

KS5 RE

Is religion a power for peace or a cause of conflict in the world today? *Christians, Muslims and/or Jewish people.*

S. Moloney

Spring Year 2

Living 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.

RRS – UNCRC Relating Articles (Use within your teaching and planning)

- Article 8 (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.
 - Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Subject curriculum intent:	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.	
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome
Students should have an understanding of the three main faiths – Christianity, Islam and Judaism and the key beliefs within. They should have an understanding of sacred books, sacred texts, and sacred places and sacred times relating to each religion, as well of knowing why these are sacred. Students should show an understanding of the meaning of at least one story from each religion and should be able to relate the teachings of these sacred texts to their lives - knowing how to care for others and our world.	Students should show an understanding of how people of different religions perceive God and how they show their faith. Students should be able to talk about how this may be different in a modern society, what this may mean for people growing up in Britain today, and how religion may help people at different stages of their lives. Students will be to identify a religious festival for Christianity, Islam and Judaism, and will	Students will have an understanding of the challenges faced by people of different religions within society today. Students will delve deeper into what it means to be religious, and the affects religion can have on a person's life. Students will look into big questions surrounding religion's effect on the happiness, suffering, war, and peace that exists in society. Students will look at what living by religion may mean, and whether this means needing to obey all teachings in the sacred book, or by allowing religion to fit around the individual. Students will be able to discuss how they feel about religion, and

		show an understanding of why these are important within each faith.	should show an unbiased understanding of both religious and non-religious beliefs.	
Intent for this topic:	Students will have an understanding of different faiths. They will be exposed to how people feel about different religions, and the effects religion can have on people sense of self and community. Students will be exposed to various resources and stories that show how religion can be peaceful or a cause of conflict, and how people may read into these stories. Students should show a balanced understating of the effects of religion, yet should be encouraged to be open about their beliefs and how religion affects them.			
Core vocabulary needed for this subject/topic:	Christianity, Christians, Bible, Church Judaism, Jewish, Torah, Tenakh, Synagogue Islam, Muslim, Qur'an, Mosque Buddhism, Buddhist, Buddha, Temple, Tipitaka			
Vocabulary pupils will have accessed in other topics or subject areas:	Routine, tradition, values, tradition, ritual, teachings,			
Key vocabulary taught within this topic:	Suffering – emotional, physical, existential, contrast, compare, philosophy, Dukkha, Tanha			
Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	RE	Who is a Christian/Muslim/Jewish person and what do they believe?	Thoughtout KS3 in the Autumn terms.	Students will have an understaind of each religion. They will show understanding of the teaches of each religion and what people of each religion may believe. This will allow them a good base to begin to look at how religion influences different parts of life.
KS3	RE	How should we care for others and the world, and why does it matter?	Year 2 Summer	Students will hae anunderstading of how God created the world, and how it should be ooked after. Students will be given information around how God expects us to loko after the orld, and how to treat those within it. Studets will know how some religiois teachings guide people in making motal decisions.
KS5	RE	Why is there suffering? Are there any good solutions?	Year 1 Spring	Students will be able to contrast two views as to why people suffer and be able to support these views using religious texts. Students will show an understanding as to whether religious answers to suffering are universal, and weigh these up against non-religious answers. Student should be able to offer some reasons for arguing that religions exist to help humans cope with suffering, fear and despair.
Links to other subjects: PSHE				

Key elements	B2 P Step 4 - 6	B2 P Step P7 - 8	B2 Step 1	B2 Step 2	B2 Step 3
	Pupils use single elements of communication [for example, words, gestures, signs or symbols, to express their	Pupils listen and respond to religious stories, understand the needs of other religious people and respect them, communicate simple facts	Pupils use some religious words and phrases to recognise and name features of religious life and practice.	Pupils use religious words and phrases to identify some features of religion and its importance for some people.	Pupils use a developing religious vocabulary to describe some key features of religions,

