**An opportunity for each school to design its own unique RE unit of work for Upper KS2.**

 **Key questions to be addressed by this unit:**

 What can we discover about the faiths and beliefs in our class and school?

 What can we discover about the faiths and beliefs in the local community and your borough?

 How have faith and belief communities in your borough changed over the past 50 years?

 What are the reasons for changes in these communities in your borough?

 How do faith groups work in partnership with each other and the local community?

 How has life in your borough been enriched by the diversity of the faiths and beliefs that make up the borough?

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| ***Beliefs, teaching and sources –*** *What do I believe in and where do these beliefs come from?* | ***Practices and ways of life –***  *How do I live my life?* | **Forms and expressing meaning –**  *How do I show my belief?* |
| * recall beliefs, teaching and sources of relevant faiths * identify key beliefs of smaller local communities, not previously studied, e.g. Rastafarianism | * are there any ways where practices and ways of life are shared with, or impact on, the broader community? * how have practices and experiences changed over the years? | * how do faith communities show and share their beliefs and faiths in the wider community? * has this changed? * do people from the same faith do things differently because of their family’s link to other countries, e.g. specific foods eaten at festivals? |
| **Identity, diversity and belonging –**  *What does it mean to be a member of my faith locally, nationally and globally?* | **Meaning, purpose and truth –** *How does my faith help my understanding of life’s journey?* | **Values and commitment –**  *What is important to me and my faith?* |
| * to which communities do the class belong? * what communities make up the school, area and borough? * how has this changed in the past 50 years? | how do faith communities support members of other communities when they have a need (times of celebration or crisis). | * do you need to have a faith or belief to have values? * does the broader community link people of faith and belief with those that have no religious faith? |

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| **What this unit contains** | | Using this unit plan pupils will investigate the faiths and beliefs in the local community and the wider borough / county. They will consider how and why these communities in the borough have changed over the past 50 years.  The unit asks pupils to find out more about how faith groups work in partnership with each other and the local community and how life in the borough / county has been enriched by the diversity of the faiths and beliefs that make up the borough / county.  **Information about the unit should be sent home with pupils prior to the first lesson to engage families and their local knowledge in the project. Visitors need to be invited well before the unit starts and need to be briefed.** | |
| **Where the unit fits and how it builds upon previous learning** | | Through this unit pupils will contextualize the work carried out in their RE lessons over previous years in the primary phase by finding out about the faiths and beliefs in their class and school.  This unit provides an opportunity to appreciate that the communities around the school and in the LA are living examples of the faiths and beliefs pupils have found out about in their RE programme to date. It also provides an opportunity to understand that the world family of a faith can be represented in the local community and that a faith community looks to its past to the examples of those people who went before. | |
| **Extension activities and further**  **thinking** | | More able students could do individual research on faith / belief communities to which they or friends or members of their families belong. | |
| **Vocabulary** | | | **SMSC / Citizenship** |
| Christian Christianity Priest Vicar Minister Hindu Hinduism | Judaism Muslim community  Jew Islam worship  Public commitment to a community  Choir Sikh beliefs  How faith and belief groups help each other. Rabbi Sikhism values  Tallit charity | | |

### Session 1. Key Questions: What faith and belief communities do we belong to? What faith and belief communities are in the area around the school?

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| **Learning objectives** | **A T 1** | **A T 2** | **Suggested teaching activities** | **Sensitivities, points to note, resources** |
| **Pupils should:**   * Know that the school and   the wider community are  made up of people who  belong to a (wide) range of  faith and belief groups   * Consider how communities like that of the borough /   county are diverse | ✔  ✔  ✔ | ✔  ✔  ✔ | Before the lesson set up a large scale map of the borough in the classroom. In the lesson examine the map of the locality with the class, and talk about and mark any places used by faith and belief communities known to the pupils. Point out that these places are evidence of the communities they serve.  What does it mean to belong to a Faith / belief community? Recall knowledge from previous units of work. Do a quick class tally chart of the faith and belief communities of class members.  On individual maps, pupils mark places important to classmates. Add their personal route to school, showing any places they pass. If they attend or have visited any of the places of worship annotate with some details. Engage the class in a discussion about the diversity of the locality.  Plenary: Explain how typical / atypical the area is in relation to the whole Borough. Extend pupils’ understanding of belonging to a community using examples from the class to illustrate answers to the following: | **Resources**  Large scale map of the Borough  and the local area around the  school  Smaller copies of the local map for pupils  **Notes for Teachers:**  *The terms faith and belief in this unit*  *refer to religions and non-religious*  *groups, e.g. Humanism. Teachers need*  *to be aware of the different faith and*  *belief communities of children within*  *their class and ensure that their*  *approach and the children’s*  *understanding are inclusive.*  *Invite in a member of a local faith*  *community for the next session to*  *explain how the area, their place of worship & the community have changed in the past 50 years. Share the guidance notes and questions (and answers from their faith leader if these have been completed) with them to help them make sure their talk contributes to the project.* |

