

# Summer 2024 KS5 RE Should religious buildings be sold to feed the starving? Christians, Muslims and/or Sikhs

Subject curriculum intent:	<p>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.</p> <p>Know about and understand a range of religions and worldviews.</p> <p>Express ideas and insights about the nature, significance and impact of religions and worldviews.</p> <p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>		
End of Key stage intent/outcome			
End of KS3	End of KS4	End of KS5	
Students will be identify things that are important in their lives; ask questions about the puzzling aspects of life; understand that there are similarities and differences between people.	<p>Students will understand that personal experiences and feelings can influence their attitudes and actions;</p> <p>Students will offer suggestions about why religious and non-religious leaders and followers have acted the way they have;</p> <p>Students will ask questions that have no agreed answers, and offer suggestions as answers to those questions;</p> <p>Students will understand that there are similarities and differences between people and respect those differences.</p>	<p>Students will recognise and express feelings about their identities and beliefs;</p> <p>Students will explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers;</p> <p>Students will explain why their answers may be different from someone else's and respond sensitively.</p>	
Intent for this topic:	Throughout this unit, students will delve into the significance of religious structures associated with various faiths, comprehending their importance to believers. They will also gain insight into the substantial costs involved in the maintenance and upkeep of these buildings, as well as the methods employed to raise funds for repairs. This will lead students to reflect on the allocation of resources, pondering whether funds should be directed towards the maintenance of religious buildings or towards assisting those in need.		
UNICEF Rights of The Child	<p><b><u>RRS - UNCRC Relating Articles (Use within your teaching and planning)</u></b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul> <p>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.</p> <p>See the link for a summary of the Rights Of the Child</p>		

[https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC\\_summary-1.pdf?\\_ga=2.257847304.2018](https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018)

Core vocabulary needed for this subject/topic: Church, mosque, gurdwara and chairty

Vocabulary pupils will have accessed in other topics or subject areas: Helping, caring, good choices, reflect

Big Questions  
 Which places are special and why?  
 What makes some places sacred?  
 Why do people pray?  
 If God is everywhere, why go to a place of worship?

**Prior knowledge: what pupils may already have studied**

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
3	RE	Who is a Christian and what do they believe?	Autumn year 1	Symbols of christianity, beliefs, traditions, stories
3	RE	Who is a Muslim and what do they believe?	Autumn year 3	Signs of Islam, basic Muslim beliefs/ceremonies
3	PSHCE	The United Convention on the rights of the world - realising my rights	Autumn year 3	Community, helping others, accepting differences
4	RE	What do people believe about God?	Spring Year 1	Christian and Muslim believes, difference in beliefs

Links to other subjects: History, Geography, English, PSHCE

Equality, Diversity and Inclusion: Pupils will explore rights in a number of context and communities, pupils will be learning about the importance of equality when it comes to people accessing their rights.