	<p>feelings] They show they understand 'yes' and 'no'. They begin to respond to the feelings of others [for example, matching their emotions and laughing when another pupil is laughing] They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.</p>	<p>about religion and people in religion. Begin to realise the significance of religious artefacts, symbols and places.</p>	<p>They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.</p>	<p>They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.</p>	<p>recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.</p>
<p>What matters about peace, conflict and religion?</p>	<p><u>To know</u> their preference between two items</p> <p><u>To know</u> there are different religions</p>	<p>To know that people of different faiths can live in the same location, anywhere in the world</p>	<p>To know some religious and nonreligious ideas, beliefs and teachings guide people in making moral decisions</p>	<p>To know stories in the bible raise issues about good and bad right and wrong</p> <p>To know religion can be seen as a power for peace in the world</p> <p>To know some see religion as a cause of conflict</p>	<p>To know the impact of beliefs on how people decide what is right and wrong, comparing two views (e.g. one religious and one nonreligious; or contrasting religious views, within or between faith traditions)</p>

	<p>Is able to join in with activities by initiating ritual actions or sounds</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</p> <p>Is able to listen to, and begin to respond to, familiar religious stories, poems and music</p>	<p>Is able to find out about aspects of religion through stories, music or drama, answer questions and communicate their responses</p> <p>Is able to communicate ideas, feelings or responses to experiences</p>	<p>Is able to talk about how religions teach that people are valuable, giving simple examples</p> <p>Is able to give examples of how religion can contribute to conflict</p>	<p>Is able to reflect on similarities and differences within and between different religions, worldviews and sacred places</p>	<p>Is able to present initial ideas about why some people see religion as a power for peace</p> <p>Is able to talk about issues of good and bad right and wrong in different religions and also give their own views</p> <p>Is able to suggest ideas about why some see religion as a cause of conflict, supported by evidence</p>
<p>What do different religions teach and do with regard to conflict and peace? (Sikh, Christianity, Islam)</p>	<p>Is able to make their own contribution to festivals and celebrations.</p> <p>Is able to respond to others in group situations and cooperate when working in small groups</p> <p>Is able to carry out ritualised actions in familiar circumstances</p> <p>Is able to begin to respond to the feelings of others [for example, matching their emotions and laughing when another pupil is laughing]</p> <p>Is able to respond to a variety of new religious experiences [for example, involving music, drama, colour, lights, food, or tactile objects]</p> <p>Is able to take part in activities involving two or three other learners</p>	<p>To know that other people have needs and to respect these</p> <p>To know simple facts about religion and important people in religions</p> <p>To know what prayer is and be able to demonstrate</p>	<p>To know how people can lead a religious life</p> <p>To know a key practice of a religion</p> <p>To know ways people show they belong to a group or religion</p> <p>To know some special things a religious believer might have or do at home</p> <p>To know people of all religions can be victims of prejudice</p>	<p>To know how followers of a religion receive guidance on how to live</p> <p>To know how beliefs, practices and forms of expression influence individuals and communities</p> <p>To know of the challenges of commitment to a community of faith</p> <p>To know Sikh, Christian and Muslim ideas about peace with God and with humanity</p> <p>To know the work of Bhagat Puran Singh can be seen as a power for peace in the world</p> <p>To know why Muslims, Christian and Sikhs see their religion as a power for peace in the world</p>	<p>To know why some religious beliefs and teachings are important to believers</p> <p>To know the key features of worship</p> <p>To know that religious beliefs can be expressed in a variety of ways</p> <p>To know that religion is a way of life for believers</p> <p>To know that worship can be individual or a communal activity</p> <p>To know that religion is a way of life for believers</p> <p>To know what having faith means to believers</p>