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|  |  |  | * Which community is this? * When do people go there and for what reason? * How do people join? * How long has this community been in this place? * Does it link to other places in the area?   Start a ‘belonging’ wall display with this activity or an electronic collection where class members can place photos or other items related to their faith / belief communities and articles from local newspapers showing faith in action in the locality. |  |

### Session 2. Key Question: How have faith and belief communities in our area changed over the past 50 years?

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| **Learning objectives** | **A T 1** | **A T 2** | **Suggested teaching activities** | **Sensitivities, points to note, resources** |
| **Pupils should:**   * know that some faith communities have been part of the local area for many   years;   * Understand that practices   and experiences may have  changed over the years;   * Consider any changes in the ways that faith communities show and share their beliefs and faiths in the wider community. | ✔  ✔  ✔  ✔ | ✔    ✔  ✔  ✔  ✔ | Recap findings from the last session and point out any items brought  in for the class collection. Consider how for some of the class their parents and grandparents may have belonged to the same communities in this place, whilst others did not. If possible show the  class photos of the locality 50 years ago. In talking partners and then  as a class consider what was the same as today and what different?  Introduce the visitor to class to talk about the faith community they  belong to. If necessary, briefly recap beliefs, teaching and sources of  the faith. Locate the relevant place of worship on the map.  Listen to the visitor’s presentation and if possible record for future reference. Ask questions and let pupils share their own family memories if appropriate.  Thank the visitor for their help with the project.  Make a class record organising information given by the visitor for the  display. Set homework: Pupils are to bring in further evidence of faith  communities in the local community and the wider LA for the display.  This could be photographs, newsletters, local newspaper cuttings or  personal memories from their families or neighbours. | **Resources**  Photos of place of worship where the visitor attends.  Map  **Notes for Teachers:**  *Pupils need to understand*  *that the places of worship*  *they have talked about are meeting and worship places for members of a faith community. They are*  *evidence of the existence*  *of the community.* |

### Sessions 3 and 4. Key Question: What can we find out about more our borough’s faith and belief communities?

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| **Learning objectives** | **A T 1** | **A T 2** | **Suggested teaching activities** | **Sensitivities, points to note, resources** |
| **Pupils should:**   * Know about 6 significant places of worship in the wider   borough   * Understand that communities grow and also sometimes   move on out of the area   * Understand that the borough   / county has been influenced  by a lot of change typical of  London and that new faith  and belief communities have become established here in the past 50 years | ✔  ✔ | ✔  ✔ | Teacher should divide the class into 6 groups. During these two  sessions pupils will engage in some group research to find out more about Faith in the borough / county.  Introduction: With the class, recall what they heard from the visitor in the previous session and what they have already found out from each other.  Explain that for the next 2 sessions in groups they are going to find  out about different places of worship in the borough / county / and  feed back to each other in session 5 so that they all know more  about 6 different communities.  Using the pupil project sheet, groups research the place of worship allocated to them. Record information ready for a presentation in session 5.  Ensure the place can be located on the map. | **Resources**  Local newspapers  Any resource packs from local places of worship  developed in school families  Answers provided on disc by faith leaders  Websites from places of  worship checked by the  teacher  Borough map  Pupil project sheet  Faith statements about  supporting the less fortunate |

### Session 5. Key Question: What can we tell each other about our places of worship?

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| **Learning objectives** | **A T 1** | **A T 2** | **Suggested teaching activities** | **Sensitivities, points to note, resources** |
| **Pupils should:**   * Be able to present to the class information about one place of worship. * Know that there are a wide range of faith and belief communities in the borough / county * Understand how the communities have changed over the past 50 years and how they are the same. | ✔  ✔  ✔  ✔  ✔ | ✔  ✔ | In turns each group should feed back to the class and present what  they have found out about the faith and belief community they are researching.  As a class discuss what the groups have in common and where are the differences  Build up the display as a class and consider how many faith groups you have found out about in your borough. Locate the local churches, synagogues, Gurdwaras, mosques, Hindu Temples and Buddhist temples, (according to what is present in your borough,) to the display.  Not everyone is a member of a faith / belief. Are there ways in which the local non religious people can meet together, help each other and share in wider community activities?  Explain that in week 6 the class will visit a further local place of worship to find out about yet another community in the borough, its  present and its past.  Plenary: prepare relevant questions to ask at your visit in the next  session. If the faith leader has already answered questions look at  these and devise further questions to test hypotheses and to enquire  about any other areas of interest related to the project and this last  faith community in the unit. Place feedback materials onto display. | Location details of the local churches, synagogues, Gurdwaras, Hindu Temples, mosques and Buddhist Temples;  Map. |

### Session 6. Key Questions: What can we learn about one further faith and belief community? How has life in our borough / county been enriched by the diversity of the faiths and beliefs that make up the borough / county?

