



Beliefs and actions in the world: Can Christian Aid, Khalsa Aid and Islamic Relief change the world?

RE Unit Y5A

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**Religious Education
Walsall Agreed Syllabus Support
Materials
2022 / Units of Work
Non-Statutory Exemplification**

Beliefs and actions in the world. Can Christian Aid, Khalsa Aid and Islamic Relief change the world? Year 5

ABOUT THIS UNIT:

An overview of the unit: Pupils will learn about the work of two or three major faith based charities, Islamic Relief, Khalsa Aid and Christian Aid. They will develop their understanding of the impact of religion in the world and consider important questions of justice. They will have opportunities to develop attitudes and opinions of their own and to consider key beliefs and teachings in Islamic, Sikh and Christian traditions. The unit is challenging to attitudes of selfishness or small mindedness. Through their study, they compare the charities and their work, looking at their inspiration. They will consider the personal challenge to make the world a better place.

Estimated time for this unit: 10 hours. There may be more work here than a teacher will cover in 10 hour lessons: good planning will leave out some content to achieve depth of understanding and opportunities for creative responses. Teachers might decide to study just two of the charities,; linger longer and dig deeper for greater depth!

Where this unit fits in:

This unit will focus on the work of faith based charities (teachers might choose different examples if this suited their needs, but two of the three are necessary for the objectives to be met). These charities have a strong presence in the West Midlands. The unit enables pupils to explain beliefs and their impact, and to compare and contrast aspects of religion in action. It enables pupils to develop their understanding of community and to relate what they learn to their own questions of value and commitment.

They will develop their studies of goodness and communities, asking about and discovering some ways Muslim, Sikh and Christian charities contribute to the well-being of all. Challenging questions about how we all respond to poverty or injustice are raised.

The unit addresses the theme of beliefs and action in the world, showing how Muslims, Sikhs and Christians respond to global issues of fairness and social justice. It enables pupils to develop their use of ICT in RE.

Aims:

- A1. Describe and make connections between the work of the two charities and its roots in the religions;
- A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- B1. Observe and understand varied examples of religious charity so that they can explain, with reasons, the value of this work;
- B2. Understand the challenges of commitment to a community of faith or belief, and to the human race
- C2. Consider and apply ideas about ways in which these two charities collaborate and share the task of seeking the well being of all, responding thoughtfully to ideas about community, values and respect;
- C3. Discuss and apply their own and others' ideas about how we can reduce poverty in our world through kindness and co-operation.

KEY STRANDS ADDRESSED BY THIS UNIT

- Religious beliefs, teachings and sources
- Ways of living
- Questions of values and commitments

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- being able to empathise with the plight of those suffering in the world, as well as grasp what it is to be moved with compassion to act to serve others
- recognising the value of commitment to alleviating the suffering of others, as a response of worship to God, and/or out of a sense of justice;
- having respect for all through acknowledging the responsibility we have to others and through seeing two religions' global work clearly and without prejudice.

Knowledge and skills progression: Prior learning

This unit enables pupils to use their growing knowledge of Sikh, Christian and Islamic religion to develop ideas about religion in action through charity to change the world. Recap and revise your class's understanding of the teaching of the two or three religions as you begin the unit and plan to build a progressed sequence of learning as each charity is studied. These are the main ways the syllabus sequencing intends to enable pupils to make progress lesson by lesson and unit by unit.

Contributions to spiritual, moral, social and cultural development of pupils: This unit enables pupils to develop: • Spiritually by reflecting on how key beliefs can make a difference to people's lives and actions; • Morally by thinking about their own attitudes to generosity, wealth and poverty; • Socially by exploring some ideas about global community and inter-relatedness; • Culturally by taking account of difference and diversity in charitable work	
EXPECTATIONS At the end of this unit	I can...
Nearly all pupils will be able to...	A1. Describe the work of the two religious charities; B1. Observe and understand varied examples of religious charity B2. Talk about the challenges of commitment to a community of faith or belief, and to the human race C2. Consider ideas about ways in which two charities collaborate and share the task of seeking the well being of all C3. Discuss their own and others' ideas about how we can reduce poverty in our world through kindness and co-operation.
Most pupils will be able to...	A1. Describe and make connections between the work of the two charities and its roots in the religions; B1. Observe and understand varied examples of religious charity so that they can explain, with reasons, the value of this work; B2. Understand the challenges of commitment to a community of faith or belief, and to the human race C2. Consider and apply ideas about ways in which these two charities collaborate and share the task of seeking the well being of all, responding thoughtfully to ideas about community, values and respect; C3. Discuss and apply their own and others' ideas about how we can reduce poverty in our world through kindness and co-operation.
Some pupils will also be able to ...	A1. Describe and make connections between the work of charities from three different religions and explain how charity and faith connect; A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning, e.g. answering the question: how would the great leaders from the three religions see the work of their charities today? B2. Explain with reasons three key challenges of commitment to a community of faith or belief, and to the human race as it's expressed by charities C2. Develop arguments and ideas using sacred texts about ways in which these two charities collaborate and share the task of seeking the well being of all, responding thoughtfully to ideas about community, values and respect;

