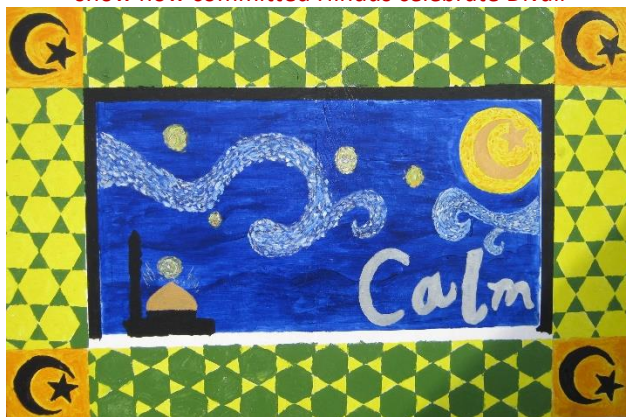




Alex and Jordan made this image of Goddess Lakshmi to show how committed Hindus celebrate Divali



Jodie, 11, made this image of Muslim worship using Islamic rules for art.



Alex & Jack, Aged 8-9

"Our picture represents the stages of the last days of Jesus' life. The three stages are on the cross, in the tomb and back alive"

Learning from Muslims, Hindus and Christians

Commitments and meanings:

What difference does it make to be committed to a religion?

- Commitment in Christian life
- Commitment in Islamic life
- Commitment in Hindu life

**Walsall Religious Education:
Support for Schools from
SACRE and RE Today
YEAR GROUP: 5**

This unit is one of a series of examples written for Walsall SACRE and teachers of RE by consultant Lat Blaylock, Fiona Moss and Julia Diamond-Conway of RE Today Services. Contact Lat or Fiona for support and guidance on the syllabus via email: lat@retoday.org.uk fiona@retoday.org.uk

Commitment and Meaning ~ Learning from Muslims, Hindus and Christians

What difference does it make to be committed to a religion?

- Commitment in Islam
- Commitment in Christianity
- Commitment in Hindu life

Commitments and meanings

- Pupils enquire into the nature of commitment, and how religious people may be happy to 'pay the price' of their commitment.
- From stories of committed individuals in Islam, Hinduism or Christianity, pupils develop ideas about the point of living and the meanings of life.
- Pupils explore their own commitments, to family, friends, God or religion, being good, living happily and caring for themselves, others and the earth.

Key questions to explore with pupils

- What is commitment? What is religious commitment? How does it show?
- Why are some people especially committed to their religion? Who has made a difference to the world because of their faith?
- What are my talents for caring for other people? What are my commitments?

Potential curriculum links

Drama, History, literacy, PSHE, possibly Relationships and Sex Education

Assessment focus: teacher observation and assessment for learning: I Can...

- Ask and suggest answers to religious and spiritual questions about commitment.
- Describe how commitment makes a difference to the lives of some religious people.
- Connect my commitments and values to those of others.

ABOUT THIS UNIT:

This unit of work is intended to enable pupils to understand the significance of commitment in three different religions and in relation to their own lives and personal views of the world. The unit deals with Islam, Hindu life and Christianity. Through a focus on the beliefs and concepts associated with commitment in these three religions pupils will be enabled to think about their own experience. Pupils will be able to clarify their own values and ideas.

Using discussion, ICT presentation skills, research and literacy skills, pupils will have opportunities to broaden their knowledge and understanding of religion.

Estimated time for this unit: about 10 hours (if it needs longer, and there is not enough time, cut some material, but do some material in real depth)

Where this unit fits in: The unit builds upon the work of KS1, and Years 3 and 4. It will extend learners understanding of the ways believers show their commitment, and connect to earlier work on topics like worship, belief and how to live the best life, to be a good person. Make these connections explicit in the curriculum sequencing you plan and share with pupils.

KEY STRANDS ADDRESSED BY THIS UNIT

- **Beliefs and practice:** How do religious people express their beliefs in practice?
- **Questions of value and commitment.** How does religious practice strengthen the believer? What are my sources of strength and security? How do religious people in our community today try to follow their faith in worship, prayer and social action, using stories and other sources of inspiration?

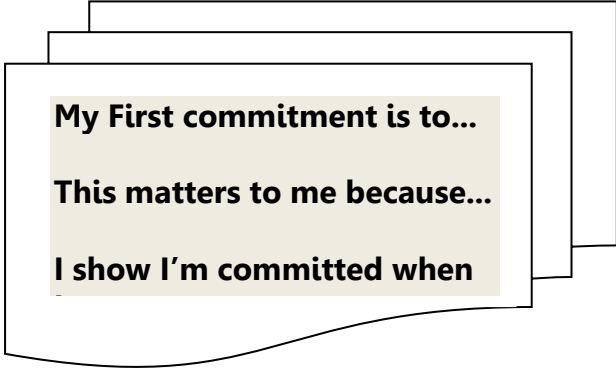
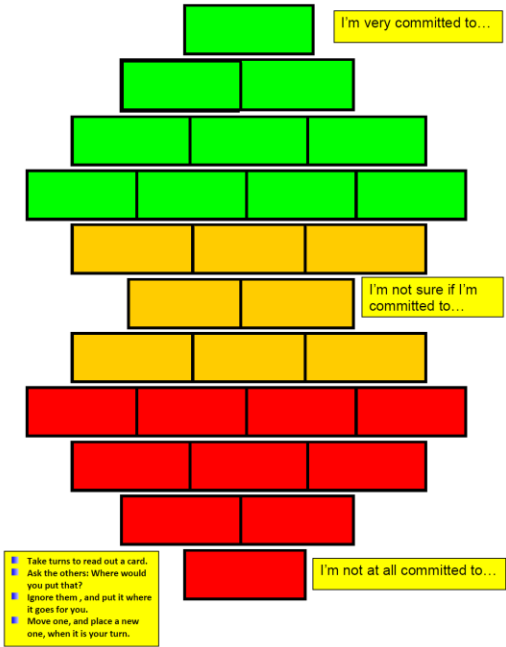
ATTITUDES FOCUS

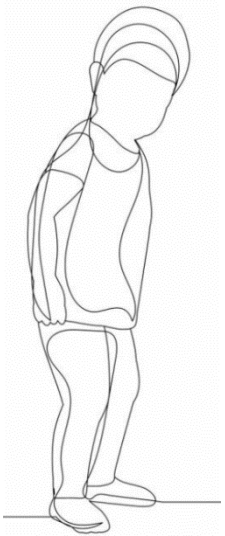
- **Commitment:** Pupils have opportunities to think about their own commitments and discipline in the light of Hindu, Islamic and Christian practice.
- **Fairness:** Pupils have opportunities to think about how to make a fair society (with regard to Zakat, and with regard to how some Christians help the homeless and in relation to Hindu charitable practice)
- **Respect:** Pupils have opportunities to develop their sense of tolerance and respect for those who live differently to themselves.

