

RE in KS2: Programme of Study

What do pupils get out of RE at this key stage?

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. Study of Muslims, Hindus, Sikhs Jewish people, Christians and non-religious people is the minimum

Aims:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE teaching and learning should enable pupils to...

A. Make sense of a range of religious and non-religious beliefs.	B. Understand the impact and significance of religious and non-religious beliefs.	C. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.
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End of lower Key Stage 2 outcomes

RE should enable pupils to:

Identify and describe the core beliefs and concepts studied	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities	Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.
Make clear links between texts / sources of authority and the key concepts studied	Describe how people show their beliefs in how they worship and in the way they live	Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers	Identify some differences in how people put their beliefs into action	Give good reasons for the views they have and the connections they make

These general outcomes are related to specific content within the medium term page plans that follow.

There are many good cross curricular links through which RE can be enhanced, with for example, art, music, history, geography, English and PSHE. These are encouraged by this syllabus but never at the expense of the aims and outcomes of RE.

Unit U2.1: What does it mean for Christians to believe that God is holy and loving? (God)

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Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - identify some different types of biblical texts, using technical terms accurately, and connecting the terms to Christian beliefs Understand the impact - make clear connections between Bible texts studied and what Christians do to worship God, for example through how cathedrals are designed Make connections - weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 6 key words to teach: Trinity, holiness, love of God, spiritual architecture, devotion, symbol.	- This unit is about Christianity as part of the way the syllabus meets the legal requirements for RE. Other concepts and ideas about God from different worldviews are studied in other units. 'If God ...' Ask pupils to put together some words to describe a divine being, a god. If the being they imagine existed, what would this God be like? Collect their ideas from their previous study of religions in RE, naming specific ideas from different traditions where they can. - Biblical ideas of God. Explore what Christians believe about God, using a selection of Bible texts, e.g. Psalm 103 (a prayer of King David), Isaiah 6:1–5 (where a prophet has a religious experience) and 1 John 4:7–13 (where one of the followers of Jesus writes a letter about what God is like). Gather all the words and ideas describing what Christians believe about God and compare with pupils' ideas from the first section. - Holy God, Loving God. Explore which parts of the texts talk about God being holy and which are about God being loving. Examine the difference between these ideas, coming up with good definitions of both terms. - Beliefs in music from Christians. Listen to some Christian worship songs, both traditional and contemporary. Find some that talk about God and look closely to work out how much they emphasise the idea of God's holiness and/or love. (Modern songs can be found here: https://www.praisecharts.com/song-lists/top-100-worship-songs-this-year and a list of more traditional hymns from the BBC's <i>Songs of Praise</i> here: bbc.in/1PSm10Q.) You can play extracts from some examples.. - Building to God's glory. Mediaeval Christians built cathedrals 'to the glory of God'. Talk about what kind of God cathedrals suggest the builders had in mind. Investigate how different parts of cathedrals express ideas about God as holy and loving, connecting with the ideas about God learnt earlier in the unit. Look at the wonderful St Alban's Cathedral: https://www.stalbanscathedral.org/ Or choose a local example. - Get creative. Ask pupils to express creatively the Christian ideas they have learned about God in this unit. They should use symbols, images, signs and colours to represent the qualities and attributes explored. Bear in mind the prohibition on depicting God in Judaism and Islam and teach appropriately for the pupils in your class. Writing poems might be an acceptable alternative for classes with Jewish and Muslim pupils and a good idea for anyone to choose.) - Two things that matter to Christians. Set a short writing task where pupils explain why it is important for Christians that the God they believe in and worship is not only holy, and not only loving, but holy and loving. - God – maybe not! Many people do not believe in God, so what kinds of guidelines for living might they draw up? Compare with Humanist ideas. Consider whether these guidelines reflect more of a 'holy' or a 'loving' response to humanity, i.e. do they balance justice and mercy? Are they more strict or relaxed, stern or forgiving? Discuss how far it is good that there are strict rules and laws in the UK; and how far it is good that people can be forgiven. Pupils could compare their own experiences: what are the advantages/disadvantages of having strict rules in a school (for example) or of being in a place where forgiveness is offered? What could the world do with more of? These areas are explored more fully in Unit 2.3 on Humanist and Christian values. These outcomes and activities are abridged from <i>Understanding Christianity</i>, published by RE Today © 2016. Used by permission.