ASSESSMENT SUGGESTIONS:**Suggestion A: role playing world development: a judgment and evaluation focus**

Set up a role play for pupils. In a group of five, give them seven different requests for aid from situations of need – an earthquake in Pakistan, drought in Somalia, poverty in Sudan, a medical education project in Bangladesh, a homelessness shelter in London, an education project for excluded girls in Ethiopia, a refugee support centre in Calais, and so on. Put a 'price tag' on each project. Tell pupils that they are the grants committee for one of the charities, and they have to rank the seven bids in order: which have the best claim for support from the charity? Why? Put two or three groups – representing Christian Aid, Khalsa Aid and/or Islamic Relief, together and ask them to compare their answers.

Ask individual pupils to record their learning in response to these questions:

- What was your role in the activity?
- Which three projects did you think most deserved support? Why?
- What do you think the Prophet would say about your chosen projects?
- What do you think Jesus would say about your chosen projects?
- What do you think Guru Nanak would say about your chosen projects?
- What did you notice that is similar between Christian Aid, Khalsa Aid and Islamic Relief?
- What differences did you notice?
- Imagine yourself in 15 years' time. Would you apply for a job with a charity like Khalsa Aid, Islamic Relief or Christian Aid? Why or why not? What do you think might be the top 5 reasons people do these kinds of jobs?

Suggestion B: Learning from religions about global issues. A rich knowledge focus

Pupils are invited to choose four questions from the list and answer each one in about 50 words for themselves.

- What did the Sikh Gurus teach about wealth and poverty?
- What did the Prophet teach about wealth and poverty?
- What did Jesus teach about wealth and poverty?
- What do we notice about wealth and poverty in our society and the wider world today?
- What would the Gurus, Jesus and the Prophet think about our world today?
- What can we find out about the work of Islamic Relief?
- What can we find out about the work of Christian Aid?
- What can we find out about the work of Khalsa Aid?
- Do these three charities follow the teachings of their religions? In what ways?
- How do these charities make a difference in the world today?
- What are our own thoughts and experiences about wealth and poverty?
- How do our attitudes make a difference to others?
- Are there things to learn about our own attitudes from the work of Khalsa Aid, Islamic Relief and Christian Aid?

Prior learning	Vocabulary	Resources
It would be helpful if pupils have: - A basic grasp of Muslim, Sikh and/or Christian identity. - That for many followers of religious and non-religious worldviews beliefs lead to action Which unit does this build from Y3D: Jesus: why do some people think he is inspirational? Y4B: Muslim Ways of Living: Keeping 5 pillars Y4D: Finding reasons to care through religious stories – Christianity	In this unit, pupils will have an opportunity to use words and phrases related to: Justice Fairness Bible Qur'an Hadith Paul Jesus Prophet Muhamad Zakah Holy spirit Christian Aid Islamic Relief Khalsa aid	Text Sayings and stories from The Qur'an the Guru Granth Sahib and from The Bible: Web: Islamic Relief http://www.youtube.com/watch?feature=endscreen&v=Lhm8kUolftY&NR=1 (many other YouTube videos from IR will come up: check them, but all are good to use as of 2022) Khalsa Aid: https://www.khalsaaid.org/ Christian Aid: www.christian-aid.org You might start here: https://www.christianaid.org.uk/our-work/what-we-do Starting points for good RE resources - The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key religious and spiritual ideas from young people. - The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk Join NATRE for access to over 1500 downloads for your RE. - The NATRE shop is a good place to find and buy quality teacher resources for this unit: https://shop.natre.org.uk Inspiring RE Right and wrong Inspiring RE Inspirational people RE ideas Fairness and justice RE Ideas Community - The best gateway for RE sites is: www.reonline.org.uk - The BBC is a major source for short RE films that can be accessed online www.bbc.co.uk/teach and www.bbc.co.uk/bitesize - The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion - TrueTube has some useful video for RE at KS2: www.truetube.co.uk - You can find and use searchable sacred texts from many religions at: Error! Hyperlink reference not valid. - Cumbria SACRE share their excellent resources for free online – links to dozens of good virtual tours of sacred buildings. https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/ - Artefacts for RE: RE On Demand, https://www.reondemand.co.uk/ and Religion in Evidence https://www.tts-group.co.uk/primary/re/ both supply a range of artefacts and other RE resources from each faith. - There are about 40 free stories with learning ideas on the NATRE site. Start here, but look at the stories religion-by-religion as well: https://shop.natre.org.uk/category/.stories.misc.pr Practical ideas-filled books - RE Today has several series of books for teachers which are full of ideas for active classroom practice. These include: Inspiring RE: a book about each religion and about living without God Big Questions, Big Answers: 6 books using different methods to explore religions and worldviews RE Ideas: a series of twelve 32 page classroom books addressing major needs in RE with practical lesson ideas. Christians - Good quality information and learning ideas on Christianity: http://request.org.uk

