



**RE Year 5 MTP – Y5A: Beliefs and actions in the world: Can Christian Aid, Khalsa Aid and Islamic Relief change the world?**

**Additional Unit Y56: What can we learn about the First World War in RE**

Pupils will learn about the work of two or three major faith-based charities, Islamic Relief, Khalsa Aid and Christian Aid. They will develop their understanding of the impact of religion in the world and consider important questions of justice. They will have opportunities to develop attitudes and opinions of their own and to consider key beliefs and teachings in Islamic, Sikh and Christian traditions. The unit is challenging to attitudes of selfishness or small mindedness. Through their study, they compare the charities and their work, looking at their inspiration. They will consider the personal challenge to make the world a better place.

<b>SACRE Guidance</b>	<b>Week</b>	<b>SACRE Coverage/Lesson ideas</b>	<b>Learning Outcomes</b> (Intended to enable pupils to meet the end of key stage outcomes)
<p><b>About this unit</b> This unit will focus on the work of faith-based charities (teachers might choose different examples if this suited their needs, but two of the three are necessary for the objectives to be met). These charities have a strong presence in the West Midlands. The unit enables pupils to explain beliefs and their</p>	<p><b>Autumn 1 Week 1</b></p>	<p><b>What do we know about charities already?</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. 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</li> </ul>	<p>A. To be able to recognise what different charities do to be helpful.</p> <p>B. I can make a link between my own ideas about wealth and poverty and the work of charities.</p> <p>C. I can guess what charities like Islamic Relief, Khalsa Aid</p>



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 and discovering some ways Muslim, Sikh and Christian charities contribute to the well-being of all. Challenging questions about how we all respond to poverty or injustice are raised. The unit addresses the theme of beliefs and action in the world, showing how Muslims, Sikhs and Christians respond to global issues of fairness and social justice. It enables pupils to develop their use of ICT in RE.

**Religions covered:**

Christianity, Islam.

**Prior Learning:**

It would be helpful if pupils have:  
 -A basic grasp of Muslim, Sikh and/or Christian identity.

we are not doing fundraising (which should always be voluntary) but are learning about the ways two charities want to change the world.

- Use these two quotations to provoke the children to think about what’s wrong with the world. What do they mean? What if everyone followed these ideas? *Jesus said ‘I have come that people might have life, and have it in all its fullness.’ (John’s Gospel, 10:10) 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)* Do you want to change the world?
- Ask the pupils how they would like to change the world. They might draw ‘before and after’ cartoons about their ideas. You could give out world card circles and ask the pupils to show the changes they would like to see. Ask if they have heard this saying: ‘Be the change you want to see in the world’ What might it mean? Often attributed to Gandhi, a Hindu.

and Christian Aid might do, describing my ideas simply as part of a team.

