



Kindness

Positivity

Respect

<u>RE MEDIUM TERM PLANNING</u>		
Year Group: 3	TERM: Summer 2	Theme: L2.12 How and why do people try to make the world a better place? (Christianity, Hinduism and non-religious)
SACRE:		
<p>Context: (why is this unit being taught?) In this unit, pupils will find out about how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings. Pupils will consider why the world is not always good and make simple links to religious (e.g Christian, Jewish, Muslim) and nonreligious (e.g Humanist) worldviews. They will find out about the Jewish idea of Tikkun Olam and consider how charities like Tzedek help Jewish people to live out ideas and teachings, considering diversity of views. Pupils will have opportunities to raise their own questions about caring for the world and consider the responsibility that everyone must care for the world.</p>	<p>Concepts: How and why do people try to make the world a better place? THEMATIC Christianity Judaism Islam In this unit, pupils will build on what they know already about Jewish, Christian, Muslim, and non-religious worldviews. They will consider what motivates many Christians, Jews, Muslims and people with non-religious worldviews to care for the world, basing their knowledge on scripture and teachings. Unit 12 where pupils explore Christian and Jewish ideas about creation and ways of caring for people in the world. Unit 36 develops understanding of actions, values and religious and nonreligious worldviews.</p>	<p>Vocabulary: Tikkun Olam • Jewish • Christian • Muslim • Zakat • Stewardship • Steward • Salvation • Humanist • Golden Rule</p>
<p>Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?) Year 3 units of work: L2.1 What do Christians learn from the Creation story?</p>	<p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?)</p>	

<p>End points /by the end of this unit pupils will.. (NB Crucial/sticky knowledge is highlighted):</p> <p>To understand that there are different worldviews about how to make the world a better place.</p> <p>To reflect on how the Golden Rule could change the world.</p> <p>Understand that there are different versions of The Golden Rule from different worldviews.</p> <p>To understand what Tikkun Olam means to Jewish people.</p> <p>To understand that Christians believe that Jesus was sent to save people and bring them back to God.</p> <p>To understand how Muslims try to make the world better through Zakat.</p> <p>To decide our own three most important rules for living.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>To understand that there are different worldviews about how to make the world a better place.</p>	<p>Enquiry: How and why do people try to make the world a better place?</p> <p>STEP 1: Introduce the big question for the unit to pupils. Ask what they know and what they want to find out. Explain that today we are going to be thinking about the world as we know it. Show pupils some photographs from around the world and ask them to suggest what is good and bad about it. Show a large table on the flipchart with the words ‘good’ and ‘bad’ at the top of each column. Encourage pupils to share good things and terrible things to go in each column. Together, discuss whether everyone thought the same and if not, why not. STEP 2: Play ‘wonderful world’ to pupils. Ask pupils to consider the lyrics in the song, do they agree? Discuss the sorts of things that make people sad and things that damage our environment. Why do these things happen? Give pupils an outline of a world, encourage them to write some adjectives around the outside to describe it. Discuss which adjectives pupils chose that they would consider to be good and bad. Ask pupils to answer the following questions below their globe outline: • Do you think it is a good thing that we can describe the world today using the adjectives that you have chosen? Why? Why not? • How could we, humanity, make the world a better place? STEP 3: Explain that many religious worldviews tell people what is wrong with the world and suggest</p>		<p>World map outline</p>

	<p>ways in which it can be put right. Share the four different explanations of how people could put the world right (Humanist, Christian, Jewish, and Muslim) with pupils. Ask: Which of the four do you think gives an excellent explanation? Why? What is good about each explanation? Do you think there is anything missing from the explanations? Discuss with pupils what they think might motivate people to change and repair the world and whether they think religious and non-religious worldviews play a part in this.</p>		
<p>2</p> <p>To reflect on how the Golden Rule could change the world.</p> <p>Understand that there are different versions of The Golden Rule from different worldviews.</p>	<p>Enquiry: How can the 'Golden Rule' help people to work out how to make the world a better place?</p> <p>STEP 1: Recap the last lesson with pupils by using the sticky knowledge quiz slides. As a class, talk about the world today, discuss what is good about it, what might need repairing, and what religious and non-religious people might do to try and repair the world. STEP 2: Ask pupils if they have heard of the Golden Rule. If so, ask them to share it. Show pupils the nine different versions of the Golden Rule from different worldviews and ask pupils to explain where they can see similarities and differences. Ask: How might the Golden Rule guide people in living and acting? Discuss what the world would be like if all people followed the Golden Rule. STEP 3: Focus pupils onto the school community. Ask pupils to consider how they would want to be treated within the school community. Discuss whether everyone would want to be treated the same at school and what it would be like if we all followed the same rules for living. Encourage pupils to look again at the different Golden Rules and ask them to decide which one would change their school community most for the best and why. STEP 4: Encourage pupils to take a version of the Golden Rule that they think would make a good positive change and create a poster to share it with others, explaining how if people followed</p>		<p>Paper for posters</p>