Prior learning	Vocabulary	Resources
It is helpful if pupils have: Learned about the Mosque, the Prophet and Islamic ways of life from earlier sections of the Agreed Syllabus. Learned about the Church, Jesus of Nazareth and Christian ways of living in the 3-7 sections of the Agreed Syllabus Learned basic facts about Diwali and about Hindu community Built some basic skills in presenting their learning simply through ICT.	In this unit, pupils will have an opportunity to use words and phrases related to: Islam: Shahadah Salat / Salah Zakat Ramadan Eid Ul Fitr Hajj Makkah Kaa'ba Christianity: Church, Jesus, Holy Spirit, Prayer, Communion, Bread and wine, symbols, saint, blessed Hindu religion: Diwali Ahimsa Sewa Dharma Religion: Ritual Religious practice Pilgrimage Charity / Almsgiving General: Duty Choice Commitment	Web resources ▪ The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk ▪ The NATRE shop is a good place to find and buy quality teacher resources for this unit: www.shop.natre.org.uk ▪ 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 BBC's clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/learningzone/clips ▪ BBC Bitesize RE for KS2 is also a good starting point: ▪ The best gateway for RE sites is: www.reonline.org.uk ▪ TrueTube has some useful video for RE at KS2: https://www.truetube.co.uk/list?content%20types=films&keystages=ky%20stage%201&page=1& ▪ You can find and use searchable sacred texts from many religions at: www.ishwar.com ▪ Good quality information and learning ideas on Christianity: http://request.org.uk/restart/ ▪ 'What happens in...' is a pack of 6 cutaway images of holy places from different religions with 20 learning ideas from RE Today www.retoday.org.uk ▪ www.topicbox.co.uk/re (Information about Hinduism) ▪ www.mandir.org/photogallery is a good start for pictures of Hindu worship. Virtual Tours: ▪ 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/ ▪ For further information try https://www.reonline.org.uk/teaching-resources/places-of-worship-voices-from-religion-and-worldviews/ Print resources ▪ Inspiring RE: Hindus edited by Fiona Moss, RE Today ▪ Inspiring RE: Muslims edited by Fiona Moss, RE Today ▪ Inspiring RE: Christians edited by Fiona Moss, RE Today ▪ More examples of Muslim stories can be found from the NATRE shop online at https://shop.natre.org.uk/category/.stories.isla.pr (see the same section of the site for stories from other faiths as well) Artefacts for RE: firms that supply a range of objects include ▪ RE On Demand, https://www.reondemand.co.uk/ ▪ Religion in Evidence https://www.tts-group.co.uk/primary/re/

EXPECTATIONS	
At the end of this unit:	
Working towards the outcomes expected for this age group: nearly all pupils will be able to... (almost all pupils)	- Identify some signs of Muslim commitment to their 'straight path' - Identify three ways Christians try to follow Jesus - Identify ways Hindus show their commitment to their faith, and community - Suggest a meaning believers might attach to Muslim, Christian and Hindu practice
Achieving the outcomes expected for this age group, most pupils will be able to... (most pupils)	- Describe how a Muslim practices some of the 5 Pillars and shows devotion to Allah, evidencing a rich knowledge - Describe how a Christian tries to follow Jesus' teaching and example - Describe what Hindu worship shows them about belief and commitment - Use a widening religious vocabulary accurately to make simple links between their own experience and choices and the ways Muslims, Christians and Hindus live out their faith
Exceeding the outcomes expected for this age group, some pupils might be able to ... (many pupils)	- Show that they understand the impact of faith on Hindu, Muslim and Christian people - Apply the ideas of duty, choice, commitment and strength to some of the things they do in life - Show that they understand links between their own ways of life and the beliefs and practice of Muslims, Hindus and Christians in following their religions through worship, prayer, community life or social activism
ASSESSMENT SUGGESTIONS During the unit, opportunities exist for assessment when pupils: - Rank and justify their placement of commitments and statements focusing on why Muhammad is so important to Muslims. These activities often generate high levels of discussion so teachers are encouraged to listen to pupils' conversations when assessing as well as looking at final outcomes. - Present their findings about a Christian who has sacrificed much of their life. Ensure that presentations touch upon what the person did that was difficult or unusual in the circumstances, what they sacrificed, what helped them to maintain their commitment, what ways is this person a good follower of Jesus and what examples can be given of Bible ideas and quotes being put into action. - Prepare a final, well considered piece of work based on the question 'Should Hindus have a day off work or school at Diwali time?' Refer in this to the importance, for Hindu people, of community life, celebration, tradition and values. If a final assessment is required in this unit pupils could: - Carry out activities in the final session comparing commitments of followers of Christianity, Islam and Hindu ways and their own commitments too. - Think of 'What Would Jesus Do?' as an enduring slogan referring to how Jesus might act in particular situations due to his values and commitments. Can children suggest reasoned answers to 'What might Jesus do?', 'What might Muhammad do?', 'What might Gandhi do?', 'What might a Muslim do?', 'What might a Christian do?', 'What might a Hindu do?' etc to a range of situations based on learning about commitments of believers in different religions and commitments of different religious believers. It is possible to approach many situations from the points of view of 2 if not 3 different believers after the learning in this unit and pupils could compare and contrast these.	