C. I can apply the ideas of fairness, justice and equality for myself.



<p>-That for many followers of religious and non-religious worldviews beliefs lead to action.</p> <p>This unit enables pupils to use their growing knowledge of Sikh, Christian and Islamic religion to develop ideas about religion in action through charity to change the world. Recap and revise your class’s understanding of the teaching of the two or three religions as you begin the unit and plan to build a progressed sequence of learning as each charity is studied. These are the main ways the syllabus sequencing intends to enable pupils to make progress lesson by lesson and unit by unit.</p> <p><b>Which unit does this build from?</b></p> <p><b>Y3D:</b> Jesus: why do some people think he is inspirational?</p> <p><b>Y4B:</b> Muslim Ways of Living: Keeping 5 pillars.</p> <p><b>Y4D:</b> Finding reasons to care through religious stories – Christianity.</p> <p><b>Key RE Themes, Concepts and Vocabulary:</b></p>		<ul style="list-style-type: none"> <li>• Guess lists – made in threes. Tell pupils they will be finding out about Christian Aid, Khalsa Aid and/or Islamic Relief, all charities that help the poor all over the world in the name of faith. In 3s, ask them to make a ‘guess list’ – what do they think these two charities might do? Can they think of 5+ ideas for each of the two charities? They put their names on the guess lists and hand them in. Later, they will see if they guessed right and what new and maybe surprising things they learned.</li> </ul>	
	<p><b>Autumn 1</b></p> <p><b>Week 2</b></p>	<p><b>How and why does Islamic Relief try to change the world?</b></p> <ul style="list-style-type: none"> <li>• 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:</li> <li>• ‘Whoever saved a life, it would be as if he saved all humanity’ Qur’an 5.32 ‘It is our duty to help others - that is why helping the poor and destitute is emphasised again and again in the Qur'an. The rewards for being charitable are enormous: charity purifies our wealth and Allah, Most High, has promised</li> </ul>	<p>A1. Describe the work of Islamic Relief and its roots in the religion.</p> <p>B1. Observe and understand varied examples of what a religious charity like Islamic Relief does so that they can explain, with reasons, the value of this work.</p> <p>C3. Discuss and apply their own and others’ ideas about how we can reduce poverty in our world through kindness and co-operation.</p>



-Religious beliefs, teachings and sources  
 -Ways of living  
 -Questions of values and commitments

**Key Vocabulary:**

Justice, Fairness, Bible, Qur'an, Hadith, Paul, Jesus, Prophet Muhamad, Zakah, Holy spirit, Christian Aid, Islamic Relief, Khalsa aid.

**Potential curriculum links:**

History, geography, ICT, drama, Art, Literacy

**Unit Outcomes:**

**Nearly all pupils will be able to:**

**A1. Describe the work of the two religious charities. B1. Observe and understand varied examples of religious charity.**

**B2. Talk about the challenges of commitment to a community of faith or belief, and to the human race. C2.**

**Consider ideas about ways in which two charities collaborate and share the task of seeking the well being of all.**

**C3. Discuss their own and others' ideas about how we can reduce poverty in our**

us a great reward for being charitable towards our fellow human beings' (Muslim Aid website).

- Ask students what it means to 'be charitable'. What sorts of things can people give? Why should they? Why should we? Explore with pupils what the Qur'an teaches e.g. - 'And be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah: for Allah sees all that you do.' (Qur'an 2:110). 'So establish regular prayer and give regular charity; and obey the Apostle; that you may receive mercy.' (Qur'an 24:56). 'For those who give in charity, men and women, and loan to Allah a beautiful loan, it shall be increased manifold (to their credit) and they shall have (besides) a liberal reward.' (Qur'an 57:18)
- Look at some sayings and teachings of Islam about the Ummah (the worldwide community of Muslims), Zakat (the pillar of charitable giving) and wealth and poverty, and consider what difference they would make to life today if everyone followed



<p>world through kindness and co-operation.</p> <p><b>Most pupils will be able to:</b></p> <p>A1. Describe and make connections between the work of the two charities and its roots in the religions.</p> <p>B1. Observe and understand varied examples of religious charity so that they can explain, with reasons, the value of this work.</p> <p>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 collaborate and share the task of seeking the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <p>C3. Discuss and apply their own and others' ideas about how we can reduce poverty in our world through kindness and co-operation.</p> <p><b>Some pupils will also be able to:</b></p>		<p>them. This will include the practices of Zakat in some detail: £1 out of every £40 is given charitably to those less fortunate.</p> <p><b>Activities for children on Short Term plan page 8-9:</b></p> <ul style="list-style-type: none"> <li>Dilemma suggestions, how might beliefs affect a Muslims decisions (write an email / interview for a Muslim), independent internet research session on Charity Islamic relief to find answers and create an online ad campaign for it.</li> </ul>	
	<p><b>Autumn 1</b></p> <p><b>Week 3</b></p>	<p><b>How and why does Christian Aid try to change the world?</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 - 'The Rich Young Ruler'.</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</li> </ul>	<p>A1. Describe the work of Christian Aid and its roots in the religion.</p> <p>B1. Observe and understand varied examples of religious charity so that they can explain, with reasons, the value of this work.</p> <p>C2. Consider and apply ideas about ways in which Christian Aid tackles the task of seeking the wellbeing of all,</p>



A1. Describe and make connections between the work of charities from three different religions and explain how charity and faith connect.

