



Unit 2.13

YEAR GROUP: 6

Religions in the local community
What will make our town a more respectful place?



This unit of work for Religious Education provides non-statutory exemplification of some good teaching and learning for any school to use.

This plan helps pupils learn about these key areas of RE: Beliefs + Questions / Worship, Pilgrimage and Sacred Places / Religion and the Individual / Religion, Family and Community

What will make our town a more respectful place?

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About this unit:

This is a special and original unit of RE and could be used for all pupils at any point in the age range 7-11, though probably best meets learning needs in Year 6. 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 into 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.

What religions are represented in our region? Pupils will think about the West Midlands and the borough of Wolverhampton. There is great difference between urban Wolverhampton and the many rural villages that surround it. The unit explores this diversity carefully. 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 plan gives examples of Hindu and Christian places of worship, but other examples – Mosque, Synagogue, Vihara or Gurdwara - 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. The unit can actively promote the British values of tolerance and respect for all, as required by HMI and DfE.

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.

Where this unit fits in:

This unit will help teachers to implement the requirements 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.

Estimated teaching time for this unit: 10 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.

KEY STRANDS ADDRESSED BY THIS UNIT

- Religious practices and ways of life
- Questions of Identity, Diversity and Belonging

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly alert to the religious environment of the city and their place in it;
- **Respect for all** by developing a willingness to learn from religious plurality and diversity;
- **Open mindedness** by engaging in positive discussion and debate about the benefits of living in a diverse community of many cultures

Knowledge and skills progression: Prior learning

This unit builds upon earlier RE by putting into action the ‘mission’ of the subject, to enable respect for different religions and worldviews to flourish and to encourage pupils to reject narrow minded attitudes. Building upon previous learning, experience and skills teaching can focus on what might be helpful to pupils who are undertaking the unit, and expresses the main ways the syllabus sequencing intends to enable pupils to make progress lesson by lesson and unit by unit.

The unit will provide these opportunities

- Pupils have opportunities to consider the concept of diversity
- Pupils have opportunities to consider a diverse range of views about questions of living together, tolerance and respect
- From the study of many religions, pupils will be able to think about their own experiences and views in relation to questions of community cohesion

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. The UK and each of its regions has, of course, long and deep Christian traditions, as well as many decades of development for the communities of Hindus, Muslims and Sikhs in some areas. About a quarter of a million Jewish people and similar numbers of Buddhists are also found in the UK and other religions are also significantly represented in the country. Of course, global statistics of religious diversity are relevant too: 2.4bn Christians, 1.8bn Muslims, 1.1bn Hindus and about 600m Buddhists make up about 85% of the world population.

There is nothing simple about this unit of work, and teachers will need to do some preparation: be sure you have a good idea about your own local area and about the statistics of plurality for the region and nation. This is easily done from www.statistics.gov.uk 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. The census statistics from 2001 and 2011 enable excellent comparisons over time and between localities.

2011 Census Statistics for Wolverhampton and the West Midlands: look out for the 2021 update.

Population	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other	None	Not stated
Wolverhampton:									
249,470	138,394	1,015	9,292	88	9,062	22,689	3,057	49,821	16,052
West Midlands:									
2,736,460	1,471,780	9,119	59,768	3,060	332,684	116,715	15,181	554,152	174,001

Set this data up as a guessing game, then reveal the answers. Ask pupils to memorise the figures, and test them weekly!

Vocabulary + concepts	Resources
<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>	<p>Starting points for good RE resources</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key religious and spiritual ideas from young people. ▪ The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk Join NATRE for access to over 1500 downloads for your RE. ▪ The NATRE shop is a good place to find and buy quality teacher resources for this unit: www.shop.natre.org.uk ▪ The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3 ▪ BBC Bitesize RE for KS2 is also a good starting point: https://www.bbc.co.uk/bitesize/subjects/z7hs34j ▪ The best gateway for RE sites is: www.reonline.org.uk ▪ TrueTube has some useful video for RE at KS2: https://www.truetube.co.uk/list?content%20types=films&keystages=key%20stage%202&page=1& ▪ You can find and use searchable sacred texts from many religions at: www.ishwar.com ▪ Cumbria SACRE share their excellent resources for free online – links to dozens of good virtual tours of sacred buildings. https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/ ▪ Artefacts for RE: RE On Demand, https://www.reondemand.co.uk/ and Religion in Evidence https://www.tts-group.co.uk/primary/re/ both supply a range of artefacts and other RE resources from each faith. ▪ There are about 40 free stories with learning ideas on the NATRE site. Start here, but look at the stories religion-by-religion as well: https://shop.natre.org.uk/category/.stories.misc.pr <p>Practical ideas-filled books</p> <ul style="list-style-type: none"> ▪ RE Today has several series of books for teachers which are full of ideas for active classroom practice. These include: <ul style="list-style-type: none"> ○ Inspiring RE: a book about each religion and about living without God ○ Big Questions, Big Answers: 6 books using different methods to explore religions and worldviews ○ RE Ideas: a series of twelve 32 page classroom books addressing major needs in RE with practical lesson ideas. <p>Weblinks for sites supporting teaching of each religion / worldview:</p> <p>Christians</p> <ul style="list-style-type: none"> ▪ Good quality information and learning ideas on Christianity: http://request.org.uk/restart/ ▪ Christianity Explored: https://www.christianityexplored.org/ ▪ Church of England beliefs outlined: https://www.churchofengland.org/our-faith/what-we-believe ▪ RE:Online – Christianity subject knowledge: https://www.reonline.org.uk/subject-knowledge/christianity/ ▪ Understanding Christianity: http://www.understandingchristianity.org.uk/