LEARNING INTENTIONS Pupils learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils should be able to say "I can..."	Points to note Links
What can we learn from the game 'Everyone's Committed'?			
To use a speaking and listening strategy to clarify the commitments that matter most to each pupil, and explore the fact that different people have different commitments.	Everyone's Committed: a speak and listen game for learning (a different approach would use this game towards the end of the unit) - Use a set of game boards and cards that list many commitments including some religious ones. This is published by RE Today and available to schools in a book, or from the website (see the board below right) - Ask pupils in groups of three or four to play the game in discussion for 30 minutes: they will create a pattern of commitments showing the things pupils in the group care about most, and they will talk over the commitments that others hold, but they reject. - Ask pupils to say why they have selected the ones that they put in the first group: what makes these commitments most important? What difference do these commitments make? - Talk as a class about which five commitments a Christian might put top of the list, and why. You could compile the answers to this on the whiteboard. There will be many different	I can describe simply some things Hindus, Christians and Muslims are committed to (Most pupils) I can use concepts like 'more important' or 'less significant' to describe the impact of commitments in religious life for myself (many pupils) I can clearly explain the impact of my own commitments and those of others – referencing sacred texts (many pupils)	<i>This kind of RE activity makes a large contribution to work about children's resilience and emotional wellbeing, PSHE and Citizenship and speaking and listening skills are used as well.</i>

To think for themselves about what difference our commitments make	valid answers. Ask pupils if they can suggest which 5 would have been Jesus' top commitments. Ask pupils to complete a writing task that identifies their own five top commitments and suggest some simple reasons why they hold these. Ask them to identify the impact of the commitments on what they do: e.g. 'I'm committed to looking after my rabbits, so I clean their hutch even though it is smelly.' 'I'm committed to God, and this shows because I go to Church, and I also try to be kind to people.' 	Working out your own commitments 	
LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils should be able to say "I can..."	Points to note Links
What helps you through the journey of life?			
Pupils learn: To reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are expressed;	Navigating the journey of life - Tell pupils that they will learn about Hindu, Muslim and Christian commitments, and their own commitments. Remind them that we have used the metaphor / image of life as a journey in RE often, and that many religions see life like this. - As a group of four choose the five most important things they will need to support them through life. Share these as a class. Pupils could write each one on a pillar, responding to the sentence starter: Through the journey of life I will need... because... Might the list of things we need include: values / friends / trust / commitments / vision / good fortune / safety / comfort – as well as food, drink, clothes, shelter? Religions say yes to this question, and they offer followers ways of being committed. - Ask pupils to reflect on the idea of life as a journey and to think of questions that this idea raises, such as where they will get the things they need, what happens afterwards, how they know which way to go etc.	Respond thoughtfully to the idea of life as a journey (ALMOST ALL PUPILS) Suggest some examples of spiritual, moral and physical support that a person might need on the	Teaching Islam is sensitive – be alert as you do this work to any negative images pupils may have, and seek to explore and counter them where appropriate. Line drawing for the activity:

	▪ Many religious people suggest that we need commitments to be clear, and if we follow our values our beliefs, our visions or our faith then this leads us to our best life. How do the children see it? ▪ Ask learners to take an outline line drawing of a human, or do one themselves, and fill it up with the words they have chosen, maybe repeated, in suitable colours, to describe the things they need and are committed to in life. Round the outside of the figure, they might write some examples of sayings they think are wise (you could direct them to a quotes database, or an anthology of scriptures). ▪ Make a mobile display of these figures with the title: Wisdom for life's journey.	journey of life (MOST PUPILS) Raise questions and suggest answers to questions raised by reflecting on the journey of life (SOME PUPILS)	
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LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils should be able to say "I can..."	Points to note Links
What can we infer from a story Muslims tell to express their beliefs and commitments?			
Pupils learn: To know a story about the Prophet Muhammad To understand some of the ways Prophet Muhammad put his beliefs into action (e.g about being merciful, forgiveness and the importance of worshipping one God, one Allah) To explain how some of the key beliefs of Muslims affect the way Muslims – including the Prophet - choose to behave.	Share this story of the Prophet Muhammad and the power of forgiveness Over 14 centuries ago, when Prophet Muhammad (PBUH) was receiving the revelations that became the Holy Qur'an, there was a ruler in one of the lands of Arabia called Thumamah ibn Uthal. Muhammad wanted everyone to live by the truth of Allah, so in 628CE he wrote letters to the rulers of the kingdoms who were his neighbours, inviting them to submit to God and become Muslims. One of the letters was delivered to Thumamah. He was a proud man, and the letter made him really angry. 'Why should I do what this 'Muhammad' is suggesting?' he raged. He thought Muhammad was wrong. He resolved that he would have the Prophet killed. And he told his fighting men what he wanted. The fighting men did not find the Prophet, but they did find a group of his Muslim companions. Thumamah's men killed them all, without mercy. When the Prophet heard of this, how do you think he felt? Terribly grieved and sad! A while later, Thumamah himself was travelling, and he came by the city of Madinah, where the Prophet was living. He was still furious, murderous and armed to the teeth. But this time he was captured by the Prophet's companions. They took him to the mosque, and chained him to a pillar. They asked the Prophet what they should do. Kill him? Would he take revenge? Thumamah raged and shouted from his chains. After a short time, the Prophet came to the mosque, and identified Thumamah, the one who had shown no mercy to his companions. He told his followers to bring food and drink to the chained enemy in the mosque, and treat him well. He gave milk from his own camel to thirsty Thumamah. For two days the Prophet questioned Thumamah about what should happen next. He replied in the same way over and over again many times: "If you want to, you will kill me for revenge. If out of your goodness you want to forgive, I shall be grateful. If you want money in compensation, I shall give you whatever amount you ask." After three days, the Prophet decided what to do. "Release him. Take the chains off. He is completely forgiven for what he did." The Prophet told Thumamah 'You are free to go. Here is your camel. Goodbye.' Thumamah was astonished. He had expected to die. He couldn't believe he was pardoned. He left the mosque, took his camel and headed to a nearby palm grove. He was thinking harder than he ever thought before. He washed and watered his camel, still thinking. Then, slowly, he turned his camel back to the city, and went back to find the Prophet at the mosque. When he got there, everyone went quiet. Why had Thumamah returned? Quietly he explained that the example of forgiveness he had been shown had changed his heart. 'Now I am becoming a Muslim' he announced 'There is no God but Allah and Muhammad is his Prophet.' Thumamah had been inspired by the kindness and forgiveness Muhammad showed to him. He went on to live a good life as a Muslim, and became a leader in the community of those who followed Allah and Muhammad. CONTINUED Questions for discussion or written work	Identify a Muslim value inferred from the story (almost all pupils) Respond sensitively to the Muslim story, suggesting some meanings from the events (most pupils) Describe the values exemplified in the story, and make connections to my own ideas and views about values and what matters most in life (some pupils) Show I understand what matters most in Islam and connect these ideas to what matters most in my life / culture ' beliefs (some pupils)	More examples of Muslim stories can be found from the NATRE shop online at https://shop.natre.org.uk/category/stories.isla.pr Other stories that may be useful to explore here are: The woman at the gates of Mecca The crying camel Check pupils have not worked too much on these before.