Unit U2.5 Hindu, Jewish and Islamic Prayer – What? Where? How? When? Why?

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Impact: Learning outcomes (Intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: - Explain texts and beliefs about prayer from Judaism and Islam Understand the impact: - Make clear connections between belief about God and the practice of prayer - Explain differences between the ways Jews and Muslims pray Make connections: - Raise questions and suggest answers about the varied importance of prayer to Muslims, Jewish people and those who do not pray, or pray in different ways 8 key words to teach: prayer, meditation, mantra, salah, Adon-olam, Jewish, Muslim, Hindu	This unit concentrates on three prayers from three traditions, comparing them in depth. Three prayers: what do they mean? Are they similar or different? - Enable pupils to consider carefully, thoughtfully and creatively the three prayers selected here for study. Watch some samples of prayer. Ask pupils as they watch to choose 5 emotional words. - Here is a usable example of a famous Hindu morning prayer, the Gayatri Mantra from YouTube. You could use the first three minutes.: https://www.youtube.com/watch?v=SanTxxAbIY&t=90s - Here is a usable example from YouTube of the First Surah, the Opener, used in Islamic Prayer 5 times each day. https://www.youtube.com/watch?v=bs8fueRXh64 - Here is a usable example from YouTube of the much – loved Jewish Daily Prayer Adon Olam: https://www.youtube.com/watch?v=Is0Wf7hmElg It has the words in English subtitles. Ask pupils to listen and talk about the moods of the song. What beliefs does it show? - Use literacy based activities to explore and open up these texts: they are no harder than many poems used in English. These questions and activities may show some good ways to get pupils thinking: - Read the three prayers out loud in small groups, several times, in different ways. What works best? Why? (You can find a worksheet for this in the Sandwell RE Scheme of work). After listening to versions of the prayers being sung or recited from the internet, discuss why it matters to believers to make prayer beautiful. What is beautiful about the prayers they have looked at? - Look for similarities and differences – what do all three prayers say about God? What do they ask? How do they picture us, the people doing the praying? - Consider: what do the prayers actually ask for? Which prayer do you like the most and why? If someone prayed this every day, what sort of outlook on life might they develop? Design a series of images (no pictures of God please!) to make a PowerPoint to go with each prayer. Consider why many hundreds of millions of people, half the world's population, will use one of these prayers, worldwide, this week. What can we learn from the ways religious people use light as a symbol? - Ask pupils to label pictures of a Synagogue, Mosque and Mandir with some selected emotional words: how does the believer going to the place of worship feel? Words might be selected from a list including: sorry / joyful / happy / devoted / excited / full of praise / small / togetherness / awe / deep / content / peaceful / closer to God. In discussion then in writing pupils show they understand why these emotions and feelings may be experienced in prayer and worship. Prayer room design: applying learning to our multi-faith schools and society - Ask pupils to design prayer rooms for believers from the religions studied to use. They might imagine it is for an airport or shopping centre or hospital used by Jews, Hindus and Muslims – and by non-religious people, for reflection. What special features would the room need in order for everyone to be able to use it for their own worship?