	<p>Hindus</p> <ul style="list-style-type: none"> ▪ Basics of Hinduism: https://www.himalayanacademy.com/readlearn/basics/intro ▪ BBC Hinduism: http://www.bbc.co.uk/religion/religions/hinduism/ ▪ Hindu Education Services: https://hinduismeducationservices.co.uk/ ▪ Hindu Forum of Britain: http://www.hfb.org.uk/ ▪ Learning about Hinduism – Iskcon Educational Services: https://hinduismre.co.uk/ ▪ National Council of Hindu Temples: http://www.nchtuk.org/ ▪ What is Hinduism? – Shri Swaminarayan Mandir: http://londonmandir.baps.org/what-is-hinduism/ <p>Muslims</p> <ul style="list-style-type: none"> ▪ Free educational presentations on the topic of Islam delivered by: www.discoverislam.co.uk (Free REISLAM Teaching resources) ▪ www.reislam.co.uk (Free REISLAM Teaching resources) ▪ Understanding Islam and Christian-Muslim Relations - Dr Chris Hewer: https://www.chrishewer.org/ <p>Sikhs</p> <ul style="list-style-type: none"> ▪ Gateway to Sikhism: https://www.allaboutsikhs.com/ ▪ Primary Sikhism resources: http://www.primaryresources.co.uk/re/re_Sikhism.htm ▪ RE:Online – Sikhism subject knowledge: https://www.reonline.org.uk/subject-knowledge/sikhism/ ▪ Sikhnet: https://www.sikhnet.com/
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Contributions to spiritual, moral, social and cultural development of pupils

- Opportunities for **spiritual development** come from developing attitudes of open minded and courageous engagement with different views
- Opportunities for **moral development** come from recognising the rights of all and the need for acceptance in human communities
- Opportunities for **social development** come from developing an appreciation of the ways in which diversity enriches human life
- Opportunities for **cultural development** come from appreciating the wide and global range of cultures in our county and region.

EXPECTATIONS: At the end of this unit:

<p>Pupils working towards the expected outcomes will be able to:</p> <ul style="list-style-type: none"> • Identify four different major religions • Realise the difficulty of some questions about community harmony • Respond sensitively to people with a faith 	<p>Pupils working at the expected outcomes will be able to:</p> <ul style="list-style-type: none"> ▪ Describe some of the religious diversity of our region, referring to people, places and events ▪ Identify similarities and differences in aspects of their lives with those of other people of different religions ▪ Make links between values like respect and tolerance and their own behaviour 	<p>Pupils working beyond the expected outcomes will be able to</p> <ul style="list-style-type: none"> ▪ Show understanding of the richness of religious diversity in the UK today ▪ Ask good questions of their own about religious diversity • Suggest, with reference to particular religions, how these can be answered sensitively • Apply ideas like respect, tolerance and community cohesion for themselves to some issues of diversity and living together
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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 a local community 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. Can one building work for both Hindus and Christians? Note that airports, hospitals, prisons and other public facilities have multi-faith prayer rooms. For example you could ask pupils to design a new multi faith prayer room for the expanding Birmingham Airport.

Include in the task the making of a poster / web page / leaflet page on the theme: 'Respect for Each Other' to display in the building / room / 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?