- 1) Why did Muhammad forgive? Do you think it was hard for him to do this?
- 2) What difference does forgiveness make in this story?
- 3) What changes do you think happened to Thumamah while he was chained up at the mosque? And while he was riding away?
- 4) Does this story have messages for us today? What messages?
- 5) What is 'the power of forgiveness'?

Target: what mattered most?

Here are eight things that matter in Islam. Arrange them onto the target, one in the yellow centre that matters most. Two in the red circle that are really important and three in the blue circle that are important, but not so vital. You will have two – that are less important – left over.

Then explain in three paragraphs why you chose the ones you did for Yellow, Red and Blue.



What matters in Islam?

Getting your own back if you are offended	Feeding people in need
Letting bad people get away free	Teaching everyone why it matters to believe in one God only
Encouraging others to become Muslims and submit to Allah	Caring for others even if they are enemies
Being merciful	Kindness

LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils say "I can..."	POINTS TO NOTE
Muslim commitment to doing good: wisdom on temptation?			
Pupils will learn about how Muslims express commitment to doing good through the ritual of 'Stoning the Devil' when they go on pilgrimage to Makkah They will be enabled to respond sensitively to the values and commitments supported by the Muslim community.	What do religious people say about temptation? - Ask a visitor from Islam what their religion teaches about what is good, about temptation, and about how to do good. If you can't get a visitor to come, generate the questions children would like to ask, and get them to research simple answers as well. Learn from Muslim ritual: stoning the devil. - Teach the pupils about the custom of 'stoning the devil' on pilgrimage. On the pilgrimage to Makkah, Muslims collect 21 tiny stones, and throw them, 7 each, at three pillars to reject evil and to pursue a life of submission to God. Find out about the ritual and the story that goes with it: Prophet Ibrahim, ordered by Allah to sacrifice his son Ismail, was tempted to disobey, but when the Shaytan whispered thoughts of disobedience, the Prophet threw stones at him, and went to the place of sacrifice with his son. It was 'just a test' – Ibrahim and Ismail returned safe home, because – of course – God does not want people to kill their children! - The Jamarats, the three pillars, are now industrialised, so that the many millions of stones used by the pilgrims can be recycled – look for an image on google, and share it through a visual learning strategy with pupils. - Ask pupils what bad things they would 'throw out' of the city, their school or perhaps their own lives. Talk about the idea of rejecting evil: how can people do this? What or who helps them? - Can you use a ritual for spiritual or moral development? Ask pupils to write onto a piece of paper the things they wish they had never said or done, and put them through the shredder, or (dramatic effect) burn them! Discuss how and why it is important for people to leave bad behaviour behind. - Committed to Islam: a path of moral improvement. Suggest to your class that one thing religions do for their followers is show them the way to live a better life. For Muslim this might mean 'throwing out' hatred, greediness, selfishness, dishonesty, bullying, laziness or unkindness when they go on pilgrimage. One Muslim, returning to Britain after his Hajj said 'In honest truth, I did not want to hate anymore.' Ask the pupils how they think people's commitments can make a difference to them, and help them to do good.	I can make links between my own commitments, values and experiences and the stories, rituals and commitments of Muslims (SOME PUPILS (MANY PUPILS)) I can connect what I've learned about the idea of being committed to fighting temptation, showing I understand the ideas for myself (SOME PUPILS)	Parents are often good visitors from inside a faith. Try to find mums and dads willing to come and answer simple questions. Prepare for the visit with pupils by learning about what makes a good question. For more guidance on visitors to RE lessons, please see: http://religiouseducationcouncil.org.uk/educators/projects/religious-believers-visiting-schools

LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils should be able to say "I can..."	Points to note Links
What are the main ways that Muslims in Britain follow their Prophet?			
Pupils will learn: To understand the life and significance of the Prophet Muhammad (pbuh). To consider how the practice of Islam in Britain today, including local practice, follows the example and teaching of the Prophet Muhammad. To reflect on the question: who influences me? What are my commitments?	Who was the Prophet? Why does his life matter so much to Muslims? - Plan to teach pupils the life story of the Prophet in an engaging way – this might use clips from the Muslim movie, "The Messenger", or be by way of a web quest, or using sequencing cards that tell part of the story. 6 key headings may give shape to the story: Early life, Night of power, Night of Ascent, The Town of the Prophet, Road to Makkah, and the Farewell. - Explain the importance of Prophet Muhammad (pbuh) for Muslims as the last messenger of God. Other messengers include Adam, Abraham and Jesus – link to Jewish and Christian shared history. Explain why the work has not included drawing the Prophet, acting out his story or making models of Allah: Islamic teaching forbids this because it is so misleading. - Why is Prophet Muhammad so important to Muslims? Why are they committed to following his examples? Create class mind-map or ask pupils to rank statements in order of importance: Allah spoke to him, the Qu'ran was revealed to him, he is a role model of how best to live, he rededicated to Ka'bah to Allah, he spread to work of Allah, he is the last and final prophet. Pupils might rank these reasons in explaining the continued significance of the Prophet. How do British Muslims show their commitment to following the Prophet? - Move on to enable a study of a Muslim family or community, looking at relationships, roles and responsibilities in families, mosques and the wider Ummah (Muslim community). Study of the use of the <i>masjid</i> (mosque). There are several in Walsall. How do these things show that Muslims are following the Prophet? - Consider how celebrating major Muslim festivals, e.g. <i>Id-ul-Fitr</i>, <i>Id-ul-Adha</i>, <i>Laylat-ul-Qadr</i> (the Night of Power) shows the value of stories of the Prophet. - Think about why different traditions of Islam exist, e.g. <i>Sunni</i>, <i>Shi'ah</i> and what differences and similarities exist between them. Study of issues of Islamic identity through, e.g. work based on videos or a Muslim visitor; - Describe how <i>Muslims</i> contribute to the wider community, eg the Muslim Education Trust, the Islamic Foundation. - Summarise what the work has shown about how British Muslims follow the Prophet today. Why do so many Muslims commit themselves to this?	Pupils can retell the life story of Prophet Muhammad (pbuh). (ALMOST ALL PUPILS) Pupils can show sensitivity toward Muslims beliefs about the drawing of non-figurative images. Pupils can explain the significance of Prophet Muhammad (pbuh) to Muslims. (SOME PUPILS (MANY PUPILS)) Pupils can explain why British Muslims are influenced by their religion in various ways (many pupils)	Clarify "peace be upon him" (pbuh) title and model its use. Clarify that Muslims never worship the Prophet ~ because there is only one God. Emphasise Muslim teaching – no idols, because "there is no God but God" (link to previous lesson). Use the activities to model an appreciation of and sensitivity towards this belief. Following the Prophet is not the only way that Islamic commitment can be understood.

LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils should be able to say "I can..."	Points to note Links
How did Jesus show the meaning of commitment and sacrifice?			
Begin to understand the Christian belief in sacrificial love as exemplified in the life and teachings of Jesus. Know and use key words about the sacrifices Jesus made in Gospel stories and how Christians understand these.	This set of lessons moves on to consider Christianity and commitment. Draw out similarities and differences as you work with the class. What sacrifices did Jesus make in the stories of Holy Week and Easter? - Use New Testament writings or a video e.g. The Miracle Maker, to examine Jesus' response to Judas at the Last Supper, to the soldiers during His arrest, on the cross and the response of John 15:13. - Read some examples of Jesus' teaching from Matthew 6:2-21 e.g. about generosity, prayer, fasting and doing good deeds. What do these teaching show us he was committed to? - In each case identify the sacrifice or commitment being made and suggest reasons why Jesus might have acted as he did and the impact on those around him. Was Jesus committed to his disciples? To God? To prayer? To peace? To his destiny? To the people he served? How did it show? - Or role play the scenarios above. Freeze frame action at the crucial moment. Suggest a response that would be opposite to that of Jesus. Discuss the effect the new response would have on the idea of sacrificial love. Would the outcome be more positive or negative? - Focus particularly on how commitment is seen in the stories.	Understand and outline why Christians believe it is important to reach out and show love to all (most pupils) Know and use the meanings of Biblical texts to answer questions about Jesus and his commitments (many pupils) High achieving pupils will give reasons and examples to support their answers (some pupils)	Literacy objective: Understanding and interpreting texts: Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts.

Why did Jesus share bread and wine with his disciples on the night he was arrested?