Unit U2.2 An enquiry into visiting places of worship

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Impact: Learning outcomes (Intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
Make sense of belief: - Explain texts and beliefs about worship, holy buildings and God's presence from different religions Understand the impact: - Make clear connections between belief about God and places and practices of worship - Explain differences between what happens in different places of worship Make connections: - Express their own questions and responses to ideas about holy space, including the idea that the Earth is a 'holy place' we all share. 7 key words to teach: sacred, holy, mosque, gurdwara, church, mandir, spiritual space	Special places. What do we think? - Read an extract or watch a short clip from 'The Lion, the Witch and the Wardrobe' by C S Lewis, where some children discover a doorway through a wardrobe to the magical kingdom of Narnia. Talk about the excitement of discovering new places. What could be behind the door? Ask the children to think of a special place for them which they enjoy. Discuss places that are of special importance to different children. It's excellent to use the wonderful virtual visit videos available from https://birmingham-faith-visits.theartsociety.org/. They cover 6 religions and the films are excellent for KS2. Friendliness, peace, thoughtfulness: purposes of sacred space? Arrange one or two visits to places of worship. - Before the visits, ask pupils to think about the school building and grounds. Where in school is the friendliest place, the most thoughtful place, the most peaceful place? When the class are agreed about this, take them to these three places, and do something friendly at the friendly place, thoughtful at the thoughtful place, peaceful at the peaceful place. Take photos. Enquiry method: what, how, who, where, why? - Questions: Plan the visit, to Mosque, Gurdwara, Church or Mandir, carefully with the pupils. Consider how the five enquiry questions can be used to get the most out of it that they can. Build in to the visit many opportunities to answer the enquiry questions, discussing and recording ideas as they work. - Senses: it works well to ask pupils to record what they see, hear, touch, taste, smell, feel and think at the visit. A recording sheet can be provided. - Purposes: Remind the children of the friendly, peaceful and thoughtful places in school (above). Ask them to agree which places in the holy building are the most friendly, peaceful and thoughtful – this is about the reasons why worshippers come to the place. Ask them also to think: where would be the best place in the building for believers to feel close to God? How can you tell? Why? Each group to take 4 photos to use in classroom recounts back at school Is nature sacred space? 'The Purple headed mountain, the river running by, the sunset and the morning that brightens up the sky?' - Consider the idea that the natural world is a better environment in which to worship, or to express your spiritual side, than any holy building made by humans. Begin by showing some images of some of the most stunning and inspiring natural beauty. Ask pupils: What is your favourite: view, mountain, lake, place in the world? Fish, wild animal, insect, bird? Domestic animal (pet), part of the body, weather, flower, country? Search 'Flicker, sunset, mountains' and choose a favourite. Say why. Is it spiritual? - You could use the song 'Wonderful World' (Fischy Music). https://www.youtube.com/watch?v=vhUYTX-Oi_E Compare it with this: https://www.youtube.com/watch?v=ddLd0QRf7Vg Raise questions about the wonders of the world and the idea of creation. Ask children what they think the singer believes. How can they tell? When the house of God burned down... (IAB / IDB...) - Ask the class to imagine that a local place of worship has been destroyed by a fire, an accident. There is an insurance payment, and the community meets to consider what to do. They are going to role play the meeting and the community's ideas. At first, get pupils in pairs to write in the centre of poster papers what they think should be done. Put them on tables for the class to walk round, and add comments to, starting with 'I agree because (IAB)' or I disagree because (IDB). Pupils might move in groups from table to table. They construct reasoned pages of ideas about the question. Then present an argument: it would be better to always have worship in the open air, so don't build a new holy building. Use the money for something good instead. Give reasons for both sides of the debate, and have votes to see what the class thinks best (note that a case study on this question might refer to Notre Dame de Paris).

Unit U2.4: What do Christians believe Jesus did to 'save' people? (Salvation)