	<p>this rule, then the world would change. STEP 5: Bring the class back together and look at the posters that pupils have created. Discuss the suggestions that they have made about how the Golden Rule could change the world. Ask whether this would sort the problems in the world that they identified last time.</p>		
<p>3</p> <p>To understand what Tikkun Olam means to Jewish people.</p>	<p>Enquiry: Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place?</p> <p>STEP 1: Recap previous lessons and knowledge using the sticky knowledge quiz slides with pupils. Discuss the Golden Rule in its different formats and how pupils think people following this could change the world. Explain that today we are going to be focusing on the beliefs that many Jewish people have about how and why they should care for the world. STEP 2: Show pupils some pictures linked to Jewish worldviews; ask pupils to briefly recap what they know about Judaism. Talk to pupils about the Jewish teaching of Tikkun Olam and explain that for Jewish people this means mending or repairing the world. Read the eight different quotes from the Torah with pupils and discuss what each of these instructs Jewish people about caring for the world. Ask: How might these teachings encourage Jewish people to repair the world? (Encourage pupils to cover social justice in their answers if they do not naturally touch upon this). STEP 3: Introduce the Jewish charity of World Jewish Relief and look through their website as a class. Talk through the 'critical areas' that WJR works in and look at some of the work it does (which covers both natural world and social justice). Ask: how does the work of this charity help to mend and repair the world? STEP 4: Encourage pupils to create an information leaflet about the work of World Jewish Relief, ensure that they clearly explain how this charity helps to mend and repair the world.</p>		<p>Paper for leaflets.</p>
<p>4</p>	<p>Enquiry: Who is inspired by Jesus' example of sacrifice?</p>		<p>Reflection sheet</p>

<p>To understand that Christians believe that Jesus was sent to save people and bring them back to God.</p>	<p>STEP 1: Use the sticky knowledge quiz slides to recap the learning for the unit so far. Ask: What was the Jewish teaching of Tikkun Olam? How do many Jewish people today try to mend and repair the world? Explain that today we are going to be thinking about how Christian people believe that Jesus changed the world and are inspired by his example of sacrifice. STEP 2: Show pupils the timeline of the big story of the Bible. Go back to creation and talk about how Christians believe that God described the world at creation. Ask: Why is the word 'good' used in the story of creation at the start of the Bible? Look further down the timeline at 'the Fall;' ask: what is this? Give pupils opportunity to explain this, if they cannot, explain to them that Christians believe that God made a perfect world, but that sin spoilt it and terrible things happened. Look further along the timeline at the people of God (Deborah, Noah, Moses, Abraham etc) explain that Christians believe that each of these tried to do God's work to bring people back to God but that even some of them made mistakes. Tell pupils that Christians believe that Jesus was sent to save the people and bring them back to God. STEP 3: Show pupils a picture of the cross. Ask: What do Christians believe that Jesus did to save people? Show pupils the word 'Grace' explain that for many Christians, this means 'God's riches at Christ's expense.' Explain that this means that Christians believe Jesus died so that people can be forgiven, talk to God through prayer and be with God in heaven when they die. STEP 4: Introduce Stormzy's song, 'Blinded by your Grace – Pt. 2', explaining that Stormzy is a Christian. Listen carefully to the lyrics and discuss what they mean. Discuss with pupils what they think might have motivated Stormzy to write this song. and the message they think that he was trying to give to other people. Ask pupils to complete the reflection sheet, focusing on what Stormzy's motivation, message and thinking behind the song was. STEP 5: Talk to pupils about the Glastonbury festival. Explain that this is a big music festival</p>		
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	<p>that takes place most years in Glastonbury, which is in the Southwest of England. Tell pupils that in 2019, Stormzy sang this song at the festival with a gospel choir and introduced the song by saying 'We are going to take this to church, we are going to give God all the glory right now'. Discuss what he meant by this. Show pupils a film of Stormzy performing this song. * Ask pupils to list emotions linked to the song. These might be linked to lyrics, Stormzy's body language or facial expressions whilst singing etc. Ask pupils for their ideas about why a Christian might think that Stormzy's message of Grace might change and repair the world.</p> <p>https://youtu.be/DxsjQ967kV8 shows him performing the song at Glastonbury, https://www.youtube.com/watch?v=drLT1yVYt8g shows him performing at a shopping centre.</p>		
<p>5</p> <p>To understand how Muslims try to make the world better through Zakat.</p>	<p>Enquiry: How do Muslims try to make the world a better place?</p> <p>STEP 1: Use the sticky knowledge quiz slides to recap the unit so far. Explain that today we are going to be focusing on how many Muslims might try to change the world. Show pupils some photographs linked with Islam (artefacts, places of worship etc). Ask pupils to briefly tell you what they know about this worldview. STEP 2: Use the slides or another high-quality version of the story to tell the story of the two brothers. Ask pupils the following questions: What does it mean to be generous? How could we show generosity? Are there any other times where Muslims show generosity towards others? Focus on talking about Zakat and remind pupils that this is one of the five pillars of Islam. Remind pupils that each year, Muslims try to give 2.5% (if they can afford it) of what they earn to charity or the needy. Tell pupils that by doing this, Muslims believe that they are caring for the worldwide Muslim family, the Ummah. Explain to pupils that many Muslims give charity to people who are not Muslim too. Remind pupils that Zakat is usually given at the end of Ramadan. STEP</p>		<p>Chromebooks and iPads</p>