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, e.g. answering the question: how would the great leaders from the three religions see the work of their charities today?

B2. Explain with reasons three key challenges of commitment to a community of faith or belief, and to the human race as it's expressed by charities.

C2. Develop arguments and ideas using sacred texts about ways in which these two charities collaborate and share the task of seeking the well being of all, responding thoughtfully to ideas about community, values and respect.

applying the ideas: what would happen if everyone did this?

- Investigate and report on some projects of Christian Aid and its partners to change the world, asking & answering questions such as:
  - 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?
- **Either:** Use the Christian Aid 'Transformers' resource (available at [www.christianaid.org.uk/learn](http://www.christianaid.org.uk/learn)) 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. Children write a report on a project, stating what they think it has achieved and whether it is a good use of donors' money.
- **Or:** Review the Christian Aid project 'Swords into Ploughshares' with the Christian Council of Mozambique (see web resources at [www.christian-aid.org](http://www.christian-aid.org) ). Children write a report on the project, stating what they think

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.



**The unit will provide these opportunities:**

**Attitudes Focus:**

-Being able to empathise with the plight of those suffering in the world, as well as grasp what it is to be moved with compassion to act to serve others.

-Recognising the value of commitment to alleviating the suffering of others, as a response of worship to God, and/or out of a sense of justice.

-Having respect for all through acknowledging the responsibility we have to others and through seeing two religions' global work clearly and without prejudice.

**National guidance:**

The DfE's EYFS guidance on positive relationships, still relevant in Year 5, says:

- Children experience a wide range of feelings. Children gradually learn to understand and manage their feelings with support from the adults around them.

it has achieved and whether it is a good use of donor's money.

**Enquiry in action:** • 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. The new group must try and find and communicate answers to as many of the questions as they can. Run this as a writing task if you wish (literacy links), but it may be better as a 'speak and listen' performance at the end of the lesson, where group A ask their questions and children from Group B offer their answers.

**Autumn  
1  
Week 4**

**How and why does the Sikh charity Khalsa Aid try to change the world?**

**A Sikh's three duties:**

- Introduce students to 3 main duties of all Sikhs taught by Guru Nanak. Nam Japna (meditation on God's name), Kirat Karna

**A1. Describe the work of Khalsa Aid and its roots in the religion.**

**B1. Observe and understand varied examples of religious charity so that they can**



- Recognising their own feelings helps everyone to understand other people's feelings and to become more caring towards others.
  - When each person is valued for who they are and differences are appreciated, everyone feels included and understood, whatever their personality, abilities, ethnic background, or culture
- This unit helps learners in all these areas.

(hard work; earning a livelihood through honest means and effort) and Vand Chhakna (sharing charitably, in a spirit of love and service). These are seen as gifts to Sikhs and are mentioned throughout the Guru Granth Sahib. Explain the three duties and ask pupils to consider how they are connected.

- Use the website to introduce their story of Khalsa Aid to pupils. Khalsa Aid International is a UK based humanitarian relief charity providing support around the world to victims of natural and man-made disasters such as floods, earthquakes, famine and war.
  - Khalsa Aid funds and builds semi-permanent shelters to save lives when disaster strikes and works to reduce people's immediate suffering and help maintain their dignity. The charity was founded by Ravinder (Ravi) Singh, who was struck by the plight of the refugees in Kosovo in 1999.
- In what ways is generosity connected to Sikh life? Get students to use sources of information from library, web, books and Sikh interviews for examples. They might select from a range of stories and guidance

explain, with reasons, the value of this work.