		▪ Christianity Explored: https://www.christianityexplored.org/ ▪ Church of England beliefs outlined: https://www.churchofengland.org/our-faith/what-we-believe ▪ RE:Online – Christianity subject knowledge: https://www.reonline.org.uk/subject-knowledge/christianity/ ▪ Understanding Christianity: http://www.understandingchristianity.org.uk/ Muslims ▪ Free educational presentations on the topic of Islam delivered by: www.discoverislam.co.uk (Free REISLAM Teaching resources) ▪ Understanding Islam and Christian-Muslim Relations - Dr Chris Hewer: https://www.chrishewer.org/ Sikhs ▪ Gateway to Sikhism: https://www.allaboutsikhs.com/ ▪ Khalsa Aid, charity for global care – https://www.khalsaaid.org/ ▪ Primary Sikhism resources: http://www.primaryresources.co.uk/re/re_Sikhism.htm ▪ RE:Online – www.reonline.org.uk/knowledge/sikhism/ ▪ Sikhnet: https://www.sikhnet.com/ ▪ www.sikheducationsservice.co.uk For school visits
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INTENT: LEARNING OBJECTIVES Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING IDEAS	IMPACT: LEARNING OUTCOMES. Pupils to be able to say "I can..."	POINTS TO NOTE
What do we know about charities already?			
To ask and respond to questions about fairness and justice in the World. To understand and respond to some ideas from Christian Sikh and Islamic sources, and to consider what impact they might have. To connect teaching and ideas from the religions to issues of justice, using the right words.	Start where the pupils are: - Challenge pupils to make the longest list of all the charities they can think of with a partner. See who can get twenty or more. - Make the point that some charities help humans, some help animals, some help in Britain, some in the whole world. - Talk about how fundraising is often what charities ask children to do, but in this work we are not doing fundraising (which should always be voluntary) but are learning about the ways two charities want to change the world. - Use these two quotations to provoke the children to think about what's wrong with the world. What do they mean? What if everyone followed these ideas? <i>Jesus said 'I have come that people might have life, and have it in all its fullness.'</i> (John's Gospel, 10:10) <i>The Qur'an teaches 'You who believe: those who spend their wealth in Allah's way are like a grain that grows seven ears, and every ear a hundred new grains. God gives to whom he will. God is all-embracing'</i> (Surah II: 261) Do you want to change the world? - Ask the pupils how they would like to change the world. They might draw 'before and after' cartoons about their ideas. You could give out world card circles, and ask the pupils to show the changes they would like to see. - Ask if they have heard this saying: 'Be the change you want to see in the world' What might it mean? Often attributed to Gandhi, a Hindu. Guess lists – made in threes - Tell pupils they will be finding out about Christian Aid, Khalsa Aid and/or Islamic Relief, all charities that help the poor all over the world in the name of faith. In 3s, ask them to make a 'guess list' – what do they think these two charities might do? Can they think of 5+ ideas for each of the two charities? They put their names on the guess lists and hand them in. Later, they will see if they guessed right and what new and maybe surprising things they learned.	<i>I can recognise what different charities do to be helpful</i> <i>I can make a link between my own ideas about wealth and poverty and the work of charities</i> <i>I can guess what charities like Islamic Relief, Khalsa Aid and Christian Aid might do, describing my ideas simply as part of a team</i> <i>I can apply the ideas of fairness, justice and equality for myself</i>	Other ways to begin this unit, including looking at a charitable project the school has been involved in and local charity work. Christian Aid can provide local volunteers to visit schools over most of the UK. Email schools@christian-aid.org for more information