To explore the significance of the Last Supper To consider the idea that Jesus came as a servant or sacrifice, not as a ruler or king To describe some links between the Last Supper and the Holy Communion	What was the meaning of Jesus' last meal with his friends? ▪ Tell the story of the Last Supper, drawing out children's own experiences of sharing special meals together, e.g. birthdays, weddings, school parties. Explain that Jesus was going to die, and he showed the disciples a way of understanding what he was doing. ▪ Tell the story of Jesus washing the disciples' feet. How would you show your friends that you wanted to serve them, not rule over them? A drama activity could be linked to Jesus washing the disciples' feet. Explain that this story is in John's Gospel instead of the story of the bread and wine. What did Jesus want his disciples to do after he was dead? Help the children to find out about churches that celebrate washing of the disciples' feet. Watch a video of a Eucharist. ▪ Talk about the Last Supper and explain what Jesus was telling his disciples. Talk about the fact that Jesus came to be a servant, and that Christians believe they should follow his example. The story is in Mark 14:12–26. ▪ Reproductions of traditional and modern paintings from different cultures can be used to support the teaching about the Last Supper. The story is in John 13:1–17. ▪ It might be a good learning experience to sit and look at fresh broken bread and a goblet of ribena as the learning goes on. Would this link to an art activity? It can work very well as a focused reflection activity for children.	Find out about and describe the last supper and make a link to the idea of sacrifice (most pupils) Make links between the story of the last supper and the Christian worship of Holy Communion / Eucharist (most pupils) Outline understanding of some of the meanings of symbols in the Last Supper (some pupils)	Literacy objective: Engaging with and responding to texts; Interrogate texts to deepen and clarify understanding and response. An excellent visual learning activity compares two paintings, and a video sequence with the text of the Last Supper. Pupils in pairs decide which one represents the Bible story best and why. There are links to be made with PSHE, SEAL and circle time, when the feelings and emotions could be explored in greater depth.
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How can the life of a Christian person show us the meaning of commitment? (2 lessons)			
Become familiar with Christian examples of sacrifice as exemplified in the life story or stance of a modern Christian or a saint.	In what ways was Blessed Carlo Acutis committed to Christ and to Christianity? - Carlo Acutis was born in Britain in 1991 to Italian parents and sadly died from leukaemia when he was just 15. He had a strong Christian faith and especially developed an interest in miracles that were associated with the Mass or Eucharist. His online collection of miracle stories is hugely popular and has inspired many other Catholics to stronger faith. He researched and made a website about miracles associated with the Mass. - Carlo's website (it is a bit old now) is at http://www.miracolieuucaristici.org/. Have a look and consider some examples of the miracle stories he documented from over 20 different countries. The idea that Christ is uniquely present when bread and wine are shared and that God is at work in – for example – healing people in body and mind at the Mass is shown in many examples. Carlo loved Mass, attending almost daily, and he loved God: He believed we all have a part to play in God's great plan: 'People are born as individuals but many dies as photocopies. I don't want to be a photocopy.' He put the Eucharist at the centre of his life, calling it 'my highway to heaven', so that he lived a unique and individual life for Jesus: 'to always be close to Jesus, that is my life plan' he said. - After Carlo died, his parents were terribly sad. But his mum prayed to him, asking for another child. Four years after his death, to the day, she gave birth to twins at the age of 44. She felt sure it was a miracle, God's doing. This is one of the miracle stories that has led to Carlo being beatified and 'on the way' to becoming the youngest saint recognised in the Catholic church, and the first 'millennial saint', a saint who served God with computer programmes and games, videos and films, online and on YouTube. Show pupils his English website here: https://www.carloacutis-en.org/ - You could ask pupils to write a citation: do they think Carlo Acutis should be recognised as a saint? Which teachings of Jesus did he put into action? Why has he already been beatified? Can they design a stained glass window that would show what made him an exceptionally committed follower of Jesus? He is referred to as the 'patron saint of the internet'. Here is his window. https://www.eternitynews.com.au/world/patron-saint-of-the-internet-featured-in-unique-stained-glass-window/ A Catholic Parish in Wolverhampton has been named after him. CONTINUED	Describe how the Christian person chosen exemplified ideas like commitment, sacrifice, devotion or love for God (most pupils) Make links between the stories of Jesus and the chosen leader or exemplar of faith, quoting teachings of Jesus and using them clearly (most pupils) Consider and give a reasoned account of the question 'what makes a saint? And Should Carlo Acutis be recognised as a saint? (some pupils)	The first task here uses a great story, but it has a very sad event in it. Carlo Acutis died aged 15. Select material to open up big questions and don't 'duck the issues' but teach it sensitively. Some will prefer to do the second lesson idea only. This is the basis of a task to gather evidence of achievement in this unit. It can be done as a group task, with four pupils working together on one example.

	Who else is inspired by Jesus example of commitment? ▪ After the shared learning about Carlo Acutis, or as an alternative, pupils might research the life of another notably committed Christian e.g. Dr Noel Chavasse, Martin Luther King, Jackie Pullinger, Gladys Aylward, Mother Teresa, Corrie Ten Boom, Desmond Tutu, John Wesley, Dorothy Day or a local example using books, video, online sources, visitor, web. Teachers will make this work come alive if they do some great story telling. ▪ Present their findings to a group or the class, orally or in writing. What did the person do that was difficult or unusual in the circumstances? What did they sacrifice? What helped them to maintain that commitment? What words/phrases describe their action or qualities? In what ways is this person a good follower of Jesus? ▪ Consider how they might behave in similar situations. Illustrate these using word art or design a calligram (a free online formatter is useful here) ▪ Supported self-study in RE can make excellent links with the literacy curriculum, and both use and develop pupils' enquiry skills and team working skills. A presentation – spoken, or visual – is a possible outcome.		
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LEARNING INTENTIONS	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils should be able to say "I can..."	Points to note Links
What codes for living do Christians try to follow?			
Pupils learn: To think carefully about the Christian ideas of values such as love and forgiveness. To continue to think about the idea that values show in what people do; they demonstrate commitment. To begin to understand that the impact of our values can make people happy – or unhappy	Learning about Jesus' values from two texts from the Bible - Read with children the account of love for the neighbour that introduces the story of the Good Samaritan (Luke 10:25-37). - Also read the account of the crucifixion, in which Jesus prays for forgiveness for those who killed him (Luke 23:32-35) Look at the two texts for similarities in Jesus' values. Does he teach generosity in both? Does he teach self sacrifice? Does he teach that it is good to take a risk for goodness? Is it true that Jesus was completely committed to forgiveness - Discuss what kinds of values Jesus wanted people to follow, and how he 'showed a path' (as Christians believe). - Ask the class what the values of Jesus seem to be in the stories. See if the pupils understand that the values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship (togetherness). If you are committed to these kinds of values, what would you never do? Can the class make a list? Values trees: roots and fruits - Talk first about actions and what leads up to actions – illustrate the idea that values or motives lead us to act with a story from school life. - Jesus often compared actions to fruits. The roots are down inside us, hidden thoughts and intentions, but what you do shows what you value. Ask pupils to create an image of a tree, showing its roots, trunk, branches, and carrying fruits as well. This could be drawn on a piece of flipchart paper. The fruits could be cut outs, so that each child can 'fill one in'. - Write onto the fruits the words that they choose to represent good actions. Ask them to think about what leads to good actions, and write some of these things onto the branches, the trunk and the roots of their trees. - In circle time, compare the different trees pupils have devised, and consider carefully the links between thoughts, words and actions. - This activity could be done as a class display – each pupil making fruits for the values tree, which is a whole class piece of work. - Do our values show our commitments? How and why?	I can make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action(MOST PUPILS) I can consider moral questions about whether there are 'bad thoughts' and understand the impact of ideas on behaviour (many pupils) I can use scriptural texts to develop reasoned ideas about different values that I consider important (some pupils)	The two texts from Luke's gospel are suitable for work on narratives or stories from a different culture

