



TITLE:

Religion here and now

YEAR GROUP: 5 or 6



***Nottingham City and
County City SACRE RE
Syllabus:
Non-statutory
exemplification***

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About this unit:

This is a special unit in the Nottingham City and County Agreed Syllabus, and is required for all pupils at key stage two. It provides for breadth and balance, and reference to all of the six principal religions in the UK, alongside the studies in depth of three religions at key stage two.

Teachers should plan carefully when the unit is taught, in Y5 or 6, and make reference to the statutory Agreed Syllabus for a full account of the religions to be studied.

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

Given the fact that many children will have studied Judaism in Key Stage One of the Syllabus, reinforcing their learning about Judaism by focusing on Jewish communities in Nottingham and the region is particularly appropriate.

The idea of a local manifestation of religion is not defined in this unit: for some, a city nearby will help to make that definition, but for others, the emphasis may need to be regional. This question of how religions are represented in the East Midlands is worth exploring with pupils, and can make useful links with the concept of a 'region' which pupils will encounter in Geography. There are other obvious links with terminology such as 'neighbourhood' or 'local area' and geographical skills will help pupils to get the most out of this unit of RE.

Where this unit fits in:

This unit will help teachers to implement the Nottingham City and County Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of tolerance and respect for all that focus on the ways religions in the UK today are 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 region like the East Midlands.

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

Religions to study in this unit:

Those found locally and regionally.
E.g. Christianity in the village / town.
Hindu communities in Nottingham.
Judaism in Nottingham and in Leeds.
Islam in Nottingham or Derby.
Sikhism in the city and county of Nottingham or in Derby.
Buddhism in the East Midlands.

KEY STRANDS ADDRESSED BY THIS UNIT

AT 1: Learning about Religion

- Religious practices and ways of life

AT 2: Learning from Religion

- 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 city of many cultures

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 the many religions in the city and county of Nottinghamshire and the wider region, 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. In Nottingham city and county, this attitudinal development is to be founded on good learning about the local community. The city has long and deep Christian traditions, as well as many decades of development for the communities of Jews, Buddhists, Hindus, Muslims and Sikhs. The city and county of Nottingham has an enviable reputation for people's successful living together. Perhaps RE has contributed to this over the years.

There is nothing simple about this unit of work, and teacher may need to do some preparation to make RE's local focus clear and interesting. 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.

Vocabulary + concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific religions: Christianity Judaism Hinduism Islam Sikhism</p> <p>The language of shared human experience: Harmony Plurality Diversity Tolerance Sensitivity Respect Acceptance</p>	<p>Teachers might use:</p> <ul style="list-style-type: none"> • BBC Broadcasts and videos: Watch (faith stories on Judaism and Islam), Pathways of Belief (2 programs on Judaism with programs on Islam and Hinduism from Summer 2001) • Both Folens and Nelson publish some useful picture packs on particular religions. • The Bradford Inter Faith Education Centre (01274 731674) has many useful publications about its local faith communities. • Developing Primary RE: 'Faith stories' edited by Joyce Mackley from RE Today • Exploring a Theme in RE: 'Religion around us' edited by Joyce Mackley, RE Today (many of the ideas in the unit are resourced in this publication, which costs £7.90) • Resources which enable children to gain a better understanding of their own local religious communities e.g. Parish profiles, church newsletters, magazines, notice boards, websites for the Synagogue, Mosque, Gurdwara or Mandir • A visitor from the faith community prepared to answer questions devised by the pupils. <p>Web:</p> <ul style="list-style-type: none"> • The city and county of Nottingham supports this unit with some resources at www.rsresources.org.uk Loans of artefacts and resources are easily arranged. • Online searchable sacred texts from different religions at: www.ishwar.com • There is a very good selection of authentic materials about Islam for children available from the Islamic Foundation in Leicestershire: www.islamic-foundation.com . Story books, audio and video tapes and posters are all useful. • Try www.reonline.org.uk for a good general gateway to RE materials. • Websites for 'virtual places of worship': • www.mandirnet.org – Hindu temples • www.ummah.org.uk – A Muslim gateway site • www.sikhkids.com – A good Sikh site for pupils. • www.jewish.co.uk – A gateway site for Judaism. • www.request.org.uk is a good gateway for usable resources on Christianity.
<p>Contributions to spiritual, moral, social and cultural development of pupils</p> <ul style="list-style-type: none"> • 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 Nottingham city and county and the region. 	