INTENT: LEARNING OBJECTIVES Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING IDEAS	IMPACT: LEARNING OUTCOMES. Pupils to be able to say "I can..."	POINTS TO NOTE
How and why does Islamic Relief try to change the world?			
Pupils should learn: To describe the work of two religious charities involved in global poverty issues; To make links between the beliefs and teachings of Islam and Christianity and the work of the two charities; To show their understanding of the issues of justice, fairness and poverty that the charities address;	Learning about Islamic Relief Ask students to think about why Muslims might try to make the world better by trying to lessen or stop poverty and injustice. After they have made their suggestions, show them the following two quotations: <i>'Whoever saved a life, it would be as if he saved all humanity' Qur'an 5.32</i> <i>'It is our duty to help others - that is why helping the poor and destitute is emphasised again and again in the Qur'an. The rewards for being charitable are enormous: charity purifies our wealth and Allah, Most High, has promised us a great reward for being charitable towards our fellow human beings' (Muslim Aid website)</i> - Ask students what it means to 'be charitable'. What sorts of things can people give? Why should they? Why should we? Explore with pupils what the Qur'an teaches e.g. <i>'And be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah: for Allah sees all that you do.'</i> (Qur'an 2:110) <i>'So establish regular prayer and give regular charity; and obey the Apostle; that you may receive mercy.'</i> (Qur'an 24:56) <i>'For those who give in charity, men and women, and loan to Allah a beautiful loan, it shall be increased manifold (to their credit) and they shall have (besides) a liberal reward.'</i> (Qur'an 57:18) - Look at some sayings and teachings of Islam about the Ummah (the worldwide community of Muslims), Zakat (the pillar of charitable giving) and wealth and poverty, and consider what difference they would make to life today if everyone followed them. This will include the practices of Zakat in some detail: £1 out of every £40 is given charitably to those less fortunate. Make a link between actions and beliefs. - Ask children to suggest some things people believe about the way we should live (encourage them to be realistic – what do they think really matters most today in people's lives?) Make a list of these suggestions. In pairs give pupils some dilemma	A1. Describe the work of Islamic Relief and its roots in the religion; B1. Observe and understand varied examples of what a religious charity like Islamic Relief does so that they can explain, with reasons, the value of this work; C3. Discuss and apply their own and others' ideas about how we can reduce poverty in our world through kindness and co-operation.	This unit draws in global dimensions of the citizenship curriculum at every point. Links to the curriculum for geography and citizenship are easy to make in this work. The global aspects of citizenship connect to global RE very directly. CONTINUED ON NEXT PAGE

To understand and respond to some ideas from Christian Sikh and Islamic sources, and to consider what impact they might have. To connect teaching and ideas from the religions to issues of justice, using the right words.	situations and ask children to decide what is the right and wrong thing to do in each situation. • Consider how some of the values listed earlier might affect these decisions. Go back to the values of the Qur'an – how might these beliefs affect what a Muslim does? If possible talk to/email a Muslim about this • Hear a story of the Prophet about wealth and poverty, and identify attitudes that help the poor and attitudes that don't • Use the web and published resources to discover more about the charity Islamic Relief. Find out about some particular projects the charity has undertaken, and ask and answer questions such as: ○ Who supports Islamic Relief? Why? ○ What does Islamic Relief do to make a difference? Does it work? ○ Does Islamic Relief follow the teachings of Islam? In what ways? ○ What do you think is good about the charity? • If you were devising an internet campaign from Islamic Relief to get more donations to respond to a particular disaster, what web pages, emails, and other resources would you use? How would you make the fundraising successful? • Pupils might create their 'online ad' for this kind of campaign. What makes Dr Hany El Banna an inspiring British Muslim? The charity was started over 30 years ago by Dr Hany El Banna of Birmingham. Study his life and the impact he has had through his charitable work. His first donation was by a small boy who gave his 20p chocolate money to help those less fortunate. For a full treatment, see Inspiring RE: Edited by Fiona Moss, RE Today, 2018, which has a chapter about how to teach the life of Dr Hany El Banna.		
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How and why does Christian Aid try to change the world?			
Pupils should learn: To describe the work of two religious charities involved in global poverty issues, from this lesson: Christian Aid; To make links between the beliefs and teachings of Islam and / or Christianity and the work of the two charities; To show their understanding of the issues of justice, fairness and poverty that the charities address;	Learning about Christian Aid - Listen to a story of Jesus about wealth and poverty, asking and answering questions about Christian attitudes to wealth and poverty. E.g. Matthew 19:16-30 - 'The Rich Young Ruler' - Look at some sayings of Jesus about helping people, fellowship and generosity (e.g. <i>The Good Samaritan</i>, Luke 10:25-37). Respond by applying the ideas: what would happen if everyone did this? - Investigate and report on some projects of Christian Aid and its partners to change the world, asking & answering questions such as: - Does Christian Aid make a difference? - Who supports Christian Aid? Why? - Does Christian Aid put Jesus' teaching into action? - What do you think is good about the charity? - Either: Use the Christian Aid 'Transformers' resource (available at www.christianaid.org.uk/learn) to explore the work of the charity. Watch the online 'Transformers video' clip and use the 'real life stories' to discover the work of two Christian Aid partner projects. Children write a report on a project, stating what they think it has achieved and whether it is a good use of donors' money - Or: Review the Christian Aid project 'Swords into Ploughshares' with the Christian Council of Mozambique (see web resources at www.christian-aid.org). Children write a report on the project, stating what they think it has achieved and whether it is a good use of donor's money. Enquiry in action: 10 minutes: Ask pupils to produce a newsprint or flipchart sheet with these six enquiry questions in boxes: Who / Where / What / When / How / Why? - They should work in groups of four to come up with all the questions they can about Christian Aid. 40 minutes: Then pass / swap each sheet to another group, and give them some information pages about Christian Aid, or access to the website. The new group must try and find and communicate answers to as many of the questions as they can. Run this as a writing task if you wish (literacy links), but it may be better as a 'speak and listen' performance at the end of the lesson, where group A ask their questions and children from Group B offer their answers.	A1. Describe the work of Christian Aid and its roots in the religion; B1. Observe and understand varied examples of religious charity so that they can explain, with reasons, the value of this work; C2. Consider and apply ideas about ways in which Christian Aid tackles the task of seeking the well being of all, responding thoughtfully to ideas about community, values and respect; C3. Discuss and apply their own and others' ideas about how we can reduce poverty in our world through kindness and co-operation.	Making links between beliefs and actions in religions is an important skill for this age group. It happens naturally where sacred texts are the background to exploring charitable action.

