

KS5 RE What is good and what is challenging about being a teenage Sikh/ Buddhist Muslim in Britain today?

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Autumn Year 1

Believing Topic: Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Know about and understand a range of religions and worldviews.

Express ideas and insights about the nature, significance and impact of religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

Key elements	Worship and identity, Belonging to a religion, Worship and Devotion, Sacraments and other signs of belonging				
	B2 P4-6	B2 P7-8	B2 step 1	B2 step 2	B2 step 3
Subject specific knowledge	<p>To know their preference between two items</p> <p>To know there are different religions</p> <p>To know a picture story from Key religions</p>	<p>To know the importance of rituals and routines within key religions</p> <p>To know symbols and artefacts linked to key religions</p> <p>To know what is special to them</p> <p>To know what makes them happy/ sad</p> <p>To know who is special to them</p> <p>To know some of the features of a church</p> <p>To know simple facts about Key religions</p>	<p>To know that places of worship are special places to religious communities</p> <p>To know that people have an effect on their surroundings</p> <p>To know the definition of family/ community</p> <p>To know some key beliefs of Key religions</p> <p>To know how simple artefacts are used.</p> <p>To know some things people of key religions may have at home</p> <p>To know some religious celebrations</p> <p>To know the holy books of key religions</p> <p>To know some religious symbols</p> <p>To know who key religions follow and</p>	<p>To know following a religion is a way of life for believers</p> <p>To know we make choices based on our beliefs and values.</p> <p>To know why holy books are so important to religious communities</p> <p>To know what inspires them</p> <p>To know some religions share beliefs</p> <p>To know the meaning of some religious symbols</p> <p>To know beliefs and practices Key religions</p> <p>To know what is good about being a teenager Sikh, Buddhist and/ or Muslim in Britain today appraise what challenges are involved</p>	<p>To know that worship can be a communal or individual activity</p> <p>To know that faith can make a huge difference to a believer's life</p> <p>To know that religion is a way of life for some believers.</p> <p>To have a good understanding of the rules and guidance of key religions.</p> <p>To know links between religious stories, beliefs and practices</p> <p>To know a range of religious beliefs, symbols and actions showing links between different religions including rules for living and forms of worship</p>

			<p>their leaders</p> <p>To know how Muslim, Buddhist and/ or Sikh teenagers express their faith in Britain today</p>		<p>To know how religious beliefs, practices and forms of expression influence individuals and communities</p> <p>To know similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p> <p>To know the significance of beliefs, practices and forms of expression to individual members and faith communities</p> <p>To know different ways of life and ways of expressing meaning including rules for living and forms of worship</p>
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<p>Subject specific skills</p>	<p>Is able to use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings Say who are their friends</p> <p>Is able to use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p>Is able to participate with help in caring for their surroundings Recognise music from key religions</p> <p>Is able to use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p>Is able to listen to, and begin to respond to, familiar religious stories, poems and music</p> <p>Is able to make their own contribution to festivals and</p>	<p>Is able to communicate ideas, feelings or responses to experiences or to religious stories</p> <p>Is able to recognise and name some of the symbols and artefacts of Key religions.</p> <p>Is able to communicate their feelings about what is special to them</p> <p>Is able to reflect on what makes them happy, sad or excited</p> <p>Is able to say who is special to them</p> <p>Is able to recognise some of the key features of a Church</p> <p>Is able to listen to, and begin to respond to, familiar religious stories, poems and music</p> <p>Is able to communicate simple facts about religion and important people in religions.</p>	<p>Is able to identify aspects of their own experience and feelings, and what they find interesting or puzzling and of value and concern to themselves in the religious material studied</p> <p>Is able to identify what is involved belonging to a family/ community</p> <p>Is able to make simple comparisons</p> <p>Is able to ask questions about religions</p> <p>Is able to identify key religious beliefs</p> <p>Is able to make observational drawings of parts of a place of worship</p> <p>Is able to identify some special things that religious people might have or do at home.</p> <p>Is able to state some religious festivals. Explain the main meaning behind a celebration Identify main holy days in the key religions</p>	<p>Is able to ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p>Is able to recognise their own values and those of others.</p> <p>Is able to describe some of the key beliefs of the key religions</p> <p>Is able to identify some key religious symbols</p> <p>Is able to recognise their own values and those of others.</p> <p>Is able to give basic reasons why a place of worship is a special place.</p> <p>Is able to describe the main features of a place of worship</p> <p>Is able to explore the</p>	<p>Is able to identify what inspires them, making links between aspects of their own and others' experiences. Compare key features of Christian religion to other religions</p> <p>Is able to describe the key features worship in key religions Know where worship takes place</p> <p>Is able to use research skills to find out about a place of worship</p> <p>Is able to explore how places of worship are used by the community</p> <p>Is able to explain the significance of some religious Festivals.</p> <p>Is able to respond thoughtfully to a piece of religious music and/ or text that inspired them</p>
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	celebrations.		<p>Is able to talk about issues of good and bad, right and wrong arising from stories</p> <p>Is able to ask question about believing in God and offer some ideas of their own.</p> <p>Is able to give examples of some challenges faced by Muslim, Buddhist and Sikh teenagers today</p>	<p>difference between 2 religious buildings.</p> <p>Is able to use a camera to record a visit</p> <p>Is able to identify the main ways religious people celebrate festivals.</p> <p>Is able to describe the main practices associated with worship in key religions</p> <p>Is able to make links between what religions teach and what followers believe and do</p>	<p>Is able to answer What does it mean to be Christian, Muslim, Hindu in Britain today from different perspectives, including their own?</p> <p>Is able to investigate and explain what Sikh, Buddhist or Muslim teenagers say about Western values and express their own views</p> <p>Is able to explain how ancient spiritual practices still sustain believers.</p> <p>Is able to offer explanations to account for how and why teenagers have to hold multiple religious and social identities in a diverse society</p> <p>Is able to examine and evaluate British society's treatment of immigrant religious groups</p>
<p>Suggested teaching activities</p>	<ul style="list-style-type: none"> • Sensory stories • Listen to music • Reenact celebrations • Listen to cermans • Explore artefacts • Explore picture stories • Role play • Dress up • Match artefacts to pictures • Visit Church 	<p>□ Ask Sikh, Muslim or Buddhist teenagers in your class the unit question! Do this discretely and without being demanding on students to 'represent' their community.</p> <p>□ Buddhists: Check out websites designed for Buddhist teens, such as ClearVision, created by Triratna, a Western Buddhist organisation. Many teens find meditation helps with stress. Try a mindfulness exercise to calm the mind. Find out why Buddhists practice meditation and mindfulness. How far could such practices be useful to all teenagers, Buddhist or not? Is mindfulness a religious practice or can it be 'neutral'?</p> <p>□ Buddhists: Learn the Buddhist view that the root cause of all unhappiness is craving. Compare to the offers of happiness in TV adverts and magazines. Find out how a Buddhist finds happiness in a materialist, consumerist country like Britain.</p> <p>□ Muslims: Consider the question: what is British Islam? E.g. Find examples of British Muslims creating contemporary media forms, such as British Muslim TV, whose tagline is 'confidently Muslim and comfortably British'. Browse through their programme list to see how British Muslims are exploring their faith in a Western context.</p> <p>□ Muslims: Look at Muslims who tackle Islamophobia, such as American photographer Ridwan Adhami (ridzdesign.com). What</p>			