	<p>They may also engage in moments of individual reflection.</p> <p>Is able to show concern and sympathy for others in distress [for example, through gestures, facial expressions or by offering comfort]</p>	<p>Is able to be sensitive to the needs and feelings of others and show respect for themselves and others</p>	<p>Is able to describe the main practices associated with worship</p>	<p>Is able to suggest why belonging to a community of faith may be valuable, both to faith members and in their own lives</p> <p>Is able to give examples of peace making projects and stories from a range of religions</p> <p>Is able to examples of peace making teachings from Sikh, Christianity and Islam</p> <p>Is able to describe how religious prejudice can contribute to conflict</p> <p>Is able to discuss the following statements 'Religion is a power for peace' and 'Religion can be a cause of war.'</p>	<p>Is able to list different ways people express their faith</p> <p>Is able to present their own and others' views to challenging questions about belonging, meaning, purpose and truth</p> <p>Is able to give examples of peace making projects from different religions e.g. Sikh community, describing the life and work of Bhagat Puran Singh</p> <p>Is able to give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories</p> <p>Is able to explain reasons why reducing prejudice against all religions can be seen as a way to build peace in the world</p>
<p>Do religious communities intend to make peace or war? Why don't they always put their ideals into</p>		<p>To know what is right and wrong in familiar situations</p>	<p>To know that we all make decisions about how we live</p> <p>To know explain that they have choices which can involve right and wrong</p>	<p>To know that religion is a way of life for believers</p> <p>To know that some faiths have expectations of how people behave in a place of worship</p>	<p>To know that religion effects the decisions people make</p> <p>To know what is a jihad, and how the word is often mis-used</p>

action?		<p>Is able to evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences</p>	<p>Is able to display awareness of how their behaviour impacts on themselves and others</p>	<p>Is able to give a considered reason for a difference</p> <p>Is able to give examples of peace making projects Sikh, Christianity and Islam</p> <p>Is able to compare what they feel is right and wrong to their peers</p> <p>Is able to respond sensitively when discussing different faiths</p>	<p>Is able to identify simple moral issues and consider right or wrong, giving a reason</p> <p>Is able to examples of how Christians fail to live out their ideals and sometimes contribute to conflict</p> <p>Is able to give examples of peace making projects from two or more different religions</p>
---------	--	--	--	---	--

<p>Suggested teaching activities</p>	<ul style="list-style-type: none"> • Sensory stories • Listen to music • Re-enact celebrations • Listen to cermans • Explore artefacts • Explore picture stories • Role play • Dress up • Match artefacts to pictures 	<ul style="list-style-type: none"> • Consider examples of conflict in everyday life, its causes and consequences. Is conflict simply part of the human condition? How might your perspective change if you live in part of the world affected by war and violence? • Find out about active non-violence. For example, the city of Luton's annual Peace Walk, where Luton's diverse religious communities visit places of worship and eat together. Why would a Peace Walk be so important for a diverse city like Luton? Is true peace something to be actively sought rather than simply a state of mind or an absence of conflict? • How is peace to be achieved? Find out about the practical work done by a number of religious charities around the world. For example, World Council of Churches, Christian Peacemaker Teams, Muslim Hands or Islamic Aid. Refer to these charities when considering whether peace is essentially a practical endeavour. How does religion inspire these groups? Would these groups exist if wasn't for religion? Does this work require religious inspiration? • Some atheists argue that religion causes conflict. Unfortunately, there is a lot of evidence to back up this claim; for example, find out about anti-Semitic persecution of Jewish people by Christian communities over many centuries. Find out about the accusation of 'deicide' and the 'blood libel', which are religious objections to Jewish people. How far are such instances of hatred also political, territorial and historical as well as religious? How far is saying 'religions cause conflict' sometimes an expression of hostility to religion and lazy thinking? • Students will no doubt ask if the 'Islam' they learn about in RE is the same 'Islam' that justifies atrocities committed by 'Islamic State' or Boko Haram. Be prepared to address violent Islamic extremism and explore where it differs from mainstream Islam. Learning about the conditions of 'lesser jihad' in Islam, where the use of force is permitted, would make a good comparison. Barely any of the actions committed by these militant Islamist groups are justified by Islamic theology. • Compare the conditions of lesser jihad in Islam to Just War in Christianity. Is it a doomed venture to attempt to limit the damage caused by armed conflict? Or is it a pragmatic attempt to see beyond the violence to the possibility of peace?
---	--	---

Online Resources

<https://www.reonline.org.uk/teaching-resources/>

<https://www.retoday.org.uk/uploads/RE%20Today%20Website/SoW%20promo/3-12%20Is%20religion%20a%20power%20for%20peace%20or%20a%20cause%20of%20conflict%20in%20the%20world%20today%20SAMPLE.pdf>

Resources in school (Etna Stock Cupboard)

List of resources can be found here: Resources/ RE Resources/ RE Resources/ Resource List

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.