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Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it and explain what Christians mean when they say that Jesus' death was a sacrifice Understand the impact - make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion / the Lord's Supper Make connections - express their own responses to the idea of sacrifice, recognising different points of view. 6 key words to teach: Holy Communion, symbolism, sacrifice, crucifixion, salvation, Mass.	- This unit is a part of how the syllabus balances its teaching in line with the law. Other units explore key concepts from other religions. - Explore what happened in Holy Week. All four Gospels describe the events, but Mark 14–15 offers the most succinct account. You could start by giving pairs of pupils some short extracts (e.g. Last Supper, Garden of Gethsemane, Judas' betrayal and arrest, trial, Peter's denial, Pilate, crucifixion, death, burial, resurrection), asking them to decide how they would portray this scene in art, or do a freeze frame. Hand out some examples of artwork of these scenes (e.g. from this amazing set in the National Gallery: https://www.nationalgallery.org.uk/paintings/short-tour-life-of-christ) and see what differences there are with their ideas. Talk about why the artists presented the scenes the way they did. How have they communicated the events? Get pupils to order the extracts. Talk about their responses: key moments, feelings, surprises, puzzles? How would they sum up the meaning of the story? - Consider who was responsible for Jesus' death: e.g. the Romans, the crowd, Pilate, the Jewish authorities, God, Jesus himself. Remind pupils of the wider context of the 'big story' (see Guidance, p. X). What difference does this make to their ideas? Many Christians say that Jesus willingly gave his life to repair the damage done between humans and God (see sin and 'the Fall', Unit L2.1). - Explore the mainstream Christian belief that Jesus's death was a sacrifice – a price he paid to save people from their sins and bring them back to God. Christians think of this in different ways, e.g. people deserve punishment for their sins, but Jesus was punished in the place of everyone – he was a substitute; Jesus took everyone's sins as he died, lifting the burden from the believer; Jesus' example guides the lost back to God. How might Christians respond to the idea that Jesus sacrificed his life for their sakes? Remember that Christians believe Jesus' death was not the end. This clip is quite grown up, but see what you think: https://www.youtube.com/watch?v=IRM0t9oM5FE - Christians remember Jesus' death and resurrection throughout the year, particularly through the celebration of Holy Communion/the Lord's Supper. Find out about how different Christian churches celebrate Communion. Talk about what symbols are, and then explore the symbolism of the bread and wine, linking with the Passover celebration (see Unit L2.10) but also connecting with sacrifice – representing Jesus' body and blood. - Ask pupils for some suitable ideas that could be included in a ceremony for Christians to remember the salvation brought by Jesus. Ask pupils to say how the actions, words, music and symbols they have included are appropriate for such an important ceremony, and how they link with Jesus' life, death and resurrection, and the idea of 'salvation'. - Some Christians follow Jesus' example even to the point of dying. Talk about what a martyr is and show images of the commemoration of twentieth-century martyrs at Westminster Abbey (bit.ly/2lrQQCP). Find out a bit about these people. - Talk about what kinds of things people are prepared to die for. How much are pupils prepared to sacrifice for something they believe in? What would they sacrifice and for what? Find a good cause that would be worth putting some effort into supporting. www.givingwhatwecan.org indicates charities that make a big impact; www.toilettwinning.org is another worthwhile cause. What would your class be prepared to do to bring health and life to others in need? Connect this with a Christian understanding of Jesus' sacrifice bringing salvation. - Ask pupils to draft a short charter for the school, local community or the world (if they can get that far) to explain how far the idea of sacrifice is good and necessary for making the world a better place. They should make links with Christian ideas and Jesus' teachings. It is perfectly fine for them to say that sacrifice is not good, but they must offer good reasons and alternatives that will make the world a better place! <i>These outcomes and activities are abridged from Understanding Christianity, published by RE Today © 2016. Used by permission.</i>

U2.9 What will make our community in Sandwell a more respectful place? This local unit focuses on the need for respect between those who believe differently in modern, diverse Britain

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Impact: Learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: - Explain beliefs about the value of religious and cultural diversity in their local town / community - Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam Understand the impact: - Make clear connections between belief in the 'Golden Rule' and the needs of a mixed community, using examples of the impact of inter faith work in our communities Make connections: - Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious - Give good reasons for their views about harmony in our communities. 6 key words to teach: respect, tolerance, diversity, equal opportunity, religion, culture	Religion, demographics and co-operation Open the lesson with this little video: https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zvbp7nb - Play a simple guessing game about the statistics of religion in the West Midlands, in Britain and the world to get a sense of 'how religious the world is' today. What surprises the pupils? What do they learn from the statistics? Link to Geography. - This plan provides for pupils to learn from diversity through visiting places of worship from different faiths. Find out about local examples of different religious communities in your area, looking at changes over time, and differences between them e.g. food, buildings, community work. Why are there now 50+ mosques in the West Midlands, where 50 years ago there were none? Why are there over 500 Churches in the West Midlands, some of them over 500 years old, others new this year? Compare your community with another diverse community; identify similarity and difference; - Explore with pupils the tensions that are identified between religious and non-religious communities. Develop understanding of examples of community harmony, reflecting that this does not mean 'being all the same' but does mean 'accepting our differences'. Find out about examples of interfaith work in your area or another. Do people from different religions co-operate well in our area? How? (The RE syllabus itself is an example of interfaith shared endeavour). Have they worked on shared social justice projects or are their shared celebrations e.g. interfaith week - Consider teaching from different religions about dealing with difference e.g. responses of respect, tolerance, mutual learning and recognising each other's spirituality, rather than mere argument or even conflict – but recognise that conflict and tension are a part of the picture too. Why? What can be done? Study different examples of the 'Golden Rule' from many religions. - Weigh up examples of how people have dealt well with difference or conflict. Give pupils some scenarios to think about in which people choose conflict or acceptance, hostility or tolerance, enabling pupils to show an increasing understanding of the richness of religious diversity of Great Britain and in our own locality. Making recommendations: A charter for a more tolerant and respectful community - Help pupils to describe similarities and differences between living in a plural community and living in a community where almost everyone has similar beliefs and customs, noticing that our communities vary: Sandwell is not like Shropshire or Stafford. It is not like a village. Make links between how we treat each other and the idea of a respectful community, and introduce the task of the 'Charter for Respect'. Can pupils understand, select, develop and justify up to ten ideas that will help a community be more respectful? - Ideas might include: Equality for different religions / more RE for everyone / the chance to visit different religious buildings without joining them / celebrations and festivals that are for all religions at once / strong support for people to 'be themselves' / getting your roots down into your own religion so you are not scared of other religions. Many more... - Pupils might tackle this task. Imagine you are the speechwriter for someone who wants to be elected as the Mayor in your community, and s/he is giving a speech to members of all the main religions. Write and perform the speeches.