Key Elements	Students will grasp the significance of religious structures associated with the focal religions of this topic, acknowledging their importance to believers. They will also gain an understanding of the considerable expenses involved in maintaining these sacred sites and the charitable contributions required for their upkeep. This will prompt students to contemplate the allocation of charity, questioning whether it should
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	prioritise the maintenance of these holy buildings or be directed towards those in need.				
	B2 stepP4 - P6	B2 stepP7 - P8	B2 Step1	B2 Step2	B2 Step3
<b>Subject specific knowledge</b>	<p><b>To know</b> there are different religious.</p> <p><b>To know</b> there are holy buildings.</p> <p><b>To know</b> know people of faith pray.</p> <p><b>To know</b> which holy building belongs to which religion</p> <p><b>To know</b> there are people in need.</p> <p><b>To know</b> a few examples of how to help people in need.</p>	<p><b>To know</b> that each religion has a religious building.</p> <p><b>To know</b> that each religious building should be treated with respect.</p> <p><b>To know</b> that people of faith pray in their religious building.</p> <p><b>To know</b> that people of faith believe their religious buildings are important.</p> <p><b>To know</b> there are people in need that need help.</p> <p><b>To know</b> ways to help people in need.</p>	<p><b>To know</b> why religious buildings are important to people of faith.</p> <p><b>To know</b> what believers do in a religious building.</p> <p><b>To know</b> that believers donate money to look after their religious buildings.</p> <p><b>To know</b> different types of people in need and suggest ways to support them.</p> <p><b>To know</b> religious stories/religious text that support helping people in need.</p> <p><b>To know</b> ways believers donate to people in need.</p>	<p><b>To know</b> why religious building are important to people of faith and how they afford to keep them running.</p> <p><b>To know</b> different ways people of faith practice their religion and how it links to having/taking place in their religious building.</p> <p><b>To know</b> why people of faith give to charity by linking it to religious stories and scripture.</p> <p><b>To know</b> some people believe that people of faith should practice at home so charity can be given to the needy.</p>	<p><b>To know</b> how people of faith justify running religious buildings, although they are expensive to run and manage.</p> <p><b>To know</b> how people of faith help people in need and which religious text/story encourages this.</p> <p><b>To know</b> how to reflect of whether they believe it is good or bad for people of faith to donate money to religious buildings rather than giving it to people in need.</p>
	B2 stepP4 - P6	B2 stepP7 - P8	B2 Step1	B2 Step2	B2 Step3
<b>Subject specific skills</b>	<p><b>Is able to</b> demonstrates a preference.</p> <p><b>Is able to</b> show curiosity in outside world.</p> <p><b>Is able to</b> observe religious patterns.</p> <p><b>Is able to</b> expresses likes and dislikes.</p>	<p><b>Is able to</b> listen to and follow religious stories; they communicate simple facts about religions and important people in religions.</p> <p><b>Is able to</b> talk about what they can see when looking at something.</p> <p><b>Is able to</b> listen to a range of creation stories.</p>	<p><b>Is able to</b> give ideas about the existence of God.</p> <p><b>Is able to</b> identify things they find interesting or puzzling.</p> <p><b>Is able to</b> describe beliefs of Christians in simple terms</p> <p><b>Is able to</b> retell elements of the Christian creation story</p> <p><b>Is able to</b> retell elements of the scientific creation story</p>	<p><b>Is able to</b> identify religious beliefs, teachings and practices and know that some are characteristic of more than one religion.</p> <p><b>Is able to</b> explain why it is important for different people to belong to believe in God</p> <p><b>Is able to</b> show respect to people beliefs</p>	<p><b>Is able to</b> compare aspects of their own beliefs of God with that of others; make links between their own values and their attitudes and behaviours.</p> <p><b>Is able to</b> identify what inspires them, making links between aspects of their own and others' experiences.</p> <p><b>Is able to</b> consider if Gods existence can be proven.</p> <p><b>Is able to</b> Give an account of God's existence using a rational argument</p>