<i>What are the religions of our region, villages, towns and country?</i>			
<p>Pupils will be enabled to:</p> <ul style="list-style-type: none"> ▪ learn about the plural religious communities found in the locality and region, the nation and world. ▪ Learn that there are four religions in the world numbered in hundreds of millions. 	<p><i>There is potential for a rich connection with the skills of the geography curriculum in this unit. Do focus on Wolverhampton, but note our regional context where village life is different.</i></p> <ul style="list-style-type: none"> • What religions are big and strong in our area? Globally? Using maps, internet, a questionnaire for parents and phone directories to discover what religious buildings are found in the village, town, city and county. When were they built? Who uses them? Which religious groups are represented? What happens there each week? Census data is really helpful here: www.statistics.gov.uk • Consider the fact that the world's population of over 7 billion is (very roughly) 33% Christian, 24% Muslim, 16% Hindu and 8% Buddhist: four religions make up 80%+ of the people. In the UK at least 25% are non-religious. RE learns about their ideas too! • Make a long list: 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. Start by asking pairs of pupils to make lists responding to this prompt: 'If we were all the same, then there would be no...' • Compare the lists in fours, then 'snowball' to collect all the class's ideas on the whiteboard. Can a list get 20 or more items on it? Which are the most significant? • Draw attention to some ways that migration to and from the UK is enriching: what food, culture, movies, music, sport, medical work and religion would we miss if everyone was still an 'Anglo Saxon'? These areas are all hugely enriched by diversity. Point out to pupils the many benefits of a mixed community, because these are not always highlighted in the media: our international cuisine, the wide range of religions, the way many ethnic groups support our NHS and key worker services, the harmony most often manifest in and between different communities, the ways our lives are enriched in music, sport and other ways by our multiculturalism. • Draw attention to the ways in which different faith co-operate for the good of the community, e.g. in foodbanks, helping the homeless, sharing care for those in need, or in RE itself (the biggest multi-faith dialogue in the world!) • Draw out deeper understanding of how and why religions need to live side by side and whether they can sometimes collaborate. Agreement in ethics is notable – the global poverty issue and the drop the debt campaign, or fair trade are good examples of agreement and action across religious divides. Charities from different religions can often co-operate. The work of the Wolverhampton Council of Faiths is a good example to study. 	<p>I can describe some ways religion makes a difference locally (many)</p> <p>I can link my understanding of religion to my neighbourhood and to the wider community (many).</p>	<p><i>There is potential for a rich connection with the skills if the geography curriculum in this unit.</i></p>

Which religions are found in our local area, town, city and region?			
<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>Lesson theme - investigate which religions are represented in the school's local area</p> <ul style="list-style-type: none"> • 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. • Suggestion 1 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. • Suggestion 2 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 Wolverhampton or the region where religious diversity is clearly seen. <p>Things to think about using the photos taken include:</p> <ul style="list-style-type: none"> • How is the building used? How long has it been here? Who built it and why? • What services are there and at what times? • How do people in the community know what's happening? • What artefacts / symbols are used and why? <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>I can make a descriptive record of which religions are represented in the local area or a local town (many)</p> <p>I can say which places of worship are found in my community and describe how they are used (many).</p> <p>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 (some).</p>	<p>Cross curricular link to ICT: <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>Cross curricular link to Geography: <i>Using maps, and possibly contrasting localities if local area does not have a range of places of worship from different religions</i></p>

Golden Rule and Silver Rule: what are they, and why are these rules found in so many religions?

Pupils will be taught that the 'Golden Rule' is found in many religions and worldviews and can guide our moral choices to help us decide what is good and what we should do in any situation

They will be challenged to think about and apply the Golden Rule for themselves.

The Golden Rule in different versions from many religions: why does this happen?

- Begin by asking pupils to think about when they have heard someone say 'and how would you like it if they did that to you?' This is a call to practice the 'Golden Rule.' Share the twelve quotations on the page below (if you feel this is over-complex for your learners, use just 6 of the quotes). The pupils might take all twelve on cut-up cards and organise them into 'the four we like best, the four we think are hardest to understand, the four we are not sure about.' Or some similar pattern. This encourages discussion of the meanings.
- Teach the pupils that these versions of a rather similar rule come from different religions, from thousands of years ago, in places thousands of miles apart. Why are they so similar? Ask the class: why do you think this 'Golden Rule' of treating others as we would like to be treated is found in so many different religions? Which form of the Golden Rule do you like best?
- Teach them that some people call the negative form ('Don't do to others what you don't want done to you') 'The Silver Rule.' Can they suggest why? Is it because doing no harm comes first, and is followed by doing good?
- To help pupils to apply the Golden Rule, ask them what they think would change if everyone followed the rule in a] their friendship group, b] their class, c] their town, d] the whole world. Make lists of what would change and consider if there are any ways we could make this happen.
- Ask the children if they can imagine a song based on the Golden Rule. Give them a chance to try out an idea or two. There are many musical versions of the Golden Rule: play this one by Billy Bragg to the class, <https://www.youtube.com/watch?v=UdxBdl0JTyQ> Compare this with the song by Rhona Vincent <https://www.youtube.com/watch?v=cl4wgG9ul3Y> .