C2. Consider and apply ideas about ways in which Khalsa Aid shares the task of seeking the wellbeing 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.





		<p>from the teachings of the Gurus Examples might include teachings on wealth: The Story of Duni Chand. Focus on words of Guru: 'Accursed is the life which is lived only to fatten oneself.' Guru Granth Sahib page 790. Explore issues of greed and need, wants and necessities.</p> <ul style="list-style-type: none"> <li>• Study the life and example of Guru Amar Das who is particularly remembered for reviving the practice of the langar and making it into the form we see today. (Details can be found on <a href="http://www.sikhs.org/guru3.htm">www.sikhs.org/guru3.htm</a>).</li> <li>• Reflect on ways in which people are treated unequally today, why this is and what might be done about it. What would they choose to focus on and what do they think needs changing in their community? Write blogpost entitled 'what we can learn from the Sikhs about... [insert issue, e.g. racism, sexism, poverty, cyber bullying, etc) Connect these reflections to examples from the work of Khalsa Aid: are they changing the world? A good example would be to look at the projects associated with Langar Aid: <a href="https://langaraid.org/">https://langaraid.org/</a></li> </ul>	
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	<p><b>Autumn 1</b></p> <p><b>Week 5</b></p>	<p><b>How do global religious charities use the web? Could they do better?</b></p> <p><b>Weighing up a website:</b></p> <ul style="list-style-type: none"> <li>• 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? (three + ideas?)</li> <li>• Ask pupils to make a list of things that are good about each site and make three detailed suggestions about how they could be improved. Would their suggestions help Christian Aid and Islamic Relief get more support? How and why? They report back to the class using a poster or web page with their ideas on it.</li> <li>• Some charities advertise on TV as well – can they devise a TV advert for one of the charities? Can they write persuasive text for their advert? Will they use quotes from the</li> </ul>	<p>B. Use the web to research the work of the two charities.</p> <p>B. Describe and explain how two charity websites share their work.</p> <p>B. Begin to analyse the strengths and weaknesses of the charity websites.</p>
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		<p>scriptures? Examples of real-life projects? Stories retold from the website? What will give their work big emotional impact? How do they want people to feel?</p> <ul style="list-style-type: none"> <li>• Can they act it out, in front of a camera phone for example? This can be excellent media awareness work as well as good RE.</li> </ul>	
	<p><b>Autumn 1</b> <b>Week 6</b></p>	<p><b>Assessment/ Consolidation</b> <b>Will I make a positive difference to the world in my lifetime?</b></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>• To get children to think about some big questions, try a run round activity. All stand in the centre, Go to 'YES' or 'NO' (two sides of the room) depending on what you think about these questions, and be prepared to give a reason for your answer. Is the world unfair? Can anything be done to make it fairer? Can children make a difference? Can people 'make poverty history'? Will there be</li> </ul>	<p>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.</p> <p>B1. Observe and understand varied examples of religious charity so that they can explain, with reasons, the value of this work.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, and to the human race.</p> <p>C2. Consider and apply ideas about ways in which these charities collaborate and share</p>



