

Year 5 RE



Y5A: Christian Aid and Islamic Relief: Can they change the world?

Y5B: Commitments and meanings - Hindu, Muslim, Christian.

Y5C: Respect for all: what will make Walsall a more respectful place?

Y5D: Muslims and Christians - who is inspiring?

Unit	Knowledge - Children will learn Impact: Expected Learning outcomes (intended to enable pupils to meet the end of key stage outcomes)	Children will be able to...	Prior Knowledge	Unit Vocabulary
Y5A: Christian Aid and Islamic Relief: Can they change the world? <u>SMSC Links:</u> Explore beliefs, experience and respect faiths, feelings and values. Enjoy learning about ourselves, others and the surrounding world using imagination and creativity and reflect of different religions. Recognise right and wrong, respect the law and understand consequences. Investigate moral and ethical issues linked to charity. Investigate moral issues, appreciate diverse viewpoints and	A1. Describe and make connections between the work of the two charities and its roots in the religions; A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. B1. Observe and understand varied examples of religious charity so that they can explain, with reasons, the value of this work; B2. Understand the challenges of commitment to a community of faith or belief, and to the human race C2. Consider and apply ideas about ways in which these two charities	R1 - I can create a mind map of what I know about charities and any that I can name that help people, animals or the environment. (Evidence on T-Drive) Make the point that some charities help humans, some help animals, some help in Britain, some in the whole world. Talk about how fundraising is often what charities ask children to do, but in this work we are not doing fundraising (which should always be voluntary) but are learning about the ways two charities want to change the world. <i>Jesus said 'I have come that people might have life, and have it in all its fullness.'</i> (John's Gospel, 10:10) <i>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)</i> R2 - I can complete a cloze procedure about the life and work of Dr Hany El Banna. (R.E Books) Dr Hany El Banna was the founding person of Islamic Relief. Ask students to think about why Muslims might try to make the world better by trying to lessen or stop poverty and injustice. After they have made their suggestions, show them the following two quotations: <i>'Whoever saved a life, it would be as if he saved all humanity' Qur'an 5.32</i> R3 - I can work in a group to write questions in each category for Who, What, Where, When, How and Why linked to Christian Aid. We can use the Chromebook to answer these questions. (Evidence on T-Drive) 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 - 'The Rich Young Ruler'	That for many followers of religious and nonreligious worldviews beliefs lead to action Which unit does this build from - Y3D: Jesus: why do some people think he is inspirational? - Y4B: Muslim Ways of Living: Keeping 5 pillars - Y4D: Finding reasons to care through religious stories - Christianity	Justice Fairness Bible Qur'an Hadith Paul Jesus Prophet Muhamad Zakah Holy spirit Christian Aid Islamic Relief