INTENT: LEARNING OBJECTIVES Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING IDEAS	IMPACT: LEARNING OUTCOMES: Pupils to be able to say "I can...	POINTS TO NOTE
How and why does the Sikh charity Khalsa Aid try to change the world?			
Pupils should learn: To describe the work of Sikhs in charitable action, for example through Khalsa Aid To make links between the beliefs and teachings of Sikh religion and the work of the charity. To show their understanding of the issues of justice, fairness and poverty that the charity addresses;	A Sikh's three duties • Introduce students to 3 main duties of all Sikhs taught by Guru Nanak. Nam Japna (meditation on God's name), Kirat Karna (hard work; earning a livelihood through honest means and effort) and Vand Chhakna (sharing charitably, in a spirit of love and service). These are seen as gifts to Sikhs and are mentioned throughout the Guru Granth Sahib. Explain the three duties and ask pupils to consider how they are connected. • Use the website to introduce their story of Khalsa Aid to pupils. Khalsa Aid International is a UK-based humanitarian relief charity providing support around the world to victims of natural and man-made disasters such as floods, earthquakes, famine and war. • Khalsa Aid funds and builds semi-permanent shelters to save lives when disaster strikes and works to reduce people's immediate suffering and help maintain their dignity. The charity was founded by Ravinder (Ravi) Singh, who was struck by the plight of the refugees in Kosovo in 1999. • In what ways is generosity connected to Sikh life? Get students to use sources of information from library, web, books and Sikh interviews for examples. They might select from a range of stories and guidance from the teachings of the Gurus. Examples might include: teachings on wealth: The Story of Duni Chand. Focus on words of Guru: 'Accursed is the life which is lived only to fatten oneself.' Guru Granth Sahib page 790. Explore issues of greed and need, wants and necessities. • Study the life and example of Guru Amar Das who is particularly remembered for reviving the practice of the langar and making it into the form we see today. (Details can be found on www.sikhs.org/guru3.htm) • Reflect on ways in which people are treated unequally today, why this is and what might be done about it. What would they choose to focus on and what do they think needs changing in their community? Write blogpost entitled 'what we can learn from the Sikhs about...' [insert issue, e.g. racism, sexism, poverty, cyber bullying, etc] Connect these reflections to examples from the work of Khalsa Aid: are they changing the world? A good example would be to look at the projects associated with Langar Aid: https://langaraid.org/	A1. Describe the work of Khalsa Aid and its roots in the religion; B1. Observe and understand varied examples of religious charity so that they can explain, with reasons, the value of this work; C2. Consider and apply ideas about ways in which Khalsa Aid shares the task of seeking the well being of all, responding thoughtfully to ideas about community, values and respect; C3. Discuss and apply their own and others' ideas about how we can reduce poverty in our world through kindness and co-operation.	Making links between beliefs and actions in religions is an important skill for this age group. It happens naturally where sacred texts are the background to exploring charitable action. NOTE: Examining Religion and Belief: Sikhs (from RE Today) contains an introduction to the Guru Granth Sahib with a range of teaching and learning activities