	<p>3: Share the following quote from the text with pupils: They ask you what they should spend their wealth on; tell them: "Spend on your parents, relatives, orphans, the needy and the travellers". Whatever good you have done God is the Knower and is fully aware of it. - Quran 2:215*. Ask pupils how they think it might feel for a Muslim to give their Zakat donation. Discuss what the challenges linked to giving this money might be for a Muslim. Give pupils a speech bubble and encourage them to write a question for a believer about giving Zakat. STEP 4: Using laptops and tablets, encourage pupils to research the work of Islamic Relief. Tell pupils that they will need to use their research to share a short presentation about how Islamic Relief helps to change the world, support the poor and live out the Muslim teaching of charitable giving. * From The Majestic Quran: A Plain English Translation, Second Edition (2019), translated by Dr Musharraf Hussain OBE, published by Invitation Publishing. Used with permission. www.majesticquran.co.uk</p>		
<p>6</p> <p>To decide our own three most important rules for living.</p>	<p>How do non-religious people try to make the world a better place? STEP 1: Show pupils the big question for this session, explain that we are going to discuss this before looking through the sticky knowledge quiz slides and completing the assessment. Ask pupils if they can remember what the Golden Rule is. Explain that we learned that most religious traditions teach a version of the Golden Rule, but it is important for many non-religious people too. Tell pupils that most non-religious people will live by guidelines to make the most of life and help people live together well. STEP 2: Share the story of the Hummingbird using this video clip - https://www.youtube.com/watch?v=ha4V-mmAO6E. Explain that for plenty of non-religious people, stories like this help them to understand good ways of living and in the case of this story, a lesson many non-religious people can learn is that everyone can work out how to do their best to make a difference and go on to do the right thing. STEP 3: Encourage pupils to imagine they</p>		<p>. Assessment sheet</p>

	<p>had to teach someone the three most important rules for living. These rules should ensure people do the right thing and make a positive difference (to the world and lives, including one's own). Ask: what three rules would you teach? Pupils should decide if their rules for living included themes linked to the following: How to get on with others How to treat the world How to manage disagreements How to live fairly How to spend your time. Discuss with pupils why these themes might be important for all people (both non-religious and religious – help pupils make links to earlier learning where appropriate). Ask: what would the world be like if we all followed these rules? STEP 4: Work through the sticky knowledge quiz slides with pupils to revise the learning for this unit. Pupils to complete the assessment for this unit.</p>		
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