



## RE Unit for Years 5 / 6

### Title: What will make Sandwell a more respectful place?

Sandwell SACRE

Support for the Agreed Syllabus



This unit is one of a series of examples written for Sandwell SACRE and teachers of RE by consultant Lat Blaylock of RE Today Services. Contact Lat for support and guidance on the syllabus via email: [lat@retoday.org.uk](mailto:lat@retoday.org.uk)

## TITLE: What will make Sandwell a more respectful place? Years 5 / 6

### ABOUT THIS UNIT:

This is a special and original unit of RE and can be used for all pupils at any point in key stage two, though probably best meets learning needs in upper KS2. It provides for breadth and balance, and reference to all of the six principal religions in the UK, alongside the studies in depth of individual religions that schools will be providing at key stage two.

There is an emphasis in this unit on attitudes of respect, and discussion about what this means for the class and the school should be built in to the learning opportunities offered. The unit focuses on breadth of study, and provides opportunities for pupils to encounter some ideas and practices from the six principal religions in the UK. The unit is well suited to some local RE, including visiting places of worship and receiving visiting members of faith communities.

The unit can make useful links with the concept of a 'region' and a 'local area' which pupils will encounter and use in Geography. The examples of Hindu and Christian places of worship are given here, but other examples can easily be used with similar learning activities.

The themed curriculum can enable geographical learning and RE learning alongside each other through this unit. There are other obvious links with terminology such as 'region', 'neighbourhood' or 'local area' and geographical skills will help pupils to get the most out of this unit of RE. There are connections to local history as well.

The aims of the unit are not exhaustive: RE does much else as well as exploring respect and attitudes to diversity. But here, the concentration is on ideas about respect and mutual esteem, the good of all in a society of difference. Community cohesion work needs the rigour and diversity of view that RE can provide through work like this.

Pupils are encouraged to consider what can be learned from examples of their own experience and from the teaching of different religions and beliefs about the values of respect for all.

**Estimated time for this unit: 10-12 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

### Where this unit fits in:

This unit will help teachers to implement the Sandwell Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of tolerance and respect for all that focus on the ways religions are both similar and different. By using the concepts of commitment, respect and tolerance and examples of co-operation between faiths the unit aims to make a key contribution to religious understanding for a plural community or region.

### KEY STRANDS ADDRESSED BY THIS UNIT

- Religious practices and ways of life
- Questions of identity, diversity and belonging

### ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- Becoming increasingly alert to the religious environment of Sandwell city and their place in it;
- Developing a willingness to learn from religious plurality and diversity;
- Engaging in positive discussion and debate about the benefits of living in a diverse community of many cultures

### Background information for the teacher:

For some, the development of attitudes of respect to diversity is the key to good RE. This attitudinal development is to be founded on good learning about the local community. Sandwell has, of course, long and deep Christian traditions, as well as many decades of development for the communities of Hindus, Muslims and Sikhs. Smaller communities of Jews, Buddhists and others are also significant in the area. There is nothing simple about this unit of work, and teachers will need to do some preparation: the guidance materials for the agreed syllabus include notes on some of the communities. It is often important to

acknowledge difference: religions are not 'all the same'. It is always good to affirm the identity of the child, as well as to explore other identities.

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

**This unit enables pupils to develop:**

**Spiritually by** developing attitudes of open minded and courageous engagement with different views

**Morally by** recognising the rights of all and the need for acceptance in human communities

**Socially by** developing an appreciation of the ways in which diversity enriches human life

**Culturally by** appreciating the wide and global range of cultures in our county and region.

<b>EXPECTATIONS At the end of this unit</b>	<b>I can...</b>
<b>Nearly all pupils will be able to... (L2)</b>	<ul style="list-style-type: none"> <li>▪ Identify four major religions</li> <li>▪ Realise the difficulty of some questions about community harmony</li> <li>▪ Respond sensitively to people with a faith</li> </ul>
<b>Many pupils will be able to...(L3)</b>	<ul style="list-style-type: none"> <li>▪ Describe some of the religious diversity of our region, referring to people, places and events</li> <li>▪ Identify similarities and differences in aspects of my life with those of other people of different religions</li> <li>▪ Make links between values like respect and tolerance and my own behaviour</li> </ul>
<b>Some pupils will be able to ... (L4)</b>	<ul style="list-style-type: none"> <li>▪ Show understanding of the richness of religious diversity in the UK today</li> <li>▪ Ask good questions of their own about religious diversity</li> <li>• Suggest, with reference to particular religions, how these can be answered sensitively</li> <li>▪ Apply ideas like respect, tolerance and community cohesion for myself to some issues of diversity and living together</li> </ul>

**ASSESSMENT SUGGESTIONS**

A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.