value cultural influences.	collaborate and share the task of seeking the well being of all, responding thoughtfully to ideas about community, values and respect; C3. Discuss and apply their own and others' ideas about how we can reduce poverty in our world through kindness and co-operation	10 minutes: Ask pupils to produce a newsprint or flipchart sheet with these six enquiry questions in boxes: Who / Where / What / When / How / Why? They should work in groups of four to come up with all the questions they can about Christian Aid. 40 minutes: Then pass / swap each sheet to another group, and give them some information pages about Christian Aid, or access to the website. - Does Christian Aid make a difference? - Who supports Christian Aid? Why? - Does Christian Aid put Jesus' teaching into action? - What do you think is good about the charity? R4 - In groups we can prepare and write a blog with the title 'What we can learn from Sikhs about...' and select from racism, sexism, poverty or cyber bullying. Connect this to the work from Khalsa Aid. (Evidence on T-Drive) Khalsa Aid is an international NGO with the aim to provide humanitarian aid in disaster areas and civil conflict zones around the world. The organisation is based upon the Sikh principle of "Recognise the whole human race as one" R5 - I can write a meditation prayer to express my ideas about unfairness in the world. (R.E Books) 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 <i>Ummah</i> (Islam) or <i>fellowship</i> (Christianity). Ask pupils to write a meditation, prayer or other text that expresses their response to unfairness in the world. R6 - I can work in a group using chromebooks to explore a website and write a persuasive text about how the website can be improved. (Christian Aid or Islamic Relief) Ask pupils to use and weigh up the websites. What are they trying to achieve? What use are they? Could they be improved? They might use these criteria, giving marks out of ten for each: - Is it interesting? (What makes it work?) - Is it educational? (What did you learn?) - Will it increase support for the charity? (How?) - How could it be improved? Persuasion: the action or process of persuading someone, or of being persuaded to do or believe something. R7 - I can write a comparison of two charity leaders. (R.E Books) Dr Hany El Banna: the founder of Islamic Relief		
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		Provide pupils with information about Dr Hany El Banna, who started a charity for Muslims to help the poor with a 20p donation from his nephew in 1984. The charity grew and in 2019 raised and spent about £130 million. Most of the giving comes from Muslim people who have 'charity' as one of the 5 pillars of Islam. Amanda Khozi Mukwashi, the Chief Executive of Christian Aid (till 2021) Provide pupils with information about Amanda's life. She has devoted more than 25 years to working on reducing poverty, tackling injustice and working towards greater equality. R8 - I can sketch and colour a piece of art work linked to a theme either 'rich and Poor', 'Fair or Unfair' or 'Change the World.' (R.E Books) Rich - having a great deal of money or assets; wealthy. Poor - lacking sufficient money to live at a standard considered comfortable or normal in a society. Fair - impartial and just, without favouritism or discrimination. Unfair - not based on or behaving according to the principles of equality and justice. Change the world - ideas relating of how to improve the world - environment, equality, opportunity. R9 - I can choose four questions from a list to show my understanding of religions and global issues. (R.E Books) Pupils are invited to choose four questions from the list and answer each one. • 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? • How does our world need to change? Who is going to do this?		
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Unit	<u>Knowledge - Children will learn</u> Impact: Expected Learning outcomes (intended to enable pupils to meet the end of key stage outcomes)	<u>Children will be able to...</u>	<u>Prior Knowledge</u>	<u>Unit Vocabulary</u>
Y5B: Commitments and meanings - Hindu, Muslim, Christian <u>SMSC Links:</u> Explore beliefs, experience and respect faiths, feelings and values. Enjoy learning about ourselves, others and the surrounding world using imagination and creativity and reflect of different religions. Recognise right and wrong, respect the law and understand consequences.	A1. Describe and make connections between the commitments shown by people from different worldviews, saying where they are similar and different; A2. Describe and understand links between different communities responding thoughtfully to a range of sources of wisdom; B1. Observe and understand examples of commitment from varied worldviews so that they can explain the meanings of the commitments to God, humanity, justice or similar values; B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives; C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging,	R1 - I can draw and write about things I am committed to. (R.E Books) Commitment: the state or quality of being dedicated to a cause, activity, etc. - Read the holy book, Go to a temple/mosque/church every week, Pray every day Believe in your God. Do good deeds every day. Have a religious faith. Talk as a class about which five commitments a Christian might put top of the list, and why. You could compile the answers to this on the whiteboard. R2 - In groups, we can look at statements linked to the story of 'Thumamah' and arrange them on a target board to show the most to least important and explain why. (Evidence on T-Drive) 'Thumamah'. - a powerful Arab leader who rebelled against the request of Muhammad of joining Islam. Set out to kill him but was captured and taken to Makkah before meeting with Muhammad who changed his view. What matters in Islam? Getting your own back if you are offended Feeding people in need Letting bad people get away free Teaching everyone why it matters to believe in one God only Encouraging others to become Muslims and submit to Allah Caring for others even if they are enemies Being merciful Kindness R3 - I can create a poster of things we would eradicate from the world and our reasons why demonstrating that we are rejecting evil. (R.E Books) The stoning of the Devil is one of the most important rituals of the Hajj. The purpose of the ritual is to try to eradicate the devil. Eradicate means to get rid of. Teach the pupils about the custom of 'stoning the devil' on pilgrimage. On the pilgrimage to Makkah, Muslims collect 21 tiny stones, and thrown them, 7 each, at three pillars to reject evil and to pursue a life of submission to God	Belief in God of Hindus, Muslims and Christians, ways of showing commitment to beliefs e.g. following 5 pillars Which unit does this build from - Y3D: Jesus: why do some people think he is inspirational? - Y3A: Holy Buildings and Sacred Space: Visiting places of worship - Y4A: What is it like to be a Hindu? - Y4B: Muslim Ways of Living: Keeping 5 pillars	Commitment Worship Puja 5 pillars Sources of wisdom Ahimsa Zakat Temptation Forgiveness God Non-religious Humanist Atheist Agnostic