	<p><b>Is able to</b> engage in moments of reflection in group times.</p> <p><b>Is able to</b> take part in activities based on simple questions with support.</p> <p><b>Is able to</b> recognises pictures of familiar religious stories</p> <p><b>Is able to</b> talk about ways in which God is special</p> <p><b>Is able</b> to use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p><b>Is able</b> to recognise religious chant/prayer/text.</p> <p><b>Is able</b> to respond appropriately to simple questions about familiar religious people</p>	<p><b>Is able to</b> say what they believe in.</p> <p><b>Is able to</b> asks and answers questions about the creation of the world</p> <p><b>Is able</b> to identify facts</p> <p><b>Is able to</b> express views and feelings.</p> <p><b>Is able to</b> increasingly able to communicate ideas, feelings or responses to experiences or to religious stories</p> <p><b>Is able to</b> say who is special to them</p> <p><b>Is able to</b> communicate simple facts about religion and important people in religions.</p>	<p><b>Is able to</b> recognise how people can live a religious life</p> <p><b>Is able to</b> know that we all make decisions about how we live</p> <p><b>Is able to</b> make simple comparisons of creation stories</p> <p><b>Is able to</b> ask questions about religions</p>	<p><b>Is able to</b> identify some similarities and differences between people views on how the world was created.</p> <p><b>Is able to</b> ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p><b>Is able to</b> recognise their own values and those of others.</p> <p><b>Is able to</b> explain why some do not believe in God</p>	<p><b>Is able to</b> Give an account of God's existence using a rational argument</p>
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<p><b>Suggested Content for learning: Teachers can select content from these examples, and add more of their own.</b></p>	<p><b>Islam</b>  Recap zakat (charity) in Islam. Consider Qur'anic teachings urging charity, e.g. 'And be steadfast in prayer and regular in charity: And whatever good ye send forth for your souls before you, ye shall find it with Allah' (Qur'an 2:110). Explore the mosque's role in receiving and distributing zakat.  Find out about the work of Islamic Relief. Could it be seen as a 'mosque' of charitable work in the world?  Consider this quote on the Islamic Relief website: 'Zakat is not just a duty on those with wealth, but a right that the poor have over us - we are "those in whose wealth there is a recognised right for the needy and the poor" (Qur'an 70:24-25).' How can zakat be something Muslims need for themselves, rather than something they give for others?</p> <p><b>Sikhism</b>  Find out about a Sikh's three duties: Nam japna, Kirt Karna and Vand Chakna. Discover how each of these is fulfilled in the gurdwara.</p>
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Explain how the gurdwara helps Sikhs in their relationship with God.  
 Debate whether Vand Chakna (charitable giving) is a form of worship.

**Christianity**  
 Find out how much Christian cathedrals cost in upkeep (e.g. Ely £6,000 per day), and explore all the things this money is spent on: maintenance, rare and ancient books, cloths, historical monuments, etc.  
 Explore the spiritual sustenance offered by cathedrals through focusing on famous pieces of art, e.g. Holman Hunt's The Light of the World in St Paul's.  
 Debate the value of spiritual sustenance found in a cathedral over monetary cost.  
 Revisit the unit key question to enable students to show their learning. Weigh up the value to believers and to wider society of both places of worship and charity.

<p><b><u>Suggested learning activities:</u></b></p>	<p>Sensory stories          Listen to music          Reenact celebrations          Listen to sermons          Explore artefacts</p>	<p>Explore picture stories          Role play          Dress up          Match artefacts to pictures</p>	<p>Sequence pictures to tell a story          Talk about artefacts</p>	<p>Caption images          Match artefacts with names            Role play          Multiple choice questions          Comprehension            Retell a story</p>	<p>Storyboard            Discuss significance of artefacts            Closed questions</p>	<p>Discussion explore meanings of stories          Open questions</p>
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<p><b><u>Resources in school (Fiennes Stock Cupboard)</u></b></p> <p>Christianity:</p> <p>Pottery statue of Mary (FRAGILE!)</p> <ul style="list-style-type: none"> <li>• Pottery Chalice + Saucer (FRAGILE!)</li> <li>• Crucifix necklace</li> <li>• Doll</li> </ul> <p>Battery Powered Candles</p> <ul style="list-style-type: none"> <li>• Photos</li> <li>• Bell</li> <li>• Ornaments (x8)</li> <li>• Large, Wooden Crucifix</li> <li>• Mary Statue</li> <li>• Candle x3 (Satchel)</li> <li>• Crucifix x3 Satchel</li> </ul> <p>Books:</p> <p>New Testament and Psalms          Good News Bible          Holy Scriptures          A man with a vision          Christmas          Children's Illustrated Bible</p>	<p>Islam:</p> <p>Items:</p> <p>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.</p> <p>DVD's:</p> <p>The message of Islam          The miracles of our life          The miracles of the Qur'an          The final prophet          The secret</p> <p>Books/ Documents:</p> <p>The Holy Qur'an          The Noble Qur'an          Ramadan          Photopack: Islam          The Life of the Prophet Muhammad</p>
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<p>The Birth of Jesus  Creation  Messiah  Jesus in Galilee</p>	<p>Muhammad: The messenger of Allah  Answers to the Non-Muslims' Common Questions about Islam  Who is Allah &amp; 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 &amp; 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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**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.