Learning intentions	Implementation: teaching and learning	Impacts: learning outcomes	Points to note
How did Gandhi stand up for his beliefs and commitments?			
- To retell stories about an inspirational person, explaining why their lives might be considered inspiring - To use religious vocabulary to describe aspects of lives and teachings of inspiring leaders and inspirational people, giving examples of how these have influenced the lives of followers.	Disagreements and arguments Divide the class into small groups and discuss the following questions: - Who do you argue with? - What do you argue about? - When do you think you are treated unfairly? - How do you resolve your disputes? Listen to people's feedback. If it does not come out in discussion, ask if anyone has ever used violence, for example with brothers, sisters or friends, to get own way. Share the story of Gandhi and discuss the concept of ahimsa. You could show a short extract from the film <i>Gandhi</i> showing his non-violent principles. Explain that he was a Hindu who believed in and was committed to the principle of ahimsa, meaning non-violence. Discuss the inspirational characteristics that Gandhi showed during his life. Note that his life's work was to free India from British colonial rule, and inspire his fellow Hindus in their spiritual lives. He wasn't perfect: take account of critics of his ideas as well. Share and discuss some quotes from Gandhi: "In a gentle way you can shake the world." "If all Christians acted like Christ, the whole world would be Christian." "First they ignore you, then they laugh at you, then they fight you, then you win." "An eye for an eye and everyone shall be blind." "Whenever you are confronted with an opponent, conquer him with love." Discuss some of the situations that people find difficult, or think are wrong around the school. Widen out people's thoughts to the whole world. Are there any situations that they think are unfair in the world? How would applying the quotes or principles of Gandhi help? Ask pupils to choose one of the situations that you have discussed and split a piece of A4 paper into 3 pieces. Draw a picture of their situation on the top third of the paper. Use speech bubbles or a short description to help describe clearly what is happening in the picture. In the middle of the paper ask them to write a quote from Gandhi that would help to improve the situation. If anyone cannot find a suitable quote they could describe how they think Gandhi would have improved the situation. At the bottom of the piece of paper ask them to draw the improved situation	I can . . . Almost all pupils - identify some of the values that Gandhi showed in his life Most pupils - make links between Gandhi's beliefs and the way he chose to live his life Some pupils - describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations	<i>Quotes from Gandhi can be found on many quote websites including www.saidwhat.co.uk/quotes/favourite/mahatma_gandhi</i> <i>Further activity ideas for work on Gandhi can be found in Special People (Developing Primary RE series), RE Today Services. This publication includes further quotes from Gandhi and some information about his life.</i>

How do Hindus show commitment through acts of service or sewa?

- To describe what 'sewa' means and what some acts of sewa may be. - To investigate and interpret how one charity is inspired by teachings related to sewa in Hinduism.	Selfless Service - Discuss with pupils the very last time that somebody did something kind for them. What was it? Why do they think the person performed the act of kindness? Do people need to have a motive to perform a kind act? - Ask pupils to recap their learning about Gandhi and ahimsa. Explain that another incredibly important idea to Gandhi was that of 'sewa' and ask if anyone has heard of the term before (some may have heard of it in either a Sikh or Hindu context). Sewa is selfless service to G-d and humans. Service to G-d may include worship. Service to humans may include giving money to charity or looking after those in need. Acts of sewa towards fellow human beings may be long, short, big, small, loud or quiet, but must always be selfless – acts of kindness without expectation of anything in return. Teachers might like to get pupils to think of a long, short, big, small, loud and quiet act of sewa. A Charity committed to sewa - Ask pupils to quickly list charities that they know of. Once completed, see whether any religious charities were listed. Introduce Sewa UK http://www.sewauk.org/ as a Hindu charity. - Allow pupils time to explore different parts of the website including current and past projects and charity through adventure. Perhaps provide pupils with a website based scavenger hunt activity to check they have read all of the literature thoroughly. Ask them to consider questions such as: - What sort of projects is Sewa UK involved in? - Would somebody who supported Sewa UK's projects or joined in with them be carrying out an act of sewa? - Why might a Hindu who was committed to sewa support Sewa UK? - How do you think this charity's work might be inspired by the idea of sewa in Hinduism? (answers should be about more than just the charity's name!) - What do you think 'Service to Humanity is Service to God' means? - What is good about Sewa UK? - Would somebody who is not Hindu consider supporting this charity? Why? Pupils could create a TV, radio or internet advert to raise support for Sewa UK. They should explain the excellent work the charity does and how it can help people carry out acts of sewa.	I can... - Recognise and give opinions about the importance of a charity's work (ALMOST ALL PUPILS) - Respond thoughtfully to the Hindu concept of sewa and the work of Sewa UK (MOST PUPILS) - Clearly connect the work of Sewa UK to the Hindu concept of sewa and describe why a Hindu who is committed to carrying out acts of sewa (or people who are not Hindu) might want to be involved in the work of Sewa UK (SOME PUPILS)	In Hinduism, sewa is often seen as part of dharma (duty) Charities such as Christian Aid, Islamic Aid and Tzedek are all religious based charities and have good websites if you wish pupils to compare examples from more than one faith. Sikhs also use the word 'sewa' to speak of their commitment to selfless service.
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What might be difficult about being committed to celebrating Diwali?