	meaning and commitment; C3. Discuss and apply their own and others' ideas about being committed to our values and beliefs	R4 - I can answer questions/complete sentences about how The Prophet Muhammad influences Muslims in Britain today. (R.E Books) Who is prophet Muhammad? What did he teach? Give three examples of how Muslims follow him today Explain why his actions were important <u>Sentence starters</u> Muslims believe... The Prophet taught... British Muslims follow his example by... This important because... This shows... This influences everyday life because... Mohammad is very special to Muslims. Mohammad (peace be upon him) is so sacred that it is usual to make this statement every time his name is mentioned. Qu'ran to Muslims is of high importance. R5 - In groups, we can discuss the parts of the story using a script and suggest alternative responses around the script. (Evidence on T-Drive) Use New Testament writings or a video e.g. The Miracle Maker, to examine Jesus' response to Judas at the Last Supper, to the soldiers during His arrest, on the cross and the response of John 15:13. R6 - As a class, we can role-play The Last Supper including the disciples washing Jesus feet, eating bread and wine. (all children eat real bread and drink Ribena as wine) (Evidence on T-Drive) Commitment and sacrifice. Commitment: the state or quality of being dedicated to a cause, activity, etc. Sacrifice: give up (something valued) for the sake of other considerations Holy Week - start with Palm Sunday and Jesus riding into Jerusalem and horror that Jesus felt when he found his temple overrun with trading and markets. Lead into the Last Supper and event of Jesus being betrayed by Judas and the subsequent arrest and trial. Finish on Jesus rising from the tomb on Easter Sunday. R7 - I can consider and answer the question 'what makes a saint?' And Should Carlo Acutis be recognised as a saint? (R.E Books) Carlo Acutis was born on 3rd May 1991, in Fulham, London. His parents were Italian but were living in the UK for work. From a young age, Carlo seemed to have a special love for God, even though his parents weren't particularly devout or committed Catholics. Carlo loved to pray with the rosary. After he made his First Holy Communion, he went to Mass as often as he could and went to confession weekly.		
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		Although he loved to game, Carlo only allowed himself to play for an hour a week, as a penance and a spiritual discipline. As a teenager, Carlo was tragically diagnosed with leukaemia. Carlo sadly died on 12th October 2006, and was buried in Assisi. He asked to be buried in this particular place because of his love for St. Francis of Assisi. The calls for Carlo to be beatified began not long after he died and became more serious in 2013 after the cause commenced and he was given the title 'a Servant of God' - the first stage on the path towards sainthood. In 2018 Pope Francis declared Carlo to be 'venerable'. R8 - I can write a list of my values on the apples of a tree to show commitment and growth. (R.E Books) Recap the story of the 'The Good Samaritan' and 'The Easter Story'. Values of Love, Forgiveness Peace between people and God, Honesty, Worship, Prayer. Jesus often compared actions to fruits. The roots are down inside us, hidden thoughts and intentions, but what you do shows what you value. Ask pupils to create an image of an apple tree with the values on the apple to show commitment and growth Values for life: Love, kindness, respect, honesty, forgiveness, courage, compassion, patience, generosity and thankfulness. R9 - I can use one of Gandhi's quotes to draw and suggest ways of solving a problem peacefully. (R.E Books) You could show a short extract from the film <i>Gandhi</i> showing his non-violent principles. Explain that he was a Hindu who believed in and was committed to the principle of ahimsa, meaning non-violence. Share and discuss some quotes from Gandhi: • "In a gentle way you can shake the world." • "If all Christians acted like Christ, the whole world would be Christian." • "First they ignore you, then they laugh at you, then they fight you, then you win." • "An eye for an eye and everyone shall be blind." • "Whenever you are confronted with an opponent, conquer him with love." Discuss some of the situations that people find difficult, or think are wrong around the school. Ask pupils to choose one of the situations that you have discussed and split a piece of A4 paper into 3 pieces. Draw a picture of their situation on the top third of the paper. Use speech bubbles or a short description to help describe clearly what is happening in the picture. In the middle of the paper ask them to write a quote from Gandhi that would help to improve the situation. If anyone cannot find a suitable quote they could describe how they think Gandhi would have improved the situation. At the bottom of the piece of paper ask them to draw the improved situation		
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		R10 - In groups, we can prepare and present a short TV/Radio advert to raise support for Sewa in the UK. (Evidence on T-Drive) Ask pupils to recap their learning about Gandhi and ahimsa. Explain that another incredibly important idea to Gandhi was that of 'sewa'. Sewa is the act of serving someone without expecting anything in return - selfless service and is part of their daily rituals. Performing Sewa is important because: It demonstrates belief in equality and the importance of all people. By serving others, Sikhs show humility. This is because serving others shows that Sikhs do not believe they are better than anyone else. Showing love and respect by helping others shows love for Waheguru. It helps Sikhs to become more gurmukh. This is because it helps them to develop the virtues of truth and truthful living, compassion and patience, contentment, humility and self-control, love, and wisdom and courage. It stops Sikhs from becoming manmukh , because their focus is on the needs of others rather than themselves. It helps Sikhs to move away from the five vices of anger, pride, lust, greed and attachment to material possessions. R11 - In groups, we can investigate and explain at least 2 opinions about whether Hindus should take time off of work or school to celebrate Diwali and I can express my own views in light of this. (Conscious alley) (Evidence on T-Drive) Diwali is a very important religious celebration that takes place every year. Although it is traditionally celebrated by Hindus and Sikhs, it can be celebrated by people from other religions as well. The specific date of Diwali varies but it is between the months of October and November each year. The festival of Diwali welcomes the new year and honours the goddess Lakshmi. In Hinduism, many different gods and goddesses are worshipped. Each god or goddess is believed to be responsible for something — Lakshmi is the goddess of wealth and prosperity.		
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Unit	Knowledge - Children will learn Impact: Expected Learning outcomes (intended to enable pupils to meet the end of key stage outcomes)	• Children will be able to...	Prior Knowledge	Unit Vocabulary
Y5C: Respect for all: what will make Walsall a more respectful place? <u>SMSC Links:</u> Explore beliefs, experience and respect faiths, feelings and values. Enjoy learning about ourselves, others and the surrounding world using imagination and creativity and reflect of different religions. Recognise right and wrong, respect the law and understand consequences. Investigate moral and ethical issues linked to charity. Investigate moral issues, appreciate diverse viewpoints and value cultural influences.	A1. Describe and make connections between the religions and worldviews of Walsall in life in order to reflect thoughtfully on the need for respect in our communities; B2. Understand the challenges of commitment to living well in 'One Walsall, even though we are different C1. Discuss and present thoughtfully their own and others' views on challenging questions about living together, applying ideas of their own thoughtfully in different forms including writing a speech and making an artwork; C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect; C3. Discuss and apply their own and others'	R1 - In groups, we can make a list of some ways the community is enriched by religious diversity, (Evidence on T-Drive) Worldwide statistics of main religions 33% Christian. 24% Muslim. 16% Hindu. 8% Buddhist Four religions make up 80%+ of the people. In the UK at least 25% are non-religious. Draw attention to some ways that migration to and from the UK is enriching: what food, culture, movies, music, sport, medical work and religion. R2- I can work with a partner to use Google Maps to explore what places of worship are found in my local area. I can label these on the map and write what religion each place of worship is from. (Evidence on T-Drive) Limit to Walsall area Ask the children with a partner to think of which religions there are in their area. Make a mind map together of what they know about the religions that are represented in the community. R3 - I can create a cartoon strip with two panels. 1. showing people following the golden rule and 2. Showing people breaking the golden rule. (R.E Books) Golden Rule' (Matt 7:12) - The ultimate summary of how to treat others with proactive love and respect *See appendix 1 R4 - I can sort sentences into a table of advantages and disadvantages of living in a multi-faith society including key words religion, tolerance, respect, sensitivity and acceptance. (R.E Books) Multi faith society, Mono faith society, Religious Pluralism. In 2011, London was the most diverse region with the highest proportion of people identifying themselves as Muslim, Buddhist, Hindu and Jewish. The North East and North West had the highest proportion of Christians. Wales had the highest proportion of people reporting no religion. *See appendix	That Walsall is a multi- religious area Which unit does this build from Y3A: Holy Buildings and Sacred Space: Visiting places of worship	Religious Non-religious Community Buildings Community work Place of worship Harmony Diversity Respect Tolerance Social justice Conflict Equality Celebration