INTENT: LEARNING OBJECTIVES Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING IDEAS	IMPACT: LEARNING OUTCOMES Pupils to be able to say "I can...	POINTS TO NOTE
Will I make a positive difference to the world in my lifetime?			
To identify the qualities needed to take action to bring about what is right and good To reflect upon and express their own ideas and beliefs about c treating others with justice and love in light of their learning, To understand and respond to some ideas from Christian Sikh and Islamic sources, and to consider what impact they might have. To connect teaching and ideas from the religions to issues of justice, using the right words.	Viewpoints and attitudes: what do I think? - Consider the idea that generosity or kindness can change the world. Pupils share and develop their own concepts of helping each other, and think about ideas of <i>Ummah</i> (Islam) or <i>fellowship</i> (Christianity). Yes / No / Why do you think... - To get children to think about some big questions, try a run round activity. All stand in the centre, Go to 'YES' or 'NO' (two sides of the room) depending on what you think about these questions, and be prepared to give a reason for your answer. Is the world unfair? Can anything be done to make it fairer? Can children make a difference? Can people 'make poverty history'? Will there be a day when no one is starving? Is it God's fault that people starve? Is it greedy people's fault that some children are starving? - Add some more questions, but instead of 'YES / NO' give some alternatives. Should it be governments or charities who help the poor? Should British people help the poor in Africa or at home? Is it better to give money, or to give time to helping the poor? (There is an issue of language here – 'the poor' is only a simplistic starting point, and may of course include many children in the class – tread sensitively! Make the learning more sophisticated as soon as it is appropriate) Ask the children to propose some similar questions as well. A game to role play and learn - Play the <i>paper bag game</i> (click the link in notes for the free download – it takes an afternoon to play and learn from it) Pupils will discover a bit of what it is like to be a member of a poor family in Kolkata, West Bengal. Their team learning will amaze you too! - Use some reflective work or silence. Ask pupils to write a meditation, prayer or other text that expresses their response to unfairness in the world. Ask them to devise a logo or image to show why everyone should work against the evils that come from natural disaster and poverty. - Examples of children's work on these topics can be seen on the web gallery: www.natre.org.uk/spiritedarts, and pupils can enter a competition there. See sections of the gallery on justice and fairness themes from 2006 – 2010.	A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. B1. Observe and understand varied examples of religious charity so that they can explain, with reasons, the value of this work; B2. Understand the challenges of commitment to a community of faith or belief, and to the human race C2. Consider and apply ideas about ways in which these charities collaborate and share the task of seeking the well being of all, responding thoughtfully to ideas about community, values and respect; C3. Discuss and apply their own and others' ideas about how we can reduce poverty in our world through kindness and co-operation.	The challenge of the charities to poverty and unfairness is not specific to one religion: all faiths, and non-religious ways of life, raise this challenge. The Paper Bag Game is available to download for free at www.christianaid.org.uk/get-involved/schools/paper-bag-game

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How do global religious charities use the web? Could they do better?			
To evaluate the ways in which charity websites work for themselves. To work in a small team on an ICT task To write a persuasive text about how a website can be improved To identify what they have learned from the Websites of Christian aid and Islamic Relief	Weighing up a Websites: - Ask pupils to use and weigh up the websites. What are they trying to achieve? What use are they? Could they be improved? They might use these criteria, giving marks out of ten for each: - Is it interesting? (What makes it work?) - Is it educational? (What did you learn?) - Will it increase support for the charity? (How?) - How could it be improved? (three + ideas?) - Ask pupils to make a list of things that are good about each site, and make three detailed suggestions about how they could be improved. Would their suggestions help Christian Aid and Islamic Relief get more support? How and why? They report back to the class using a poster or web page with their ideas on it. - Some charities advertise on TV as well – can they devise a TV advert for one of the charities? Can they write persuasive text for their advert? Will they use quotes from the scriptures? Examples of real-life projects? Stories retold from the website? What will give their work big emotional impact? How do they want people to feel? - Can they act it out, in front of a camera phone for example? This can be excellent media awareness work as well as good RE.	Use the web to research the work of the two charities Describe and explain how two charity websites share their work Begin to analyse the strengths and weaknesses of the charity websites	ICT skills; this activity is about weighing up information, a key skill for the young web user. It connects to the ICT / Computer study curriculum for Y5.



