga – a type of Hindu religious practice that involves selfless service to others <https://www.youtube.com/watch?v=QEXr39C6w9I>

What is Dharma?

<https://www.youtube.com/watch?v=bRsmSyULe04>

The Heart of Hinduism - examples of Caring for Others

<https://iskconeducationalservices.org/HoH/practice/dharma/caring-for-others/>

Hindu Scripture:

Charity given out of duty, without expectation of return, at the proper time and place, and to a worthy person is considered to be in the quality of goodness.

Bhagavad-gita 17.20

Silent Conversation:

<https://www.facinghistory.org/resource-library/teaching-strategies/big-paper-silent-conversation>