**Teachers might assess this work by:**

Setting the task of designing a new community centre for your district, in which people from two or more different religious groups could worship at different times, as well as using the building for other community activity. This requires careful understanding of worship and community, and can show how much pupils have understood.

Include in the task the making of a poster / web page / leaflet page on the theme: 'Respect for Each Other' to display in the hall. This gives pupils the chance to articulate attitudes of respect carefully.

**G&T:** To extend this work, ask pupils to think about whether and in what ways the population of the UK today makes the country a better place to live in than if it were just one race, just one religion that lived here. What could we learn from the harmonious multi religious life of the UK today?

<b>Prior learning</b>	<b>Vocabulary</b>	<b>Resources</b>
<p>It would be helpful if pupils have:</p> <ul style="list-style-type: none"> <li>▪ learnt about the beliefs and practices of Christianity, Hinduism, Islam and Sikhism</li> </ul>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific religions:            Christianity            Hinduism            Islam            Sikhism</p> <p>The language of shared human experience:            Tolerance            Sensitivity            Respect            Acceptance</p> <ul style="list-style-type: none"> <li>▪</li> </ul>	<p><b>Teachers might use:</b></p> <ul style="list-style-type: none"> <li>◆ BBC Broadcasts and videos: Many clips are available on the BBC Learning Zone Broadband Class Clips: <a href="http://www.bbc.co.uk/learningzone/clips/">http://www.bbc.co.uk/learningzone/clips/</a></li> <li>◆ There is a very good selection of authentic materials about Islam for children available from the Islamic Foundation: <a href="http://www.islamic-foundation.com">www.islamic-foundation.com</a> . Story books, audio and video tapes and posters are all useful.</li> <li>◆ Both Folens and Nelson publish some useful picture packs on particular religions.</li> <li>◆ The Bradford Inter Faith Education Centre (01274 731674) has many useful publications about its local faith communities.</li> <li>◆ Developing Primary RE: 'Faith stories' edited by Joyce Mackley from RE Today</li> <li>◆ Exploring a Theme in RE: 'Religion around us' edited by Joyce Mackley, RE Today</li> <li>◆ Opening Up RE series: Opening Up Respect, ed. Fiona Moss, RE Today</li> <li>◆ Resources which enable children to gain a better understanding of their own local religious communities e.g. Parish profiles, church newsletters, magazines, notice boards, websites for the Mosque, Gurdwara or Mandir</li> <li>◆ A visitor from the faith community prepared to answer questions devised by the pupils.</li> </ul> <p><b>Web:</b></p> <ul style="list-style-type: none"> <li>◆ The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> enables pupils to view and judge numerous works of pupil art on key religious stories and spiritual ideas from young people.</li> <li>◆ An online searchable database of children and young people talking, including a full range of religious and non-religious beliefs <a href="http://www.natre.org.uk/db">www.natre.org.uk/db</a></li> <li>◆ Online searchable sacred texts from different religions at: <a href="http://www.ishwar.com">www.ishwar.com</a></li> <li>◆ Try <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> for a good general gateway to RE materials.</li> <li>◆ Websites for 'virtual places of worship':</li> <li>◆ <a href="http://www.mandirnet.org">www.mandirnet.org</a> – Hindu temples</li> <li>◆ <a href="http://www.ummah.org.uk">www.ummah.org.uk</a> – A Muslim gateway site</li> <li>◆ <a href="http://www.sikhkids.com">www.sikhkids.com</a> – A good Sikh site for pupils.</li> <li>◆ <a href="http://www.jewish.co.uk">www.jewish.co.uk</a> – A gateway site for Judaism.</li> </ul>