INTENT: LEARNING OBJECTIVES Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING IDEAS	IMPACT: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
What can we learn from some leaders of Islamic Relief and Christian Aid?			
To learn about the lives of two leaders from Islamic Relief, Khalsa Aid and Christian Aid and consider how they put the charity's missions into action. To work in a small team on a task about inspiring leadership. To consider how leaders of these charities apply ideas from their religions to their work, e.g. following the teaching and example of Jesus, following the teaching of the Qur'an and the example of the Prophet	Explore the stories of two leaders from the two charities, thinking about the ways in which these people show what the charities seek to do and how they want to change the world in the work of their charities. Ask pairs of pupils to study one leader each and then compare notes, looking for similarities and differences. Dr Hany El Banna: the founder of Islamic Relief Provide pupils with information about Dr Hany El Banna, who started a charity for Muslims to help the poor with a 20p donation from his nephew in 1984. The charity grew and in 2019 raised and spent about £130 million. Most of the giving comes from Muslim people who have 'charity' as one of the 5 pillars of Islam. Dr Hany wanted the charity to be owned by the people it serves, not by wealthy people in the UK and those who work for the charity do not stay in posh hotels – they live with the people they seek to serve. Hany's inspiration comes from the teaching of the Qur'an and the example of the Prophet Muhammad. Amanda Khozi Mukwashi, the Chief Executive of Christian Aid (till 2021) Provide pupils with information about Amanda's life. She has devoted more than 25 years to working on reducing poverty, tackling injustice and working towards greater equality. As the Chief Executive Officer of Christian Aid, she works with a charity income of about £120m per year in around 40 countries to help the poorest people on earth to take some control of their own futures. Some of this work is emergency aid, for example after an earthquake, a war or a flood, but mostly Amanda leads Christian Aid to run projects which have long term goals to give power to people in poverty to change their own lives. Christian Aid works in Africa, Asia & the Middle East, Latin America and the Caribbean. Amanda has also served with the United Nations, VSO International, the Common Market for Eastern and Southern Africa in Zambia and for the UNFPA Zambia Country support programme. She has always worked for equality for women and against racism. She has a Master's degree in International Economic Law from the University of Warwick.	Consider the role of two individuals in leading the work of the two charities Describe and explain how two charities work to change the world, giving examples from the life stories of people who work for the charities Begin to analyse the ways these leaders in the charities put the example and teaching of religious leaders into action considering what the charities have done successfully to change the world for the better	Note that neither of these charities is interested in a 'cult of the leader' – quite the opposite. So there would be other figures who work for the charities who could be studied – including for example local volunteers. Ask the charities if they could like to send a local visitor to school.  

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How can I express my ideas about unfairness in our world through a creative piece of work?			
To reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT	How can I express my ideas in creative work? - Using themes like 'Rich and Poor' or 'Fair and Unfair' or 'Change the world' pupils are challenged to create a piece of work that expressed their own ideas in response to the unit. - This activity needs to provide space for pupils to think creatively and then engage with an issue. - A careful process of development, perhaps moving from sketching, shared ideas and peer review to watercolour, pastel, collage or some other medium is good. - A review of the NATRE spirited arts entries on fairness and justice models this activity well for pupils. Examples of children's work on these topics can be seen on the web gallery: www.natre.org.uk/spiritedarts, and pupils can enter a competition there. - The activity is good for visual learners. Teachers may like to provide an alternative for the linguistically gifted – writing poetry on this theme is effective too.	I can identify some unfair things in today's world (all) I can describe a problem and make a link to my own response though my art work (many) I can apply my ideas about wealth, poverty and changing the world in an imaginative way, using religious ideas in my art work (some)	Curriculum links to the art and design curriculum are easy to establish and manage here. The four examples of this work below are all from the hundred or so you can find on the Spirited Arts website. Use them to model good responses to your pupils.
			
Eliot is 9. His picture is called 'The world in two trees'	Rhys is 12. His picture is called 'Look at what we've done'	Oliver is 9. His picture is called 'Poverty Panic'.	