	ideas about what is just and fair in a mixed community like Walsall	R5 -In groups we can create a Presentation on a Mandir using the heading: Building, Services, Links to community and Artefacts or symbols used. (Evidence on T-Drive) (optional Digital lesson – Create a PowerPoint) The Mandir is the Hindu place of worship. Not all Mandirs look the same, however they will all have similarities. In a Mandir you will find a: • Prasad • Murti • Arti • Puja. Hindus believe in one God, Brahman, but the millions of qualities that Brahman has are represented by millions of different gods and goddesses. R6 - I can write a non-chronological report about a Church using subheadings: What is a Church and why do people go there? What items do you find in a Church? What important occasions occur in a Church? (R.E Books) A church is a place of worship for Christians. Most churches look different however they all have similarities. Inside a church you might find: • An altar • A lectern • A pulpit • A cross • An organ. There are different reasons people go to church. For example baptisms, weddings and funerals. They may also go there to say their prayers. The children should view the following website to remind them of the features of the church - http://www.wv11.co.uk/worship/ R7 - I can complete a Venn diagram to show similarities and differences between Christianity and Hinduism. (R.E Books) Both religions believe in one God. They both have a place where they can go to pray. Both religions have their own holy book. They have different things that you would find in the religious buildings. The sign for Christianity is a cross whereas the sign for Hinduism is the Om. The Christians have the bible, however Hindus have the Veda.		
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		R8 - As a class, I can write down ideas for harmony in the community to create a sign and class charter about living in a multi-faith society. (Evidence on T-Drive) Walsall is a multi-faith society which means that people of different religions live in the city. There are different buildings around Walsall where you can go to worship different religions. See appendix 3- Charter R9- I can use sentence starters to plan a speech to the MP of Walsall on what I would do if I was in charge to promote good relations between different communities. (R.E Books) Ask pupils to think about what they would do for their community if they were in charge, to promote good relations between different communities, they might plan a speech and you could even run a mock election. You might watch the speech of Shylock to pupils, from Shakespeare, and discuss its meanings: Here is a version from the RSC, which makes an excellent link to English learning. https://www.rsc.org.uk/shakespeare-learning-zone/the-merchant-of-venice/language/if-you-prick-us-do-we-not-bleed# See appendix 4- Sentence starters		
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Unit	Knowledge - Children will learn Impact: Expected Learning outcomes (intended to enable pupils to meet the end of key stage outcomes)	Children will be able to...	Prior Knowledge	Unit Vocabulary
Y5D: Muslims and Christians - who is inspiring? <u>SMSC Links:</u> Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of Islam and Christianity (Spiritual) Developing their own views and ideas about inspiring leaders and the question 'who do I follow?' (Spiritual) Considering how beliefs about the Prophet Muhammad (PBUH) have an impact on Muslim life (Moral). Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings of Islam (Moral) Considering how the teachings of The Prophet Muhammad (PBUH) or of inspiring Christian disciples lead to particular actions and concerns (Moral and Spiritual)	A2. Describe and understand links between stories of key leaders from different religions, responding thoughtfully to sources of wisdom and beliefs and describing what makes a person inspiring. B1. Observe and understand varied examples of inspiring people from Islam and Christianity so that they can explain, with reasons, the significance of these great lives. B2. Understand the challenges of commitment faced by inspiring leaders and by 'ordinary' believers; C1. Discuss and present thoughtfully their own and others' views on challenging questions about the ways some people inspire others applying ideas of their own thoughtfully in different forms such as reasoning, music, art and poetry; C3. Discuss and apply their own and others' ideas about ideas about what is inspiring, using ideas like justice, equality, kindness and love.	R1 - I can work in a group to create a Presentation on 1 of the following inspirational leaders: Mother Teresa Nelson Mandela Rosa Parks Malala Yousafzai Edward Michael Grylls (Bear Grylls) We can present this information to the class. (Evidence on T-Drive) Mother Teresa - one of the most well-known recent saints in the Roman Catholic Church. She is best known for her work with the poor in Calcutta and for founding the Missionaries of Charity Nelson Mandela - South African President. Apartheid Rosa Parks - Stood up for Black rights against white people. Malala Yousafzai - shot in the head by Taliban, leader of female education. Bear Grylls - ex military, Scout leader, and survivalist. R2 - I can write a letter to the leader I researched last week, and tell them which qualities I admire and why. (R.E Books) fairness, equality, bravery, purpose, inspire people to come on a journey, vision and beliefs. R3 - I can choose 4 personality/leadership traits and write them as subheadings. Underneath, I can explain how Prophet Muhammad demonstrates these traits. (R.E Books) Leadership traits - fairness, equality, bravery, purpose, inspire people to come on a journey. R4 - In groups, I can write about how Prophet Muhammad (PBUH) has impacted on History. (Evidence on T-Drive) Prophet Muhammad - The year was 610 and the man's name was Muhammad. The belief system that arose from Muhammad's ideas became the basis of one of the world's most widely practiced religions: Islam Children to write about Prophet Muhammad, addressing the following questions; 1. The message Prophet Muhammad taught. 2. How people responded to his teaching. 3. Why Muslims continue to follow him today.	Key people inspire others; the importance of Prophet Muhammad to Muslims and Jesus to Christians Which unit does this build from • Y3D: Jesus: why do some people think he is inspirational? • Y4B: Muslim Ways of Living: Keeping 5 pillars • Y4D: Finding reasons to care through religious stories - Christianity • Y5A: Christian Aid and Islamic Relief: Can they change the world?	Inspiring Leader Follower Disciple Jesus Prophet Mohammad Imam Vicar/Priestv etc,