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
<b>What are the religions of Sandwell?</b>	Pupils will be enabled to: <ul style="list-style-type: none"> <li>▪ learn about the plural religious communities found in Northamptonshire, the region, nation and world,</li> </ul>	<p><b>Teaching might include:</b></p> <ul style="list-style-type: none"> <li>• <b>What religions are big and strong in our area? Using maps, internet, a</b> questionnaire for parents and phone directories to discover what religious buildings are found in Sandwell. When were they built? Who uses them? Which religious groups are represented? What happens there each week? Census data is really helpful here: <a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a></li> <li>• What is good about a society where many religions exist side by side? Pupils make a list of some ways the community is enriched by religious diversity. 'If we were all the same, then there would be no...' compile lists in pairs, then 'snowball' to collect all the class's ideas on the whiteboard. Which are the most significant?</li> </ul>	<p>L3</p> <p>I can describe some ways religion makes a difference locally</p> <p>I can link my understanding of religion to my neighbourhood and to the wider community</p>	<p><i>There is potential for a rich connection with the skills if the geography curriculum in this unit.</i></p>

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<p><b>Is Sandwell typical of the UK's religions?</b></p>	<p>▪ <b>Develop their understanding of the local significance of places of worship and symbols.</b></p>	<p><b>What are the big differences between a part of England where religious traditions are mainly Christian, and an English neighbourhood where many other religions are very common?</b></p> <ul style="list-style-type: none"> <li>• For example, pupils could compare life in different parts of Sandwell with a nearby shire county, such as Herefordshire. Pupils could write and discuss lists of similarities and differences between their own locality and one chosen because it is religiously very different.</li> <li>• There are relevant, useful activities based on visual learning here, one example is in 'Religion Around Us' (Mackley, RE Today). Selecting and identifying pictures and raising questions from them is an activity that builds understanding of different religions effectively.</li> <li>• Use photopacks of each of the religions: ask pupils to choose 4 pictures from ten that sum up each religion, and one from each religion that shows how it contributes to the whole community.</li> </ul>	<p>L2/L3 I can identify / describe similarities and differences between living in a plural community and living in a community where almost everyone is similar.</p>	<p><i>Geographical skills enhance this work considerably: see it as a way of developing understanding of the big ideas of place, space and scale.</i></p>

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<p><b>Which places of worship are there in our local area or the wider community ?</b></p>	<p>To identify which religions are represented in the local area or community.</p> <p>To work together with others</p> <p>To think carefully and in an informed way about worship and religion</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• <u>Suggestion 1</u> If there are 2 or more places of worship within walking distance then visit these, even if it is not to go inside. Get children to take photos of the places of worship to be placed on a map when they return to school (see below). These photos could be of the whole building, a part which puzzles children or detail such as a notice board. Alternatively, if a walk is not possible, then a teacher could take the photos out of school time.</li> <li>• <u>Suggestion 2</u> Use Google Maps to pinpoint where these places of worship are. Google now links to websites which may have relevant photos. These maps and any photos can be added to a PowerPoint presentation, as described in the points to note. Children could add their own captions or photos as part of ICT curriculum time. Link the immediate locality to a place in Northants where religious diversity is clearly seen.</li> </ul> <p><b>Things to think about using the photos taken include:</b></p> <ul style="list-style-type: none"> <li>• How is the building used? How long has it been here? Who built it and why?</li> <li>• What services are there and at what times?</li> <li>• How do people in the community know what's happening?</li> <li>• What artefacts/symbols are used and why?</li> </ul> <p>If there are not two different places of worship within the local area then one religion can be chosen from the wider community, giving the opportunity for a study of contrasting localities. Explain to the children we will visit a place of worship they may not be familiar with (such as a mandir or a synagogue) in order to produce information on the computer about one of the religions in our community. This could help anyone who is new to the community. We will also look at another place of worship more familiar (such as a church) to us and then compare the two.</p>	<p>L3 I can make a descriptive record of which religions are represented in the local area or a local town</p> <p>I can say which places of worship are found in my community and describe how they are used.</p> <p>L4 I can use the right words to show that I understand two reasons why religious diversity can be a good thing in a community like ours.</p>	<p><b><i>Cross curricular link to ICT:</i></b> <i>The Smart Board Capture Tool can be used to copy parts of a Google map of the local area. This can be used to drop into a PowerPoint as a teaching resource. Each place of worship can be given a symbol or marker and a hyperlink created to a new slide. This would give some basic information about that place of worship, questions the children have raised and a photo from the walk.</i></p> <p><b><i>Cross curricular link to Geography:</i></b> <i>Using maps, and possibly contrasting localities if local area does not have a range of places of worship from different religions</i></p>