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| **Learning objectives** | **A T 1** | **A T 2** | **Suggested teaching activities** | **Sensitivities, points to note, resources** |
| **Pupils should:**   * Clarify similarities and differences between faith and belief communities they have studied in the unit. * Know how one more faith / belief community has developed * Develop a view on how life in the borough / county has been enriched by the diversity of faiths and beliefs in the borough / county | ✔  ✔ | ✔  ✔ | Pupils should visit a place of worship different from those already studied to find out how the pattern of development in this faith is similar to and/or different from those already studied. If a visit is not possible invite a visitor into the school from that different faith community.  Having interviewed a representative of the faith, students should discuss what is similar between the religions, e.g.   * Support in religious and life experiences * shared worship * Opportunity to work together to fulfil belief teachings * Responding to local changes * Responding to population change * And what is different, e.g. * Influence of a range of new communities * Growing / reducing populations * Willingness / ability to work with others   Record responses to the visit and personal responses to the question: how has life in the borough / county / diocese been enriched by the diversity of the faiths and beliefs that make up the borough / county / diocese? | **Sensitivities:**  ***Please make sure all faith communities have been thanked at time of contact. You may like to invite representatives into school to see the final project outcomes.*** |

### Guidance for Visitors - session 2

We would like to know more about your faith community in this locality. Please talk to the class about the following:

* How long has your faith community had a place for worship in this place?
* How long has your family been part of this community?
* How does being a member of a community help you and your family?
* What was it like there when you were the same age as the class (and how long ago was that?)
* Can you tell us any stories from your childhood that help us understand the differences between then and now?
* How have faith and belief communities in this part of the borough and the wider borough changed over the past 50 years?
* Are there any changes to the way things are done because of any changes to the communities and the countries people may have come from?
* What are the reasons for these changes?
* What does your faith / belief say about helping those less fortunate?
* How does your faith group work alone and with other groups in the local community?
* How do you think has life in our borough / county been enriched by the diversity of the faiths and beliefs that make up the borough / county?

### Research - session 3

You are going to find out about another faith community in the borough / county through finding out about a place of worship. In session 5 you will be asked to talk to the class about your place of worship and show its location on the large map. Please prepare your answers and information so that is can be displayed in the class. Make a title for the display showing the name of the building alongside its faith symbol.

 What is the name of the place of worship and which faith / belief group worships there?

 How long has there been a place for worship in this place?

 How large is the community? Is it bigger or smaller than 50 years ago?

 Are there any stories from the information you have been given that help us understand the differences that have taken place here over the past 50 years?

 Are there any changes to the way things are done in this place?

 What are the reasons for these changes?

 Do / did the people who worship / worshipped here work with each other and the local community?

 What does this faith / belief say about helping those less fortunate? How do they follow this in their community?

 Do the people in this faith and belief community help others outside their community? If so, how? For example do they work with local charities, food banks, street pastors, prison visiting, women’s refuges etc?

# Questions to ask Faith leaders / visitors

* How long has your faith community had a place of worship in this place?
* How long have you been a part of this community?
* How does being a member of a faith community help you and other people here?
* How large is the community? Is it bigger or smaller than 50 or 25 years ago?
* Do all your worshippers live locally or do they travel to attend services/prayer meetings? Can you give reasons if they travel?
* Are there any stories you can tell us that will help us understand the differences that have taken place here over the past 25-50 years?
* How have faith and belief communities in this part of the borough and the wider borough / county changed over the past 50 years?
* How have you and the wider community helped new arrivals to settle and belong?
* Are there any changes to the way things are done because of any changes to the communities and the countries people may have come from?
* What are the reasons for these changes?
* What does your faith/belief say about helping those less fortunate? How do you follow this in their community?
* Do people who worship here work with each other and the local community?
* Do people in this faith and belief community help others outside the community? If so, how? For example do you work with local charities?
* How do you think life in our borough / county has been enriched by the diversity of the faiths and beliefs that make up the borough / county?

# Questions to ask Local Humanists

* + How long has your community met in this place?
  + How long have you been a part of this community?
  + How does being a member of a community help you and other people here?
  + How large is the community? Is it bigger or smaller than 50 or 25 years ago?
  + Do all your members live locally or do they travel to attend meetings? Can you give reasons if they travel?
  + Are there any stories you can tell us that will help us understand the differences that have taken place here over the past 25-50 years?
  + How have faith and belief communities in this part of the borough and the wider borough / county changed over the past 50 years?
  + How have you and the wider community helped new arrivals to settle and belong?
  + Are there any changes to the way things are done because of any changes to the communities and the countries people may have come from?
  + What are the reasons for these changes?
  + What does your belief say about helping those less fortunate? How do you follow this in the community?
* Do people who attend here work with each other and the local community?
* Do people in this belief community help others outside the community? If so, how? For example do you work with local charities?
* How do you think life in our borough / county has been enriched by the diversity of the faiths and beliefs that make up the borough / county