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- Explain beliefs about how human behaviour can be ruled by the idea of 'treating others as you would like to be treated' - the Golden Rule.
- Compare their ideas about treating others well respect for all with those studied from different religious sources
- Apply the teaching of the Golden Rule for themselves to different scenarios,
- Give examples of the impact of inter faith work in our community
- Raise questions about how we can be a more tolerant and respectful community, suggesting answers and applying the Golden Rule.

- Then consider whether they would like to write lyrics for a song about the Golden Rule to a popular tune they already know. Encourage some fun and some performance. These two are very simple versions (but the two above have a bit more complexity and value maybe):
https://www.youtube.com/watch?v=BnhMZpE_rfo and
<https://www.youtube.com/watch?v=JBsPQv6IXjA>
- **2-Way cartoons:** To give pupils the chance to think about applying the golden rule, ask them to draw a cartoon, in two panels. In one panel, someone applies the Golden Rule. In the other, someone spectacularly breaks the Golden Rule (that will probably be the funny one). Arrange a cartoon gallery for others to see from the pupils' work. Examples: I find a lost purse with £200 in it. Either I find the owner and return it, or go on a mad spending spree. I see someone fall off their bike. Either I go to help them up and make sure they are OK or I steal their bike.
- **British values and the Golden Rule.** Consider these five sentences with pupils: Which ones do they agree with?
 - "Treating others as you want them to treat you is a democratic thing to do because it means each person counts for one in the community."
 - "We are all free, and nobody wants to be trapped or imprisoned. So our own feeling of loving freedom should help us to see that everyone else also deserves to be free."
 - "Do to others what you want done to you means that if you want your religion to be respected, you should respect other people's religions just the same."
 - The Silver Rule says 'don't hurt others, because you don't like being hurt yourself.' At the very least, we should accept people who are different and not harm them."
 - If you make rules and laws that apply to everyone just the same, prince or beggar, then that puts the golden Rule to work in the whole country."

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	<ul style="list-style-type: none"> • The 5 sentences apply to Golden Rule to the 5 British Values of democracy, individual liberty, respect for diversity, tolerance and the rule of law (in that order). • The Golden Rule in Pupil's Art: To draw the learning together, set up an Art activity in which pupils express their understanding of the meaning of the Golden Rule. Pupils might review examples done by other children in their age group and first sketch, then create their own painting to show the Golden Rule in action. See the Spirited Arts website below for examples. • RESOURCES: The NATRE Spirited Arts Gallery has lots of fine work on this theme: http://www.natre.org.uk/about-natre/projects/spirited-arts/art-in-heaven/2014/?ThemeID=60 RE Today published two books, one primary and one secondary, on 'Codes for Living' in different religions and beliefs. See these at the RE Today webshop: http://shop.retoday.org.uk/ Humanism for Schools provides excellent resource for non-religious ways of living, including material on the Golden Rule, examples at: http://humanismforschools.org.uk/teaching-toolkits/toolkit-3-teaching-notes/ • Some publishers make posters of the different versions of the Golden Rule. But rather than spend money on these, ask your pupils to design their own, researching examples from the web and then using religious symbols and calligraphy. It would be great to get 7-8 year olds to judge the work of the 10-11 year olds from this! 		
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Some expressions of the Golden Rule and related ideas from different religions and beliefs

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

Is our city typical of the ways in which religious communities are spread out around the UK?

Pupils will learn that Wolverhampton is a dense city environment and a migration centre, and has been for over 60 years.

They will consider how this makes our city rich in culture (music, food, sport, friendship and so on) and diversity,