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<p><b>What are the key features and artefacts in a Hindu mandir?</b></p> <p><b>What do these features and objects mean, and how are they used?</b></p>	<p>To explore a virtual Hindu mandir in preparation for or as a substitute for a visit.</p>	<ul style="list-style-type: none"> <li>• Prior to the visit to the mandir visit children should be given the opportunity to recap on work covered previously.</li> <li>• Talk to the pupils about the Through the Keyhole programme on TV. Explain what it was about: you found out about a person through the objects that there were on show in their house.</li> <li>• Discuss with the pupils what they would be able to see through their own keyhole at home and what it would tell other people about them. Ask them to think of four objects and then tell a partner what that says about them.</li> <li>• Then using the keyhole made from cardboard show the pupils some Hindu artefacts. Alternatively use a website such as Strathclyde University's site which has a range of images available. (The Smart Board spotlight could be used for these.) What do they think these artefacts are? What do they tell us about Hindu people?</li> <li>• Using the interactive whiteboard show the children websites which will give the children an idea of what to expect in their visit. One such site giving virtual tours is: <a href="http://www.ngfl.ac.uk/re/shreeprajapatimandir.htm">http://www.ngfl.ac.uk/re/shreeprajapatimandir.htm</a></li> <li>• Use the spotlight on Smart Board set at no transparency to focus in on aspect. What do you think these pictures show? Or use magnifying class to zoom in. What puzzles you? What do you want to ask? Record questions. Suggest answers possibly using prior learning. These questions could be asked at the mandir.</li> <li>• Why do you think a Hindu would want to worship at a mandir? How would the things studied in this activity help them to worship? Discuss in pairs, report back and teacher record most thoughtful answers. Use these as predictions.</li> <li>• Explain purpose of trip is to investigate how worship makes a difference to Hindus lives. The answers from above can be compared to what children find out.</li> </ul>	<p>L3 I can raise questions of my own about the objects and features of a place of worship, and suggest answers to some of them from my enquiries</p> <p>L4 <i>I can think about what is special to me and why, and then look carefully at what is special to other people, making links between my ideas and those of others</i></p>	<p><i>Guidance on how to use artefacts taken from '101 Recipes for Creative RE lessons'</i></p> <p><i>See also 'What, How, Why: Religious Artefacts in the Classroom' by Pamela Draycott (RE Today)</i></p> <p><a href="http://wdha.co.uk/Mandir">http://wdha.co.uk/Mandir</a> is the website of the Wellingborough Hindu Mandir, which has good photos on it.</p>

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<p><b>How does a Mandir help people to worship? What difference does believing makes to worshippers' everyday lives? What else happens at the Mandir?</b></p>	<p>To use the visit to develop the children's understanding of the differences that believing makes to the lives of religious people.</p>	<p>This format can be adapted for any place of worship. Duration: 1.5 hours approximately. Timings are a rough guide only. Activities as follows;</p> <ul style="list-style-type: none"> <li>• <u>10 mins Observe</u> carefully the outside of the building. Get children to take photos of the places of worship to be placed on a map when they return to school. These photos could be of the whole building, a part which puzzles children or detail such as a notice board.</li> <li>• <u>15 mins Reflection</u>-Sit quietly in Main Hall, eyes closed thinking of their own important objects and places for a minute. Open eyes to look thoughtfully at what they can see. Reflect. Think back to RE lesson and the artefacts and photos seen 'through the key hole'. How do they feel? What do they notice? What new questions would they like to ask and answer?</li> <li>• <u>10 mins Introduction</u> by teacher or a leader from the temple. What happens at the Mandir and when?</li> <li>• <u>15 mins Draw/ photograph</u> artefacts. What do you recognise? See Guidance for visit. If possible use sound or video recording. Extension-Draw plan of Main Hall</li> <li>• <u>15 mins Services</u>- leader to explain a typical service. How does Puja and the shrines help believers to worship?</li> <li>• <u>10 mins Question and Answer</u> To focus on 'What are the links to the community?' as well as children's own questions.</li> <li>• <u>5 mins Conclusion</u> What kind of information have we got to use to make our information cards back at school?</li> </ul> <p>Headings for each section could be:</p> <ul style="list-style-type: none"> <li>• Building</li> <li>• Services</li> <li>• Links to the community</li> <li>• Artefacts/symbols used</li> </ul>	<p>I can look carefully and think deeply during a visit so that I can find out as much as possible.</p>	<p><i>Cross curricular link to ICT: Use digital cameras, Dictaphones or video cameras to record not just observations but thoughts and feelings.</i></p>