		<p>a day when no one is starving? Is it God's fault that people starve? Is it greedy people's fault that some children are starving?</p> <ul style="list-style-type: none"> <li>• Add some more questions, but instead of 'YES / NO' give some alternatives. Should it be governments or charities who help the poor? Should British people help the poor in Africa or at home? Is it better to give money, or to give time to helping the poor? (There is an issue of language here – 'the poor' is only a simplistic starting point and may of course include many children in the class – tread sensitively! Make the learning more sophisticated as soon as it is appropriate) Ask the children to propose some similar questions as well.</li> </ul> <p><b>A game to role-play and learn</b></p> <ul style="list-style-type: none"> <li>• Play the paper bag game (click the link in STP notes for the free download – it takes an afternoon to play and learn from it). Pupils will discover a bit of what it is like to be a member of a poor family in Kolkata, West Bengal.</li> <li>• Use some reflective work or silence. Ask pupils to write a meditation, prayer or other</li> </ul>	<p>the task of seeking the wellbeing of all, responding thoughtfully to ideas about community, values, and respect.</p> <p>C3. Discuss and apply their own and others' ideas about how we can reduce poverty in our world through kindness and co-operation.</p>
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		<p>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 that come from natural disaster and poverty.</p> <ul style="list-style-type: none"> <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. See sections of the gallery on justice and fairness themes from 2006 – 2010.</li> </ul>	
<b>Half Term</b>			
	<p><b>Autumn 2 Week 1</b></p>	<p><b>What can we learn from some leaders of Islamic Relief and Christian Aid?</b></p> <ul style="list-style-type: none"> <li>Explore the stories of two leaders from the two charities, thinking about the ways in which these people show what the charities seek to do and how they want to change the world in the work of their charities.</li> <li>Ask pairs of pupils to study one leader each and then compare notes, looking for similarities and differences.</li> <li><b>Dr Hany El Banna: the founder of Islamic Relief</b> Provide pupils with information about</li> </ul>	<p>B. Consider the role of two individuals in leading the work of the two charities. B. Describe and explain how two charities work to change the world, giving examples from the life stories of people who work for the charities. B. Begin to analyse the ways these leaders in the charities put the example and teaching of religious leaders into action considering what the charities</p>



		<p>Dr Hany El Banna- Short term plan page 14 information.</p> <ul style="list-style-type: none"> <li>• <b>Amanda Khozi Mukwashi, the Chief Executive of Christian Aid (till 2021)</b> Provide pupils with information about Amanda’s life – Short erm plan page 14 information.</li> </ul>	<p>have done successfully to change the world for the better.</p>
	<p><b>Autumn 2 Week 2</b></p>	<p><b>How can I express my ideas about unfairness in our world through a creative piece of work?</b>  <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 expressed their own ideas in response to the unit. This activity needs to provide space for pupils to think creatively and then engage with an issue. A careful process of development, perhaps moving from sketching, shared ideas and peer review to watercolour, pastel, collage or some other medium is good. A review of the NATRE spirited arts entries on fairness and justice models this activity well for pupils. 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</li> </ul>	<p>B. I can identify some unfair things in today’s world.          B. I can describe a problem and make a link to my own response though my artwork.          B. I can apply my ideas about wealth, poverty and changing the world in an imaginative way, using religious ideas in my artwork.</p>



		<p>can enter a competition there. 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.</p>	
	<p><b>Autumn 2 Week 3</b></p>	<p><b>Assessment/ Consolidation Week- End of Unit 5A.</b>  <b>What have I learned about the charities? Will it make a difference to me?</b></p> <p><b>Role playing world development:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>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.</p> <p>B1. Observe and understand varied examples of religious charity so that they can explain, with reasons, the value of this work.</p> <p>B2. Understand the challenges of commitment to a community of faith or belief, and to the human race.</p> <p>C2. Consider and apply ideas about ways in which these charities collaborate and share the task of seeking the wellbeing of all, responding</p>



		<p><b>Ask individual pupils</b> 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?</p> <p><b>Learning from religions about global issues.</b> Pupils are invited to choose four questions from the list on <b>page 16 short term plan</b> and answer each one in about 50 words for themselves.</p>	<p>thoughtfully to ideas about community, values, and respect.</p> <p>C3. Discuss and apply their own and others' ideas about how we can reduce poverty in our world through kindness and co-operation.</p>
	<p><b>Autumn 2 Week 4</b></p>	<p><b>ADDITIONAL UNIT: What do we know about the Great War, 1914-1918?</b></p> <ul style="list-style-type: none"> <li>• Explain to the children that as we have recently had Remembrance day, we are going to be looking at the Great War from an RE perspective. What do we already know about the war?</li> <li>• If children have significant knowledge of The Great War, progress to the topic 'What</li> </ul>	<p>-Respond thoughtfully to questions about God and the Great War.</p> <p>-Describe what they know about the War.</p> <p>-Make links between history and ideas about God for themselves.</p>