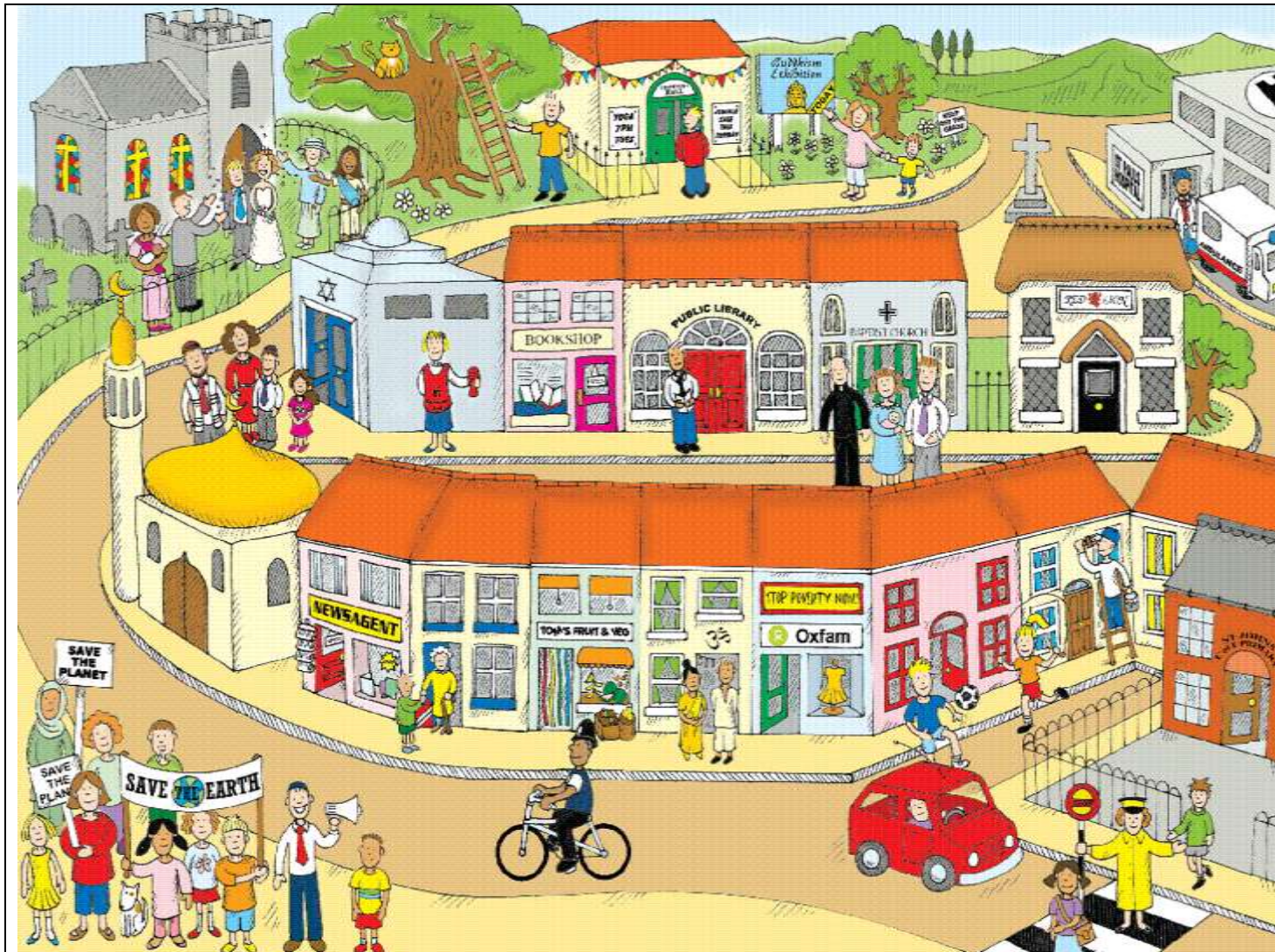
What are the big differences between a part of England where religious traditions are mainly Christian, and an English neighbourhood where many other religions are very common?

- For example, pupils could compare life in a local village and compare it to a nearby major town or city (Wolverhampton of), in religious terms. Pupils could write and discuss lists of similarities and differences between their own locality and one chosen because it is religiously very different. Use the picture on the following page, and the activities that go with it.
- 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.
- Use photopacks of each of the religions: ask pupils to discuss and choose 4 pictures from ten that sum up each religion, and one from each religion that shows how it contributes to the whole community.
- Ask pupils to choose in groups 10 photos that show 'religion in Wolverhampton' and ten others that show 'religion in ' or 'Religion in the countryside' What are the differences? What is good about each setting? Where do people learn the most?
- Teach pupils about religious buildings. You could get them to guess first of all – in the UK, roughly how many Churches, Mosques, Mandirs, Gurdwaras, Synagogues, Buddhist viharas? Answers: about 50 000 Christian congregations. About 1800 mosques (all built in the last 150 years), about 400 Mandirs, about 450 synagogues, over 300 Gurdwaras.
- Teach pupils about RE itself and other examples of inter-faith activity. In France or the USA there is no RE in schools. In many countries children only learn about their own family's religion in school. But here in the UK we all learn about each other's religions and worldviews. Why might this be a good thing? Can the class come up with ten reasons why our way of RE is good? How does RE itself make for a more respectful community?