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<p><b>How does a Mandir help people to worship? What difference does believing make to worshippers everyday lives? What else happens at the Mandir?</b></p>	<p>To use the visit to develop the children's understanding of the difference that believing and worshipping makes to the lives of religious people.</p>	<p><b>Assessment Task</b> Stilling activity. Get the children to imagine a journey. Take them back to the trip and get them to recollect the experiences. If video or sound recordings of thoughts and feelings were taken use these as a reminder. Show briefly a PowerPoint slide show of photos from the trip on the Interactive Whiteboard. Explain how we are going to add labels and captions to write information for a Hindu new to the area. Remind children that we can use this to our predictions about how worship makes a difference. Headings for each section could be:</p> <ol style="list-style-type: none"> <li>1. Building</li> <li>2. Services</li> <li>3. Links to the community</li> <li>4. Artefacts/symbols used</li> </ol> <ul style="list-style-type: none"> <li>• Explore in a group as much as they can recall in 5 minutes. This could use a 'Snowballing' strategy. Then sort information into categories which are the headings for the information leaflet. (See previous activity)</li> <li>• Hand copies of each part of presentation, 1 section per small group, with photos included. Write information on these by hand. Alternatively each group have a laptop to record information.</li> <li>• Groups send an envoy to another different group and add any extra information from them.</li> <li>• Return to own page, check new information and add to their part of the presentation. Extension- select own photos from those taken and write a second page for that section.</li> <li>• Sketches from trip, video clips or sound recordings could be reviewed and included at this point</li> <li>• Use computer to add information to the presentations or the children could write up their work by hand</li> <li>• Review and evaluate presentations. Answer key questions.</li> <li>• Assess children's responses, written and verbal, throughout these activities.</li> </ul>	<p>L3 I can describe three things in a mandir and how they help a Hindu to worship.</p> <p>L4 I can show that I understand some key features of a mandir and of Hindu worship through writing an information leaflet</p> <p>I can work with others as a team to make a leaflet.</p>	<p><i>Advice on stilling activities</i></p> <p><i>'Snowballing' is a Speaking and Listening strategy from 'Speaking, Listening and Learning; working with children in Key stages 1 and 2' Primary National strategy 2003</i></p>

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<p><b>What are the key features and artefacts in a Christian church?</b></p>	<p>To explore a virtual Christian church in preparation for a visitor.</p>	<ul style="list-style-type: none"> <li>• The children should view the following website to remind them of the features of the church for example nave, lectern, altar, pew, candles, font and their use in worship. One website giving a very good virtual tour of a typical Anglican church is: <a href="http://www.educhurch.org.uk/pupils/combs/stmarys.html">http://www.educhurch.org.uk/pupils/combs/stmarys.html</a></li> <li>• Use spotlight on Smart Board to focus on key images of one part of the inside of the building. Generate questions and suggest answers together. Model how use using 'Image focus activity' to help answer key question.</li> <li>• Ask children to suggest answers in pairs for each image using the activity sheet. Some children will need further help by additional open ended, thought provoking questions in order to guide them. The questions on the Activity Sheet could be simplified or the number of them reduced.</li> <li>• Look together at the images for each of these areas together using the spotlight. Record children's deepest thoughts about how the features and artefacts make a difference to worship. Add any questions that are still puzzling and record possible answers to refer back to. Look at 'the Events part of the website. How do 'Events' help people to worship?</li> </ul> <p>Sort all thoughts or unanswered questions into key areas as with the Mandir.</p> <ul style="list-style-type: none"> <li>• Building</li> <li>• Services</li> <li>• Links to the community</li> <li>• Artefacts/symbols used</li> </ul> <p>The teacher records the best questions for each heading ready for the next lesson, and invites pupils to find out any answers they can in advance.</p>	<p>L3 I can ask good questions and suggest answers.</p> <p>I can describe what happens at a church</p> <p>I can make links between what I've learned about Mandirs and Churches and other sacred places</p>	<p><i>Image Focus activity:</i> <i>This activity uses a series of questions for children to answer: each question getting progressively more searching, in order to enable children to think more deeply.</i></p> <p><i>Any image from a story, an artefact or a feature can be placed in the centre of this activity sheet. In this case photos from the suggested website can be used.</i></p> <p><i>A template is included at the end of this unit.</i></p>