		<p>happened to bring the soldiers together at Christmas 1914' (page 8 short term plan)- If children are unable to talk about war, see activities on page 6.</p>	<p>-Understand that some questions about the War are historical and others are spiritual or religious. -Give reasons for selecting the most important questions and suggest a range of answers.</p>
<p><b>Autumn 2</b> <b>Week 5</b></p>	<p><b>What was the war like for soldiers who were Sikhs?</b></p> <ul style="list-style-type: none"> <li>• Begin by showing the pupils the image on page 13 and asking them to raise some questions about it. It shows the Chattri, the Indian War Memorial on the south downs above Brighton. Can they work out what they are looking at? Can they ask good questions? Next give pupils this story- or tell it yourself: The British ruled over India at the time of the Great War. Some soldiers from other lands in the British Empire fought in the British army. <b>Story to support page 13 short term plan.</b></li> <li>• Pupils to then edit their sheet to show correct information they have learnt</li> </ul>	<p>-Respond thoughtfully to the stories of Manta Singh and Bhai Ghanaya. -Make links between the two Sikh stories Understand that Sikhs might fight in war in a cause they believed in, but still care for their wounded enemies. -Apply ideas Explain their ideas about whether we have a duty of care to all humanity, including those called enemies.</p>	
<p><b>Autumn 2</b></p>	<p><b>Who should you care for Learning from a Sikh story.</b> <b>Why did Bhai Ghanaiya care for his enemies?</b></p>	<p>-Retell a Sikh story.</p>	



	<p><b>Week 6</b></p>	<ul style="list-style-type: none"> <li>• Tell pupils the story on page 16: Explore together the specific examples of caring shown in the story and what the story teaches Sikh people. Why did Ghanaya care? Does it have a lesson for us as well?</li> <li>• Pupils could re-enact the story, hot seat the lead character, draw pictures of the scenes or create a cartoon to show the main point of the story in a different way.</li> <li>• Can pupils think why this religious story is told to the followers of Sikh religion?</li> <li>• Use the song ‘When I needed a neighbour’ (or a similar song) to think about ways to help people. Should this help be for any human, or just people from my own army, nation or tribe? The Sikh story of Bhai Ghanaya illustrates this point: humans have a duty to all other humans, even those we call enemies.</li> </ul> <p><b>Questions of wonder:</b> You might put some ‘big questions’ from the story on large sheets of paper. Ask pupils to spend a minute in silence, thinking about these questions, then pair and share their thoughts as a prelude to some circle time discussion. Why do people have enemies and fight?</p>	<p>-Respond sensitively to the ideas in Sikh stories with their own thoughts.</p> <p>-Make connections between the story and their own ideas, considering questions about who we ought to help and why</p>
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		<p>What stops a fight? What could turn an enemy into a friend? Is the story of Bhai Ghanaiya like any other stories I know? Which ones and why?</p>	
	<p><b>Autumn 2 Week 7</b></p>	<p><b>Assessment/ Consolidation week for Additional Unit:</b></p> <ul style="list-style-type: none"> <li>• Children to compare our new learning about Sikh's role in the war to the beliefs we looked at earlier this term?</li> <li>• How did the Sikh's we have looked at during the war uphold their charitable beliefs?</li> <li>• Are the children able to compare and contrast this?</li> <li>• Can the children write a recount as though they were in the war?</li> <li>• Can the children create an interview for a Sikh soldier?</li> <li>• Can the children hotseat the difficulties they would face during the war that would have them question their beliefs?</li> </ul>	
		<p><b>Key aims addressed by this unit (5A):</b>            Children will build up their knowledge of religious practices and ways of life, including celebrations:            A1. Describe and make connections between the work of the two charities and its roots in the religions;</p>	



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 humanity.