		R5 - I can write a list of questions to ask a religious visitor why the Prophet Muhammad (PBUH) is still important today to Muslims and the impact on their lives. (Evidence on T-Drive) Invite a Muslim to talk to the class about why The Prophet Muhammad (PBUH) is important to them and the difference believing in The Prophet Muhammad (PBUH) makes to their life. There are 7bn people in the world. How many Muslims? (about 1.6bn) There are 70m in the UK: what percentage are Muslims? (about 6%) There are about 50 000 Churches in the UK. How many mosques? (about 2,000) R6 - I can work in a small group to define & characteristics of one of the following R7 - Christian people: Saint Paul, Doctor Barnardo, Desmond Tutu, Martin Luther King and Mother Theresa. I can research their early achievements, moments of recognition and big ideas and present this information to the class through a fact file. (Evidence on T-Drive) <u>Saint Paul</u> - a Christian apostle who spread the teachings of Jesus in the first-century world. <u>Doctor Barnardo</u> - famous for his children's homes, Barnardo believed that ideally a child should grow up in a family setting. As early as 1887 he introduced the practice of 'boarding out' children to host families - an early form of fostering. <u>Desmond Tutu</u> - a South African Anglican archbishop best known for his opposition to apartheid in South Africa, for which he received the Nobel Prize for Peace in 1984 <u>Martin Luther King</u> - known for his contributions to the American civil rights movement in the 1960s. His most famous work is his "I Have a Dream" speech, delivered in 1963, in which he spoke of his dream of a United States that is void of segregation and racism. <u>Mother Theresa</u> - one of the most well-known recent saints in the Roman Catholic Church. She is best known for her work with the poor in Calcutta and for founding the Missionaries of Charity R8 - I can write about my inspiration and who and why they have influenced my life. (R.E Books)		
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Appendix Y5C R3.