Unit U2.8 How do Christians decide how to live? What would Jesus do? <i>The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</i>	
Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these): Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - identify features of Gospel texts (for example, teachings, parable, narrative) - taking account of the context, suggest meanings of Gospel texts, comparing their own ideas with Christian interpretations of bible texts Understand the impact - make clear connections between Gospel texts, Jesus' 'good news' and values expressed in Christian communities. Make connections - make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own ideas and lives. 6 key words to teach: Gospel, kingdom of God, forgiveness, love, community, gratitude.	Implementation: Ideas and some content for learning. Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs. Examine Jesus' teaching about the two greatest commandments – to love God and love your neighbour (Matthew 22:36–40). How do these help Christians to decide how to live? Keep these commands in mind as pupils explore the following teachings. Christians might ask 'What would Jesus do?' as they encounter issues in life. So, what <i>would</i> Jesus do? This unit is a part of how the syllabus balances its teaching in line with the law. Other units explore key concepts from other religions. - Foundations for living: the wise and foolish builders (Matthew 7:24–27). Why did Matthew record these words? Why did Jesus have to teach them? What were people doing? What did the wise and foolish builders learn? So, what is the message for Jesus' listeners? Is it the same message for Christians today? - Sermon on the Mount: Matthew 5–7. Note that these help Christians to think about 'what Jesus would do'. Are there any surprising ideas in the passage? Take extracts from the Sermon; ask pupils to suggest what they think they mean. What does Jesus think people are like if he needs to give this sermon? Is he right? Look for clues as to what people at the time thought was the right way to live. In what way was Jesus' view different? If this is 'good news', who is it good news for? Collect the vivid metaphors/similes Jesus uses. Which are the most effective for communicating Jesus' teachings about loving God and neighbour? - A healing miracle: The Centurion's Servant: Luke 7:1–10. Dramatise this story. For whom does Jesus bring 'good news' here? Remember that the Romans were the occupying forces in Israel. Jesus' 'good news' is meant to extend beyond the 'people of God'. Explore ways in which Christians try to use Jesus' words as their 'foundations for living' - Prayer: recall the common components of Christian prayer – praise, confession, asking, thanking (see Units 1.1 and 1.4). Find some examples of Christian prayers; what prayers might Christians say on the topics of justice, health, kindness or peace, linking to the Sermon on the Mount? - Justice: there are many people who are persecuted and who mourn; look at the work of Christian Aid in trying to bring justice www.christianaid.org.uk/whatwedo/ - Illness and healing: e.g. explore the work of www.leprosymission.org.uk and its connection with Jesus' life and teachings, and find out about the role of the Roman Catholic Church – it runs over 5,000 hospitals, 17,000 dispensaries, 577 leprosy clinics and over 15,000 houses for the elderly and chronically ill. How do these examples put Jesus' teachings into practice? Which examples show Jesus' teaching most clearly? - Turning enemies into friends: Jesus talks about turning the other cheek, not using violence. Find out about Christian Peacemaker Teams, who stand between warring forces to stop violence. https://cpt.org/about Look at the work of Desmond Tutu and the Truth and Reconciliation Commission, or stories from the Forgiveness Project, or Taizé. All simple searches. Can pupils work out what it is that helps people to forgive? Is there anything we can learn from these examples? 100 ways to be generous: look at ways in which people show generosity to those in need, e.g. supporting foodbanks, volunteering for charities. Non-religious people and people of other faiths are also committed to serving others – why do they do it? Which of these examples is the most inspiring to pupils? Are there any practical ways they can help people in need? Should they? These outcomes and activities are abridged from <i>Understanding Christianity</i>, published by RE Today © 2016. Used by permission.