Most pupils can

- Explain beliefs about the value of religious and cultural diversity in their local community
- Compare their ideas about respect for all with those studied
- Give examples of the impact of inter faith work in our community
- Raise questions about how we can be a more tolerant and respectful community, suggesting answers

Overlaps with geography and children learning from demographics are easy to build in this lesson.



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

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

Given a large copy, pupils might:

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

There are many more good learning suggestions in the book.

How does a Mandir help people to worship? What difference does worship and belief make to Hindu's everyday lives? What else happens at the Mandir?

To use the visit to develop the children's understanding of the difference that believing and worshipping makes to the lives of religious people.

The Shri Durga Bhavan pictured here is one of half a dozen Mandirs in Wolverhampton See their website for details.



Assessment Task / Lesson theme-to reflect on the visit experience and answer the key questions

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:

1. Building
 2. Services
 3. Links to the community
 4. Artefacts/symbols used
- 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)
 - 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.
 - Groups send an envoy to another different group and add any extra information from them.
 - 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.
 - Sketches from trip, video clips or sound recordings could be reviewed and included at this point
 - Use computer to add information to the presentations or the children could write up their work by hand
 - Review and evaluate presentations. Answer key questions.
 - Assess children's responses, written and verbal, throughout these activities.

I can work with others as a team to make a leaflet (all)

I can describe three things in a mandir and how they help a Hindu to worship (many)

I can show that I understand some key features of a mandir and outline the meaning of Hindu worship through writing an information leaflet (some)

Advice on stilling activities: there are lots of introductory books: Try 'Reflections' by Rosemary Rivett, RE Today.

'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

A useful photo story is available to buy (£2.50) on the RE Today Website: 'Shivam's Secret' is about a boy whose life is changed by what he does at the Mandir.

What are the key features and artefacts in a Christian church?

To explore a virtual Christian church in preparation for a visitor.

To learn to question and raise questions about religion

Local churches and chapels are just as suitable for this work as the large or ancient cathedrals.

The Fountain of Grace Church in Wolverhampton, a member of the national group of RCCG (Redeemed Christian Church of God) can be researched here: <http://www.rccguk.org/parishes/england/Wolverhampton/fountain-of-grace/about>

Lesson theme--explore the key features and artefacts of a more familiar place of worship: generate questions and suggest answers

- 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. Modern and contemporary churches may use a band, screen, projector and light show for worship: be aware of the diversities. One website giving a local flavour to the work is <http://www.wv11.co.uk/worship/>
 - 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.
 - 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.
 - 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?
- Sort all thoughts or unanswered questions into key areas [as with the Mandir].
- Building
 - Services
 - People
 - Questions of meaning
 - Links to the community
 - Artefacts/symbols used
 - New words and ideas
- 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. Making RE a 'find out' subject is important in building interest and enthusiasm.

Can children raise questions and suggest answers?

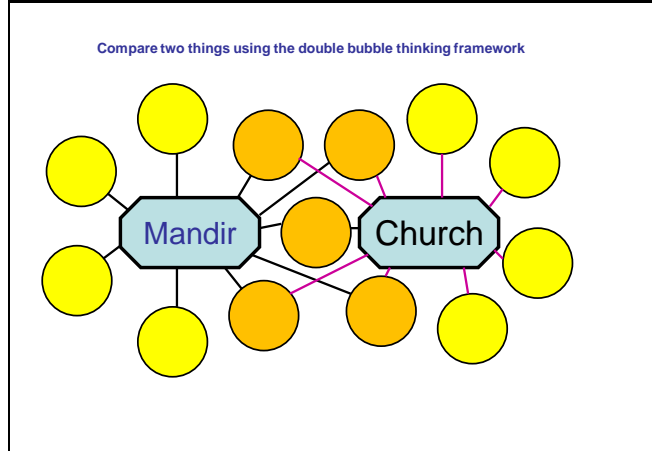
I can describe what happens at a church (all)

I can ask good questions and suggest answers. (many)

I can make links between what I've learned about Mandirs and Churches and other sacred places (many)

Image Focus activity:
 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.

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.
 A template is shown below.



How does a church help people to worship? What difference does believing makes to worshippers every day lives? What else happens at the church?