EXPECTATIONS: At the end of this unit:			
<p>Pupils working at level 2 will be able to:</p> <ul style="list-style-type: none"> • Identify the major religions of the city and county of Nottingham • <i>Realise the difficulty of some questions about community harmony.</i> • <i>Respond sensitively to people with a faith.</i> 	<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> ▪ Describe some of the religious diversity of the East Midlands and the UK, referring to people, places and events • <i>Describe the teaching of different religions about respecting all people (AT1).</i> ▪ Identify similarities and differences in aspects of their lives with those of other people of different religions; ▪ <i>Make links between values like respect and tolerance and their own behaviour.</i> • <i>Use religious or spiritual vocabulary such as harmony, celebrating diversity, living in peace (AT1).</i> 	<p>Pupils working at level 4 will be able to</p> <ul style="list-style-type: none"> ▪ <i>Use a widening religious vocabulary to show that they understand the richness of religious diversity in Nottingham and the region</i> ▪ <i>Ask good questions about religious diversity;</i> • <i>Suggest, with reference to particular religions, how these can be answered sensitively.</i> • <i>Apply ideas like respect, tolerance and community cohesion for themselves to some issues of diversity and living together. (AT1).</i> 	<p>Pupils working at level 5 will be able to:</p> <ul style="list-style-type: none"> • Explain the impact of respect for all on community life with regard to religious diversity • Explain some similarities and differences between different religions, and explain how these can be enriching, or a source of conflict • <i>Express well informed and thoughtful views about religious diversity and human unity</i> • <i>Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about respect.</i>

ASSESSMENT SUGGESTIONS

A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best. Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.

Teachers might assess this work by:

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

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

G&T: To extend this work, ask pupils to think about whether the population of the city and county of Nottingham is a model for the whole world: what could we learn from the examples of local people living a harmonious life?

Key questions	LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	<i>Points to note</i>
<p>What can we learn from an enquiry into local religion and national religion?</p> <p>What is good about religious diversity?</p>	<p>Learn about the many plural religious communities found in Nottinghamshire and the region, nation and world.</p>	<p>Religion in the local area: what can we find out?</p> <ul style="list-style-type: none"> • What religions are big and strong in our area? Using maps, internet, a questionnaire for parents and phone directories to discover what religious buildings are found in the city and county of Nottingham. 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 ▪ Can we recognise members of different faiths? Pupils use discussion of pictures, experience and knowledge of religions to think about how we recognise a person who is Muslim, Hindu, Jewish or Christian. What difference does faith make to appearance, and what things can't be seen, but tell us about religious ways of belonging? ▪ What are the big differences between a part of England where religious traditions are mainly Christian, and an English neighbourhood where another religion is very common? For example, pupils could compare life in Nottingham and Sutton in Ashfield or Edwinstowe with Leicester, or Ripley and Derby. Pupils could write and discuss lists of similarities and differences between their own locality and one chosen because it is religiously very different. • What is good about a society where many religions exist side by side? Pupils make a list of some ways the community is enriched by religious diversity. 'If we were all the same, then there would be no...' compile lists in pairs, then 'snowball' to collect all the class's ideas on the whiteboard. Which are the most significant? 	<p>I can describe some ways religion makes a difference locally (L3)</p> <p>I can link my understanding of religion to my neighbourhood and to the wider community (L3).</p>	<p><i>There is an easy link to the concepts of KS2 geography in this unit: many skills in geography can be developed and practices in the unit.</i></p>

<p>What can we remember and revise about learning from Jewish communities ?</p>	<p>Review their understanding of the Jewish religion.</p>	<p>Revising learning about Jewish communities</p> <ul style="list-style-type: none"> ▪ What was learned in RE in years 1 and 2 about the Jews? Review and development of learning about Judaism will refer to festivals, special writings, beliefs and stories, and Jewish life in the family and at the Synagogue. ▪ What can we discover about Jewish community life in Britain, here and now? www 	<p>Describe some features of Jewish community and family life in the city and region (L3)</p>	<p><i>The syllabus makes space for learning from Judaism as various points in KS2, but the major study is in Y1 and 2</i></p>
<p>Is Nottingham typical of religious life in the UK today? Is our town or village typical?</p>	<p>Develop their understanding of the local significance of places of worship and symbols.</p>	<p>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?</p> <ul style="list-style-type: none"> • For example, pupils could compare life in the city of Nottingham with life in Mansfield, Sutton in Ashfield, Ollerton or Farndon. Pupils could write and discuss lists of similarities and differences between their own locality and one chosen because it is religiously very different. • 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 choose 4 pictures from ten that sum up each religion, and one from each religion that shows how it contributes to the whole community. 	<p>I can identify / describe similarities and differences between living in a plural community and living in a community where almost everyone is similar (L2 / 3).</p>	<p><i>Geographical skills enhance this work considerably: see it as a way of developing understanding of the big ideas of place, space and scale.</i></p>