		<p>stereotypes can the class see in his work? Conduct a media survey for a week; what stereotypes of Muslims can the class find in the media they encounter? How could British Muslim teenagers combat stereotypes about them? How do they?</p> <p>NB: Be prepared to address the question of violent fundamentalist groups commandeering Islam, such as IS and Boko Haram, etc. Be prepared to discuss mainstream Muslim rejection of their actions.</p> <p>□ Sikhs: Find out about what it means to become amritdhari in Sikhism. Use the 'British Sikh Report 2015' online, a quantitative analysis of the attitudes and actions of the British Sikh community. List the ways Sikhs view life in Britain as good, and ways Sikhs make a positive difference to life in Britain.</p> <p>□ Sikhs: Find out about Gurmurkhi, the language developed by Guru Nanak so people from all castes could read the Sikh scriptures. However the 2014 BSR notes that only 26% of British Sikhs can understand Gurmurkhi or Punjabi (2014, p.23). To what extent is this a challenge for Sikh teenagers; are they losing touch with their roots, or putting down new ones? Devise a diagram of the multiple identities of British Sikhs.</p>
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Evidencing Work

There must be a **balance** between practical and worksheet based work. Each new skill must be taught using practical style lessons with the use of physical resources.

Online resources

Re today

www.retoday.org.uk/syllabus-resources Password: ASyllabusRET!

Resources in school

Sikh
 Items:
 Doll
 Clothing/ Scarves
 Teapot
 Plates (x2)
 Stick
 Assorted Sized Candle Holder (x3)
 Tinsel Decoration
 Photos
 Bronze Symbol
 Sikhism Work Pack
 Coloured Portrait
 Pupil-Created Question Booklet

Buddhist
 Items:
 Incense
 Wooden Beads (x3)
 Rose Water
 Hand Cranking Prayer Wheel (X3)
 Scarves (X3)
 Dolls (2x large, 1x medium, 1x small)
 Holy Book Stand (x2)
 Incense Burner (7x small, 7xmedium, 1x large in tin)
 Arts/ craft resources (x4)
 Wooden Beads (x3)
 Bell
 Statues (x2)
 Ceramic pot
 Bag
 Tapestry
 Cassettes (X2)
 Buddhist Collection
 Books/ Documents:

Islam:
 Items:
 Kufi cap (x2)
 Flag of Pakistan (x2)
 Henna Powder
 Beads (White)
 Beads (Wooden)
 Bag
 Scroll in a pouch
 Gold temple
 A gift for life
 Blue bag.
 DVD's:
 The message of Islam
 The miracles of our life
 The miracles of the Qur'an
 The final prophet
 The secret
 Books/ Documents:
 The Holy Qur'an
 The Noble Qur'an
 Ramadan
 Photopack: Islam

	<p>Teacher Notes Buddhist scripture Buddhism info sheet</p>	<p>The Life of the Prophet Muhammad Muhammad: The messenger of Allah Answers to the Non-Muslims' Common Questions about Islam Who is Allah & his Prophet A Brief Illustrated Guide to Understanding Islam Imran Learns about Allah You must know this man Islam at a Glance The Qur'an (Heinemann) Our Culture: Muslim Imran Learns about Ramadan Imran Learns about the Qur'an School Worship File: Islam Muslim Artefacts Teaching Pack The Qur'an & Modern Science The Prophet and the Blind Man Islam: the FAQ's 3 men: 1 mission Disbury Mosque details Eid cards (x4) Photo pack</p>
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