<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>	<p>Lesson theme- investigate how a church helps Christians to worship</p> <ul style="list-style-type: none"> • Before: Remind children of key question we need to answer. Distribute a selection of questions devised last week to children. • 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. • 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. • <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. • <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. • Introduce 'Double Bubble' thinking skills activity on Interactive Whiteboard ready for the following activity. Explain how it will help to compare a Hindu and a Christian place or worship. 	<p>Can children use information provided by a visitor to answer key questions?</p> <p>I can recall what a visitor has told us and sort the information simple (all)</p> <p>I can raise questions about religion for myself and make links between different aspects of the faith (many)</p> <p>I can understand how and why Christians find the community of the church so important, and how shared belief makes a difference to life (some)</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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How are two religions so different but still have some important similarities?			
<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>	<p>Lesson Theme- Reflect on how a place of worship makes a difference to believers. Recognise some similarities and differences between religions.</p> <ul style="list-style-type: none"> • 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. • 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? • 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"> ○ prayer (talking to God). ○ experiencing God (getting to know him), ○ celebrating (saying thank you) ○ fellowship (friendship with other believers) ○ service (doing something to help the community) ○ generosity (giving time or money to help others) • 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. <p>Religions: similar and different</p> <ul style="list-style-type: none"> • 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? 	<p>Can children use their knowledge and understanding to compare two places of worship using a Double Bubble diagram?</p> <p>I can say what you would find at a Mandir and a Church (all)</p> <p>I can show how two places of worship are different and explain the ways they are the same (many)</p> <p>I can show I understand the contributions faith communities make to local life (some)</p> <p>I can explain the meanings of ideas like 'worship', 'celebration' and 'inner peace' for myself (gifted and talented)</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 is the basis of this idea.</i></p>

What makes people more respectful? How can we live in harmony?

<p>Deepen their understanding of respect through thinking about their own behaviour and linking it to religious difference</p>	<p>How can respectful attitudes be built up?</p> <ul style="list-style-type: none"> • This lesson uses the general concept of 'politeness' applied to religious diversity. It is worth spending time on the links to social and emotional aspects of learning here. • Ask pupils to imagine Hindus visiting the church and Christians visiting the Mandir (or give two other examples of mutual visiting between religions) How would they feel? Might they be anxious, or feel at home? Curious? Comfortable? Out of their depth or in tune with what is happening? Why? Would they recognise some things? • Being a polite visitor. 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. • A charter for peace between religions. 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 villages and towns in our area? Pupils can make links between how we treat each other and the idea of a respectful village or town. They should be encouraged to deepen their understanding of respect through thinking about their own behaviour and linking it to religious difference. Pupils can develop their own understanding about making a more respectful village or town, in the light of what they have learned. <p>CONTINUED</p>	<p>Pupils can make links between how we treat each other and the idea of a respectful village or town (many)</p> <p>Pupils can develop their own understanding about making a more respectful village or town, in the light of what they have learned (some)</p>	<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></p>
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	<ul style="list-style-type: none"> • Here are nine suggestions for the 'Charter for Peace' – it may help pupils to think for themselves first, but then to make use of these ideas for their own work. <table border="1" data-bbox="387 260 1612 826"> <tr> <td data-bbox="387 260 795 448">Everyone goes to visit everyone else's religious buildings while they are at school</td> <td data-bbox="795 260 1202 448">We can see programmes on TV and social media that tell us more about each other's religions and beliefs</td> <td data-bbox="1202 260 1612 448">All religious communities are allowed a couple of days for their annual festivals - like we do for Christmas and Easter</td> </tr> <tr> <td data-bbox="387 448 795 668">Everyone should be given the right to live out their own religion in the ways they want to as long as it does not harm anyone else.</td> <td data-bbox="795 448 1202 668">'Hate speech' – saying something that is hateful about other people – is banned by law.</td> <td data-bbox="1202 448 1612 668">Open debate and disagreement between people are encouraged, but it is done politely.</td> </tr> <tr> <td data-bbox="387 668 795 826">Listen – really listen – to what people with different beliefs have to say about their lives.</td> <td data-bbox="795 668 1202 826">In school RE we all learn about each others' religions, not just about our own beliefs.</td> <td data-bbox="1202 668 1612 826">No one suffers from discrimination because of their religion when it comes to getting a job.</td> </tr> </table>	Everyone goes to visit everyone else's religious buildings while they are at school	We can see programmes on TV and social media that tell us more about each other's religions and beliefs	All religious communities are allowed a couple of days for their annual festivals - like we do for Christmas and Easter	Everyone should be given the right to live out their own religion in the ways they want to as long as it does not harm anyone else.	'Hate speech' – saying something that is hateful about other people – is banned by law.	Open debate and disagreement between people are encouraged, but it is done politely.	Listen – really listen – to what people with different beliefs have to say about their lives.	In school RE we all learn about each others' religions, not just about our own beliefs.	No one suffers from discrimination because of their religion when it comes to getting a job.		
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<p>Develop understanding of the idea of community harmony through examples of how people get along together.</p>	<p>Can we live in harmony, even though we are different? What makes for a community in harmony?</p> <ul style="list-style-type: none"> • 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. • Speculate: 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. 	<p>Pupils can respond sensitively to an example of harmony or conflict (all)</p> <p>Pupils can make links between their own attitudes to others and the need for harmony (many)</p> <p>Pupils can apply ideas like community harmony thoughtfully for themselves (some)</p>	<p><i>Citizenship and PSCHÉ work are connected to this activity.</i></p>									