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<p><b>How does a church help people to worship? What difference does believing makes to worshippers' everyday lives? What else happens at the church?</b></p>	<p>To use a visitor to develop the children's understanding of the difference that believing and worshipping makes to the lives of religious people</p>	<ul style="list-style-type: none"> <li>• Before: Remind children of key question we need to answer. Distribute a selection of questions devised last week to children.</li> <li>• Visitor to give brief talk and answer questions (see Points to note) Take photos of any artefacts. Video and sound recording may also be useful.</li> <li>• After: Reflect on key questions back in classroom. Use photos or other recordings to help remind children if necessary. Give guidance on how to sort information into key headings.</li> <li>• <u>Suggestion 1</u> Give each group two of the main headings from the previous week. Sort which information should go under which heading. In pairs make notes and then compare with other pairs in group.</li> <li>• <u>Suggestion 2</u> Work together as a class with teacher taking notes for each heading. Children to discuss in pairs each one and report back to class. Have the class answered all the key questions? Review answers briefly.</li> <li>• Introduce Double Bubble thinking skills activity on Interactive Whiteboard ready for the following activity. (See example of Double Bubble sheet at the end of this document.) Explain how it will help to compare a Hindu and a Christian place or worship.</li> </ul>	<p>L3 I can make links between what our visitor believes and what they do in their everyday life.</p> <p>I can ask important question about religion and beliefs</p> <p>L4 I can describe the impact of our visitor's beliefs and their actions</p> <p>I can describe what might make me act in a similar or different way</p>	<p><i>Brief a visitor before they come in. Depending on their level of experience of talking to children of this age discuss with them their possible answers to these questions. They might also have visual aids available. The visit will need to be short in order to maintain the children's attention.</i></p>

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<p><b>How are two religions so different but still have some important similarities?</b></p>	<p>To use deep thinking skills to reflect on the similarities and differences between the places of worship for two religions.</p> <p>To describe, understand and begin to explain similarities and differences in worship.</p>	<ul style="list-style-type: none"> <li>• Introduce Double Bubble again. Re-read the information leaflet written after the trip to the Mandir. Discuss why Hindus use a mandir to help them worship and what difference it makes to their lives. Record this on one side of the Double Bubble either as a whole class on the Interactive Whiteboard or in pairs on paper.</li> <li>• Do the same for the Christian visitor by re-reading the notes made. What would go in the middle? Finish the middle section and think carefully about these similarities. What does it say about how two religions worship?</li> <li>• Brainstorm 'what is worship?' Use the Double Bubble diagram to help. Compare the children's ideas with the key aspects of worship listed below: <ul style="list-style-type: none"> <li>○ prayer (talking to God).</li> <li>○ experiencing God (getting to know him),</li> <li>○ celebrating (saying thank you)</li> <li>○ fellowship (friendship with other believers)</li> </ul> </li> <li>• Which of these is found on the Double Bubble diagram? Compare to children's own experiences- How do I find stillness or peace? What do I celebrate and how? How do I have fun with my friends and family? If children have religious beliefs then they can also reflect on how they personally experience God.</li> <li>• Finally reflect on how two religions can be very different but have strong similarities. List how children might be different- hair colour, favourite food etc. Now do same for similarities- same class, same favourite football team etc. Discuss how people need to think carefully and thoughtfully (respectfully) about how are all different but that we have many things in common. What is good about having a school with children who are so different? What is good about a community with many different religions and beliefs?</li> </ul>	<p>L3 I can show how two places of worship are different and explain the ways they are the same</p> <p>I can make links between what happens in these places of worship with some things in my own life.</p> <p>L4 I can describe similarities and differences between two places of worship</p> <p>I can raise questions and suggest answers to them, to do with the places of worship I am studying</p>	<p><i>Double Bubble is a method for comparing two different items, here places of worship. It enables children to think deeply in order to compare key concepts and identify similarities and differences.</i></p> <p><i>A Venn diagram can also work with this activity.</i></p>