<p>What are the main religions of the world?</p> <p>Of the UK?</p> <p>Of Nottingham city and county?</p>	<p>Gather information and ideas about the religious make up of the world, the UK and the East Midlands</p> <p>Develop understanding of what we can learn from statistics about religions</p>	<p>How big are the big religions in the UK and the world?</p> <ul style="list-style-type: none"> • Pupils look at some tables of statistics for religion in Nottingham, the East Midlands, the UK and the world. What do they observe? How can they explain this? Understanding simple statistics about the numbers of people who follow religions in Nottingham city and county, Britain and world wide: Which religions are local, and which are global? • This could begin as a guessing game: if the world was a village of 1000 people, how many would be members of each of the major religions? If the UK was a village of 100 people? Then pupils can use maps and tables to answer questions. Relate this the makeup of the East Midlands region community: there are many thousands of Christians, Hindus, Muslims and Sikhs and smaller communities of Jews, Jains, Buddhists, the Baha'i faith and Humanists. • Do point out to pupils that counting people by their religious identity is quite difficult, and may be biased in some ways. 	<p>I can describe the religious make up of the city, the nation and the world in simple terms (L3)</p> <p>I can recognise that it is not easy to count religious numbers (L3)</p>	<p><i>There is a numeracy link in this work: data presentation that is clear, varied and simple will help pupils to understand the lessons.</i></p>
<p>How is religion in the city and county of Nottingham changing?</p>	<p>Develop awareness of the ways in which the city and county of Nottingham has grown and changed in terms of religious diversity.</p>	<p>How long have the religions been in our community or region?</p> <ul style="list-style-type: none"> • Using historical records and maps, children learn that the city and county of Nottingham had no Mosques, Mandirs or Gurdwaras in 1960. Today there are many (how many can pupils discover by using directories and internet searches?) • Consider what this tells us about the changing city, and hear some stories of migration, settlement and diversity. • Pupils learn about the history of the different Christian communities. There are hundreds of Christian churches in the county today. Many of these have opened in the last 50 years. Some are very ancient as well. • What is distinctive about the different buildings of the faith communities? What signs, symbols, activities and days of the week show what matters to different religions? 	<p>Pupils can use simple information to describe some key facts about the history of religious communities in the city and county of Nottingham (L3)</p> <p>Pupils can show that they understand some ways in which the city and county of Nottingham is diverse, harmonious and respectful (L4)</p>	<p><i>This part of the work links to learning in history, and to the big ideas of time and change.</i></p>

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

<p>Can we live in harmony, even though we are different?</p>	<p>Develop understanding of the idea of community harmony through examples of</p>	<p>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 (L2)</p> <p>Pupils can make links between their own attitudes to others and the need for harmony (L3)</p> <p>Pupils can apply ideas like community harmony thoughtfully for themselves (L4)</p>	<p><i>Citizenship and PSHE work are connected to this activity.</i></p>
<p>What can we learn from religion about harmony in the city?</p>	<p>Explore and deepen learning about the idea of community harmony in Nottinghamshire, expressing their own ideas.</p>	<p>Can the city and county of Nottingham 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, Forest fans, pensioners, workers, mothers, and so on. Ask them to sort out who is 'us' and who is 'them'. Consider together whether 'us and them' is a good way to look at the world. Apply this to the religious groups in the region. What does it mean to say 'we're all human'? ▪ 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 the city if they were in charge, to promote good relations between different communities, they might plan a speech and you could even run a mock election. 	<p>Pupils can identify some things that make it easy for people to live together (L2)</p> <p>Pupils can describe what a harmonious community is like (L3)</p> <p>Pupils can show understanding of the impact of ideas about harmony on our lives and our communities for themselves (L4)</p>	<p><i>Citizenship and PSHE work are connected to this activity.</i></p>