What can we learn from religion about harmony where we live?			
<p>Explore and deepen learning about the idea of community harmony expressing their own ideas.</p> <p>Develop and use skills of self expression, argument and debate.</p>	<p>Can our community be more harmonious?</p> <ul style="list-style-type: none"> ▪ Who is 'us' and who is 'them'? Give pairs of pupils a long and diverse list of membership groups: soccer fans, Catholics, British, Africans, Europeans, asylum seekers, children, pensioners, workers, mothers, males, females, comic book fans, married people, single people, divorced people, English, Irish, Welsh, Scottish, travellers, Europeans, Christians, Muslims, Atheists, Disney fans, gangs, Scouts + Guides, gay people and straight people, country people, townies, children, young people, older people and so on. Ask them to sort out who is 'us' and who is 'them'. Don't expect them to know what all these terms mean, but raise in the discussion that perhaps 'us' is everyone human. ▪ Remind the pupils of what they learned about the 'Golden Rule'. Consider whether it has to apply to groups who we think are 'them' as well as to groups we think are 'us'. Discuss why the Golden Rule is for everyone equally (otherwise it doesn't make much sense!) <p>Flagging up the human unity</p> <ul style="list-style-type: none"> ▪ 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'? Make a symbol or design a flag that is not just for one group, but for all humanity. ▪ Are we all the same underneath? 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. ▪ If you were elected Mayor... Ask pupils to think about what they would do for their community if they were in charge, to promote good relations between different communities, they might plan a speech and you could even run a mock election. If you do, get pupils to work in a small team of 4-6 and prepare a speech for one of them to give. Run the speeches from different groups as an assembly, or for a class debate. If you want to, send the speeches to a local MP, Councillor or to the 'Mayor' (if there was one). <p>CONTINUED</p>	<p>Pupils can identify some things that make it easy for people to live together (all)</p> <p>Pupils can describe what a harmonious community is like (many)</p> <p>Pupils can show understanding of the impact of ideas about harmony on our city for themselves (some)</p> <p>Pupils explain why harmony is difficult to achieve and express ideas about why it matters for themselves (gifted and talented)</p>	<p><i>PSHE and Citizenship work is easily connected to this activity.</i></p> <p><i>This work actively promotes the British values of tolerance and respect for all</i></p>

	<p>▪ The speech might use sentence starters like these (encourage pupils to develop ideas of their own!):</p> <table border="1"> <tr> <td data-bbox="387 215 801 419"> <p>Wolverhampton is a great town, but some people don't get shown much respect, for example...</p> </td> <td data-bbox="801 215 1216 419"> <p>One thing we could all do to make Wolverhampton more harmonious is...</p> </td> <td data-bbox="1216 215 1630 419"> <p>When people are disrespectful to others, then what needs to happen is...</p> </td> </tr> <tr> <td data-bbox="387 419 801 624"> <p>Different religions say we should live in peace, but they don't always practice what they preach...</p> </td> <td data-bbox="801 419 1216 624"> <p>I think the Mayor needs to change a couple of things about Wolverhampton...</p> </td> <td data-bbox="1216 419 1630 624"> <p>The truth is that we can all make a difference in Wolverhampton if we...</p> </td> </tr> <tr> <td data-bbox="387 624 801 825"> <p>It's very important for Wolverhampton to be more respectful because...</p> </td> <td data-bbox="801 624 1216 825"> <p>Different religious groups could help make Wolverhampton harmonious by...</p> </td> <td data-bbox="1216 624 1630 825"> <p>Wolverhampton is a great town, and we can make it even more harmonious if only we will...</p> </td> </tr> </table>	<p>Wolverhampton is a great town, but some people don't get shown much respect, for example...</p>	<p>One thing we could all do to make Wolverhampton more harmonious is...</p>	<p>When people are disrespectful to others, then what needs to happen is...</p>	<p>Different religions say we should live in peace, but they don't always practice what they preach...</p>	<p>I think the Mayor needs to change a couple of things about Wolverhampton...</p>	<p>The truth is that we can all make a difference in Wolverhampton if we...</p>	<p>It's very important for Wolverhampton to be more respectful because...</p>	<p>Different religious groups could help make Wolverhampton harmonious by...</p>	<p>Wolverhampton is a great town, and we can make it even more harmonious if only we will...</p>		
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