“Do to all people as you would wish to have done to you; and reject for others what you would reject for yourself.” Muslim, Hadith of Abu Dawud	The Greatest Commandment: ‘Love the Lord your God with all your heart and with all your soul. Love him with all your strength and with all your mind. And, ‘Love your neighbour as you love yourself.’ Christian, Luke 10:28	“I am a stranger to no one, and no one is a stranger to me. Indeed, I am a friend to all.” Sikh, Guru Granth Sahib 1299
“What is hateful to you, do not do to your fellow human” Jewish, Talmud: Shabbat 31a	“No one of you is a believer until he loves for his brother what he loves for himself.” Muslim, Forty Hadith of an-Nawawi, 13	“This is the sum of duty; do naught onto others what you would not have them do unto you.” Hindu, Mahabharata 5, 1517
“A person should treat all creatures as he himself would be treated.” Jain religion, Suttrakritanga 1.11.33	“Strong One, make me strong May all beings look on me with the eye of a friend May I look on all beings with the eye of a friend May we look on one another with the eye of a friend” Hindu. Yajur Veda 36.18	“Grant that we may not so much seek to be consoled as to console To be understood as to understand To be loved as to love.” Christian, St Francis of Assisi (1181-1226)
“Blessed is he who prefers his brother before himself.” The Baha’i faith, Tablets of Bah’u’llah, 71	“That nature only is good when it shall not do unto another whatever is not good for its own self.” Zoroastrian, Dadistan-i-Dinik, 94, 5	“Hurt not others in ways that you yourself would find hurtful.” Buddhist, Udana-Varga 5, 1