C2. Consider and apply ideas about ways in which these two charities collaborate and share the task of seeking the wellbeing 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.

**Attitudes Focus:**

This unit enables pupils to develop:

- **Spiritually** by reflecting on how key beliefs can make a difference to people's lives and actions.
- **Morally** by thinking about their own attitudes to generosity, wealth and poverty.
- **Socially** by exploring some ideas about global community and inter-relatedness.
- **Culturally** by taking account of difference and diversity in charitable work.



### **Additional Unit information:**

**About this unit:** This special planned unit of RE gives teachers lots of learning ideas, ready to use, to enable pupils to explore RE questions in relation to the Great War / First World War. It provides challenging resources, stories and particularly activities which raise questions about conflict war and peace for pupils to think about for themselves. Linking history and spiritual reflection, the plan uses ideas from the Bible to prompt reflective thinking on the themes of conflict and peace. Pupils will be encouraged to question and respond to the questions, issues and texts they study in both reasoned thinking and creative imagination. The RE work is closely linked to work in History, English and the arts. There is a focus on learners' own ideas about peace and conflict, and on the practice of peace making. Most of the work relates to the Christian religion, but there are some examples from other faiths too.

### **RE Aims**



- To know about some stories of the First World War with a focus on religion and beliefs and to understand more about the causes of conflict and the damage war does, making connections to ideas from different scriptures about peace.
- To express ideas and insights into questions such as: Why are there wars? How did people respond to the conflict and horror of the First World War? Why is it important to remember those who died 100+ years later?
- To gain and deploy skills: giving reasons for opinions, making sense of ideas from religious sources, raising questions and pursuing answers, engaging imaginatively with stories.

#### Where this unit fits in:

We hope these units will be useful in many RE settings. Church schools in the Diocese of West Yorkshire and the Dales were the first users, and this explains the concentration on Christian scripture, but any school is welcome to use this work. This unit will help teachers to build high quality RE by providing them with well worked examples of RE learning from the First World War. Pupils will be enabled to explore examples of Christian and other responses to the war, and learn from stories, poetry and song about heroism, self-sacrifice, theological questions (Where was God in the trenches?) and spiritual reflection. They will be encouraged to explore and develop their own attitudes towards peace and conflict.

#### Developing attitudes in RE:

Pupils will explore attitudes of:

**Self-awareness** by becoming increasingly aware of what we owe to those who are willing to sacrifice themselves for others in different ways.

**Respect for all** by developing a willingness to learn from different sources about key questions raised by the First World War.



**Open mindedness** by engaging in positive discussion and debate about issues of peace and conflict.

**Appreciation and wonder** by developing their capacity to respond to imaginatively and deeply to moving stories from the First World War and to think about connections between scripture and history.

### **Contributions to spiritual, moral, social and cultural development of pupils:**

Opportunities for **spiritual development** come from thinking about ideas such as self sacrifice, duty, love and honour, and from considering the words of some holy scriptures.

Opportunities for **moral development** come from considering the values and virtues shown in heroic stories from the Great War, and in considering examples of the evils of war and the power of peace.

Opportunities for **social development** come from working in teams, thinking about social issues in relation to war and peace.

Opportunities for **cultural development** come from thinking through issues about what it means to belong to a nation and to belong to one world, and from looking at examples from around the world.

### **Most pupils aged 9-11 will be able to:**

-Use a widening religious vocabulary to show that they understand the complexity of moral questions in relation to the Great War.

-Using the vocabulary learned in RE, to show their understanding of concepts like Pacifist, self-sacrifice, devotion, and conviction.

Apply ideas from their learning to express ideas of their own about the issues raised, discussing, and considering different views