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<p><b>What are the main religions of the world? Of the UK and of our region?</b></p>	<ul style="list-style-type: none"> <li>▪ Gather information and ideas about the religious make-up of the world, the UK and Sandwell</li> </ul>	<p><b>How big are the big religions in the UK and the world?</b></p> <ul style="list-style-type: none"> <li>• Pupils look at some tables of statistics for religion in a local town, the UK and the world. What do they observe? How can they explain this? Understanding simple statistics about the numbers of people who follow religions in Sandwell, the UK and world-wide: Which religions are local, and which are global?</li> <li>• This could begin as a guessing game: if the world was a village of 1000 people, how many would be members of each of the major religions? If the UK was a village of 100 people? Then pupils can use maps and tables to answer questions. Relate this to the make-up of the local community, looking at similarity and difference.</li> <li>• An excellent starting point for this activity can be found in Opening Up Respect (ed Fiona Moss, RE Today Services) where 100 jelly babies are used to set up and explore the situation.</li> <li>• Given the diversity of our region, how should we live?</li> <li>• Do point out to pupils that counting people by their religious identity is quite difficult, and may be biased in some ways.</li> </ul>	<p>L3 I can describe the religious make-up of the city, the nation and the world in simple terms</p> <p>I can recognise that it is not easy to count religious numbers</p> <p>L4 I can make links between the diversity of Sandwell and the world, and some ways in which we ought to live together</p>	<p><i>There is a numeracy link in this work: data presentation that is clear, varied and simple will help pupils to understand the lessons.</i></p>

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<b>How is religion in our region changing?</b>	Develop awareness of the ways in which religious communities in the UK have grown and changed in terms of religious diversity.	<p><b>How long have the religions been in our community or region?</b></p> <ul style="list-style-type: none"> <li>Using historical records and maps, children learn that, for example, Sandwell had no Mosques, Mandirs or Gurdwaras in 1950. Today there are several mosques, mandirs and Gurdwaras in Sandwell, and populations of tens of thousands of Muslims, Sikhs and Hindus in Sandwell and the wider West Midlands (see the census statistics for 2011 available at <a href="http://www.statistics.gov.uk">www.statistics.gov.uk</a> for details).</li> <li>Consider what this tells us about the changing UK, and hear some stories of migration, settlement and diversity.</li> <li>Pupils learn about the history of the different Christian communities of Sandwell. There are hundreds of Christian churches in the borough today. Nearly half of these have opened in the last 50 years. Some are very ancient as well.</li> <li>What is distinctive about the different buildings of the faith communities? What signs, symbols, activities and days of the week show what matters to different religions?</li> <li>If pupils learn from this work which religions there are in our communities, where they worship and that all are numerous and varied, then good learning is going on.</li> </ul>	<p>L3 Pupils can use simple information to describe some key facts about the history of religious communities</p> <p>L4 Pupils can show that they understand some ways in which a town or county can be a respectful place to live</p>	<p><i>This part of the work links to learning in history, and to the big ideas of time and change.</i></p> <p><i>Pupils might connect this work to new census figures from 2011, noting the increasing plurality of our religious communities in the last ten years.</i></p>

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<p><b>What can people learn from visiting each others' places of worship?</b></p>	<p>Consider what people can learn from diversity through visiting places of worship from different faiths ('virtual visits' are a possible substitute, but real visits are most powerful for learning)</p>	<p><b>What can be learned from a visit?</b> (see lessons in detail above about Mandir and Church – other examples could be used)</p> <ul style="list-style-type: none"> <li>• <b>Visit two religious buildings</b> – e.g. a Mandir, a Church, a Methodist chapel, a Mosque, a Gurdwara. What goes on? (A virtual visit is not a substitute for a real visit, but it is still potentially useful)</li> <li>• <b>Sensory worship.</b> How are six senses used (smell, taste, touch, hearing, seeing and feeling) in worship by believers?</li> <li>• <b>Same and different.</b> Get pupils to develop descriptive lists of what is the same and what is different between them. If visits are not possible, use collections of photographs (local photos with a digital camera may be possible, and there are published collections). Virtual visits are also helpful: see the resources section.</li> <li>• <b>What will make for harmony?</b> People are different. Religions are many, even if God is one. What kind of things help people to live together in peace and without hostility? Can religion help people to be accepting and tolerant? What is the best thing to do when people disagree about religion?</li> <li>• <b>What about disagreements?</b> Give pupils some case studies to think about here: should Hindus have a day off work at Divali time? Can a mosque make a public call to prayer on a Friday? Should Christian Easter mean a holiday for everyone? When Sikhs wear the 5Ks, should this be respected whatever their work uniform might be?</li> </ul>	<p>L3 Pupils can describe what is similar and different between the worship of two different religions</p> <p>L4 Pupils can understand that community harmony does not mean 'being all the same' but does mean 'accepting our differences'. Giving examples is a good way to elicit this understanding</p>	<p><i>Visiting places of worship is always a challenge for the teacher, but well planned visits make an inspiring contribution to this unit and are worth the effort.</i></p>