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What have I learned about the two charities? Will it make a difference to me? (Adapt this lesson to include Khalsa Aid if you wish)					
To express their own views and responses to issues of poverty and injustice, in the light of religious understanding To participate thoughtfully in role play for learning To understand and respond to some ideas from Christian, Sikh and Islamic sources, and to consider what impact they might have. To connect teaching and ideas from the religions to issues of justice, using the right words. To summarise their learning about world development and the three faith based charities	Role playing world development Set up a role play for pupils. In a group of five, give them seven different requests for aid from situations of need – e.g. an earthquake in Pakistan, drought in Somalia, poverty in Sudan, a medical education project in Bangladesh, a cyclone in Burma and so on. Put a ‘price tag’ on each project. Tell pupils that they are the grants committee for one of the charities, and they have to rank the seven bids in order: which have the best claim for support from the charity? Why? Put two groups – one representing Christian Aid, one representing Islamic Relief, together and ask them to compare their answers. Ask individual pupils to record their learning in response to these questions: - What was your role in the activity? - Which three projects did you think most deserved support? Why? - What do you think the Prophet would say about your chosen projects? - What do you think Jesus would say about your chosen projects? - What did you notice that is similar between Christian Aid and Islamic Relief? - What differences did you notice? - Imagine yourself in 15 years’ time. Would you apply for a job with a charity like Islamic Relief or Christian Aid? Why or why not? Learning from religions about global issues. Pupils are invited to choose four questions from the list and answer each one in about 50 words for themselves. <table><tr><td> - What did the Prophet teach about wealth and poverty? - What did Jesus teach about wealth and poverty? - What do we notice about wealth and poverty in our society and the wider world today? - What would Jesus and the Prophet think about our world today? - What can we find out about the work of Islamic Relief? - What can we find out about the work of Christian Aid? </td><td> - Do these two charities follow the teachings of their religions? In what ways? - How do these two charities make a difference in the world today? - What are our own thoughts and experiences about wealth and poverty? - How do our attitudes make a difference to others? - Are there things to learn about our own attitudes from the work of Islamic Relief and Christian Aid? - How does our world need to change? Who is going to do this? </td></tr></table> Another way of approaching this task would be to ask pupils if the school could support one or all of these charities, and to devise a project to do so, and write a letter to the charities explaining their learning and outlining their ideas – a ‘real world’ possibility for writing!	- What did the Prophet teach about wealth and poverty? - What did Jesus teach about wealth and poverty? - What do we notice about wealth and poverty in our society and the wider world today? - What would Jesus and the Prophet think about our world today? - What can we find out about the work of Islamic Relief? - What can we find out about the work of Christian Aid?	- Do these two charities follow the teachings of their religions? In what ways? - How do these two charities make a difference in the world today? - What are our own thoughts and experiences about wealth and poverty? - How do our attitudes make a difference to others? - Are there things to learn about our own attitudes from the work of Islamic Relief and Christian Aid? - How does our world need to change? Who is going to do this?	A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. B1. Observe and understand varied examples of religious charity so that they can explain, with reasons, the value of this work; B2. Understand the challenges of commitment to a community of faith or belief, and to the human race C2. Consider and apply ideas about ways in which these charities collaborate and share the task of seeking the well being of all, responding thoughtfully to ideas about community, values and respect; C3. Discuss and apply their own and others’ ideas about how we can reduce poverty in our world through kindness and co-operation.	These activities allow pupils to show what they have learned about and from the unit. It can be used to confirm assessment judgements made throughout the unit. Note also that all religions and many secular charities offer similar challenges about poverty, injustice and inequality.
- What did the Prophet teach about wealth and poverty? - What did Jesus teach about wealth and poverty? - What do we notice about wealth and poverty in our society and the wider world today? - What would Jesus and the Prophet think about our world today? - What can we find out about the work of Islamic Relief? - What can we find out about the work of Christian Aid?	- Do these two charities follow the teachings of their religions? In what ways? - How do these two charities make a difference in the world today? - What are our own thoughts and experiences about wealth and poverty? - How do our attitudes make a difference to others? - Are there things to learn about our own attitudes from the work of Islamic Relief and Christian Aid? - How does our world need to change? Who is going to do this?				

Complete the self-assessment record to record your achievements. Highlight the things you have done in one colour. Underline the things you have partially done. Add any comments you want to in the right hand column.

I can... A. Tell a story about a Sikh Guru, the Prophet or about Jesus to do with money or generosity; B. Describe the three charities, giving 3+ factual details about each one; C. Suggest a reason why Sikhs, Muslims or Christians like to help the poor; D. Make a link between my own ideas about wealth and poverty and the work of one of the charities; E. Describe in depth and detail some projects of Christian Aid, Khalsa Aid and Islamic Relief, including details about the intentions and impact of their work; F. Gather and use information to describe the work of the two charities in 3 different kinds of development project e.g. emergency aid, education, water, health; G. Make links between religious beliefs and sacred texts and the actions of these two religious charities; H. Make links between my own ideas about wealth and poverty and the work of one of the charities; I. Show that they understand some similarities and differences between the work of the charities and give simple reasons for this; J. Use the terminology of Islam, Sikhi and Christianity to explain the impact of some projects of each of the two charities; K. Apply the ideas of generosity and charity to my own attitudes to money; L. Apply the ideas of fairness, justice and equality for myself, arguing for what I think is just, fair, equal; M. Show that I understand the different priorities of the charities, applying my learning to the role play world development task; N. Apply the ideas of fellowship, stewardship, <i>zakat</i>, <i>ummah</i>, <i>sewa</i>, generosity and charity to my own attitudes to money. O. Explain with reasons some similarities and differences between the work of the charities and give reasons for this; P. Use the terminology of Sikhi, Islam and Christianity to explain the impact of some projects of each of the two charities; Q. Explain my own views about the differences and similarities between the two charities clearly, using Christian, Sikhi and Muslim concepts like Zakat, Sewa or the grace of God in Christ and shared concepts like compassion and moral responsibility.	
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