To think for themselves about Diwali, and what it means to celebrate To discuss difficulties and evaluate ideas surrounding being committed to celebrating a Hindu festival in modern Britain	Important aspects of Diwali: developing knowledge and understanding Play a quiz based game to help pupils recap prior knowledge about Diwali. Two examples would be: - A whole class game of 'winners or losers?'. Prepare around 20 cards with instructions on (eg 'earn 50 points', 'lose 100 points', 'miss a go', 'double your points' etc). Split the class into 2 – 4 teams which all start on zero points. Pose each team a question about Diwali in turn. If the team answers correctly, they may take a card – of course this may not always be a good thing for their score! Not the fairest game but lots of fun when played in the right spirit and good for maths skills! - A whole class game of 'noughts and crosses'. Pupils are split into teams and answer the teacher's questions about Diwali. If a team answers correctly, they get to put an O or X on a 3x3 grid. The winning team is the first to get 3 of their symbols in a straight line. Questions should be focused on prior learning about Diwali such as: parts of the plot of the story of Rama and Sita, symbolism (eg good over evil, light over dark), practices and their meanings (eg divas, rangoli patterns), importance of Lakshmi etc The importance of festivals - Discuss why festivals are important: how do we feel? Why is it important to get together as a community? Why is it important to remember? Why is it important to celebrate? - Ask the pupils to say how Hindu people would feel if their festival was forbidden or banned. Could their religion and way of life continue without celebrations? Talk about how this question identifies the importance and impact of the festival. The importance of celebrating Diwali Present pupils with a thought provoking question and some information about the celebration of Diwali in modern society. Note that the festival is marked in many, many schools – but some Hindu families find it really hard to get together for Divali because of work commitments. It is a family and community festival. For example:	I can... Consider why Hindus might wish to take time off of work or school to celebrate Diwali and compare responses (MOST PUPILS) Thoughtfully and sensitively suggest responses to a situation where religious commitment may conflict with modern day life in the UK (MANY PUPILS) Investigate and explain at least 2 opinions about whether Hindus should take time off of work or school to celebrate Diwali and express my own views in light of this (SOME PUPILS)	In bad RE, children make Diwali cards or diva lamps every year, but never learn anything extra. In good RE progression is secure: get the tasks you set to make pupils think increasingly deeply. Many websites are devoted to using Edward de Bono's thinking hats technique with pupils.
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	Should Hindus have a day off work or school at Diwali time? In some areas of the country schools arrange a closure day for the festival of Diwali. Head Teachers have asked that they are allowed to decide which days to mark. Many schools allow Hindu and Sikh children and staff to have a religious absence day for Diwali. Christians have both Easter and Christmas as Holiday if they work in jobs where they don't have to work shifts. Is it a question of human rights that people should, once or twice a year, be able to celebrate the big days in their religion? affected if Hindus are or are not allowed a day off work or school for Diwali? Where will be affected if Hindus are or are not allowed a day off work or school? How could it be tackled? What is the best decision to the question? Who will carry out this decision? How will the decision be carried out? Thinking Hats: As a class, think with 'white' hats. Gather the facts and details that are known and decide if any more are needed. Split the class up into four groups and give each a 'hat' to further their thinking (or eight smaller groups – two for each hat): Yellow hat group – focus on benefits, strengths, advantages - What are the good things about Hindus having a day off work or school at Diwali? Black hat group – focus on difficulties, weaknesses, dangers - What are the problems with Hindus having a day off work or school at Diwali? Green hat group – focus on suggestions, ideas, alternatives - What other possibilities are there? Red hat group – focus on feelings, hunches, intuition – How do we and others feel about this? Finally, put pupils into groups of 4 comprising of someone who was doing yellow, black, green and red thinking. Ask them to share their previous discussions and then all put on their blue hats which represent organising – deciding where do we go from here and how we will get there. Debate: Use this opportunity to involve pupils in a formal debate. Put groups of children in role e.g. parents, pupils, teachers, employers. Each group should write and deliver a short opening statement before the debate is thrown open. Pupils may end up debating in the role of somebody who they do not necessarily agree with, so leave time for debriefing and discussing own views at the end. When voting for a final decision at the end of the debate, teachers might like to hold 2 votes, the first with pupils in character and the second with pupils out of character. Follow up work could include preparing a balanced, or persuasive piece of work answering the question 'Should Hindus have a day off work or school at Diwali time?' using arguments examined and own thoughts. This could be done as a letter, podcast, blog etc.	Utilise a thinking skills strategy to get pupils looking at the above information (or similar information) such as: Agenda setting: Present small groups with an agenda of questions for a discussion. Questions might be Who is		
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Learning intentions	Teaching and learning	Impacts: learning outcomes	Points to note			
What have we learned from the Muslims, Christians and Hindus about commitment? How are these religions similar, and how are they different?						
To notice and understand similarities and differences between Christian, Hindu and Muslim commitments To explore and express ideas of their own about commitments	Who's committed to what? - Remind children about the work on Muslim, Hindu and Christian commitments. Ask them how people in these three religions show their commitments. Who did they think showed their commitments, and how, and why? - Give them a list, or set of word cards on the floor. You could use these words: <table><tr><td> Allah Sewa Worshipping Prayer Charity The City of Makkah Forgiveness Kindness Gods and goddesses Saint </td><td> Self Control Jesus Christ Diwali Holy Communion Church Mosque Mandir Generosity Holiness Harmlessness </td><td> Family Ramadan The Bible The Quran Peace Love Mahatma ('Great Soul') Blessed Goodness The Prophet Muhammad (PBUH) </td></tr></table> Ask the children to sort them in different ways: - First, which are the commitments of Hindus, of Muslims, of Christians and which of two religions, or all three? Why? Which are hardest to classify? - Second, what would a Hindu, Muslim or a Christian's top 4 commitments be? How does it show? Why are these ones so important? - Third, what would their own top 4 commitments be? Why? How do these commitments show? - After discussion, pupils might create piece of structured written work to show their final answers.	Allah Sewa Worshipping Prayer Charity The City of Makkah Forgiveness Kindness Gods and goddesses Saint	Self Control Jesus Christ Diwali Holy Communion Church Mosque Mandir Generosity Holiness Harmlessness	Family Ramadan The Bible The Quran Peace Love Mahatma ('Great Soul') Blessed Goodness The Prophet Muhammad (PBUH)	I can describe some things Christians and Muslims are committed to simply (Most pupils) I can use concepts like 'more important' or 'less significant' to describe the impact of commitments on life for myself (many pupils) I can clearly explain the impact of my own commitments and those of others, referring to religious examples (some pupils)	<i>These outcomes reflect those from the start of the unit.</i>
Allah Sewa Worshipping Prayer Charity The City of Makkah Forgiveness Kindness Gods and goddesses Saint	Self Control Jesus Christ Diwali Holy Communion Church Mosque Mandir Generosity Holiness Harmlessness	Family Ramadan The Bible The Quran Peace Love Mahatma ('Great Soul') Blessed Goodness The Prophet Muhammad (PBUH)				

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