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<b>What makes people more respectful?</b>	Deepen their understanding of respect through thinking about their own behaviour and linking it to religious difference	<p><b>How can respectful attitudes be built up?</b></p> <ul style="list-style-type: none"> <li>• <b>Being a polite visitor.</b> Ask pupils to make a list of ways to be polite when visiting someone else's home. Compare these with some of the symbols of respect believers may use in a place of worship. Some fun can be had by developing simple dramas about people who do the opposite of the respectful thing when they visit. Think about how to show respect when you visit a building dedicated to a religion you don't follow.</li> <li>• <b>A charter for peace between religions.</b> Ask pupils in pairs to come up with four ideas for harmony in the community, written as positive rules (not 'Don't do this, don't do that') Get each pair to compare their ideas with another pair, and agree five rules together. What do pupils think is needed for more respectful schools and communities in Sandwell?</li> </ul>	<p>L3 Pupils can make links between how we treat each other and the idea of a respectful village or town</p> <p>L4 Pupils can develop their own understanding about making a more respectful school or community in the light of what they have learned</p>	<i>This lesson uses the general concept of 'politeness' applied to religious diversity. It is worth spending time on the links to SEAL here.</i>

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<b>Can we live in harmony, even though we are different?</b>	Develop understanding of the idea of community harmony through examples of	<p><b>What makes for a community in harmony?</b></p> <ul style="list-style-type: none"> <li>• Ask pupils to create, in small groups a charter for religious respect. They might write ten points that will build up harmony between people from different religions. To simplify the activity, while maintaining good thinking, give them 15 ideas and ask them to select the best ten.</li> <li>• <b>Speculate:</b> if all the religious life of your community was banned (eg festivals, worship, charitable activity), then how would people feel? What would happen? This activity draws attention to the importance of freedom of belief and worship. It could be linked to citizenship work on human rights.</li> </ul>	<p>L2 I can respond sensitively to an example of harmony or conflict</p> <p>L3 I can make links between my own attitudes to others and the need for harmony</p> <p>L4 I can apply ideas like community harmony thoughtfully for myself</p>	<i>Citizenship and PSHE work are connected to this activity.</i>

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<b>What can we learn from religion about harmony in the city?</b>	Explore and deepen learning about the idea of community harmony expressing their own ideas.	<p><b>Can our community be more harmonious?</b></p> <ul style="list-style-type: none"> <li>▪ <b>Who is 'us' and who is 'them'?</b> Give pairs of pupils a long and diverse list of membership groups: soccer fans, Catholics, British, Africans, Europeans, asylum seekers, children, pensioners, workers, mothers, and so on. Ask them to sort out who is 'us' and who is 'them'. Consider together whether 'us and them' is a good way to look at the world. Apply this to the religious groups in the region. What does it mean to say 'we're all human'?</li> <li>▪ <b>Are we all the same underneath?</b> What does that mean? Through reflective discussion, aim to enable pupils to discern what unites humans, and what divides them, and to consider why unity is important.</li> <li>▪ <b>If you were elected Mayor...</b> Ask pupils to think about what they would do for the city 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.</li> </ul>	<p>L2 I can identify some things that make it easy for people to live together</p> <p>L3 I can describe what a harmonious community is like</p> <p>L4 I can show understanding of the impact of ideas about harmony on our city for themselves</p>	<i>Citizenship and PSHE work are connected to this activity.</i>

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# Double Bubble Chart

Name \_\_\_\_\_