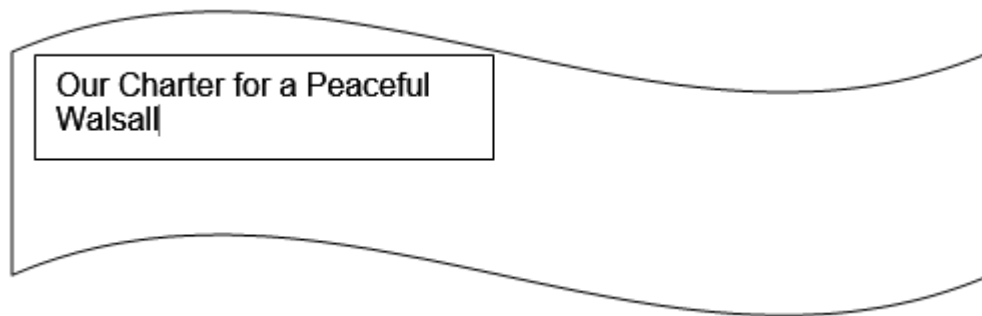
The Impossible village: diversity and village life are not found together. But in the town, you can often find four religions in one small area. What is good about this diversity?

This picture comes from the © RE Today book 'Religion Around Us' – see the resources section. It is called 'The Impossible Village'

Given a large copy, pupils might:

- Identify 15 things in the picture that connect to religion
- Imagine you are a tour guide showing people round on foot: where would you stop? What would you say? Who would you talk to? What would you ask?
- Draw a map from the picture (geography, not RE!)
- List ten similarities between this village and where you live. List ten differences.
- Suggest why these differences matter.
- If you lived here, would you like the multi-religious feel of the village? Say three reasons why or why not.
- Give three reasons why it is important for people who are different to respect one another.
- Create a map of your local area, in masking tape, on the floor. Make models of the buildings that would be there if your local area was perfect

There are many more good learning suggestions in the book.



Y5C R9

Walsall is a great town, but some people don't get shown much respect, for example...	One thing we could all do to make Walsall more harmonious is...	When people are disrespectful to others, then what needs to happen is...
Different religions say we should live in peace, but they don't always practice what they preach...	I think the Mayor needs to change a couple of things about Walsall...	The truth is that we can all make a difference in Walsall if we...
It's very important for Walsall to be more respectful because...	Different religious groups could help make Walsall harmonious by...	Walsall is a great town, and we can make it even more harmonious if only we will...