




APPENDIX W

Exemplar Unit of Work: Lower KS2 Beliefs in action in the World:

This unit of work contributes towards the principal aim of RE in Wiltshire: to engage pupils in enquiry into key questions arising from a study of religion and belief, so as to promote their personal and spiritual development.

 <p>Step 1: Theme</p>	<p>Beliefs in action in the World: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.</p>
<p>Step 2: Key question</p>	<p>Who has made a difference to the world because of their faith? How and why?</p> <p>Where does this fit into our Key Stage planning? This unit explores the difference that particular religious beliefs can have on how someone chooses to live their lives and the influence that they have on the wider community because of their ideas, beliefs and actions. This unit would be enhanced with study of a local religious figure.</p> <p>It may fit in with a broader study in citizenship and history. There are also good links with literacy and work on biography. The suggested community project would link with many more areas of the curriculum than those suggested above.</p>
 <p>Step 3: Learning outcomes and assessment</p>	<p>This unit focuses on contemporary inspirational figures and so we are looking at the following learning outcome, applying the learning to Christianity and Hinduism</p> <ol style="list-style-type: none"> i. identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives; ii. Retell stories about an inspirational person explaining why their lives might be considered inspirational iii. 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; iv. ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers; v. describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus. vi. make links between what they have learnt about inspirational people and their own behaviour vii. make links and identify similarities and differences between the different people studied <p>These learning outcomes are turned into levelled “I can...” statements in the teaching and learning activities below.</p> <p>Level 2 I can say why a particular inspirational person inspires some people I can identify some of the values that Gandhi showed in his life I can retell the story of Archbishop Romero and suggest why the story might be important to believers today <i>I can identify and describe inspiring people for myself</i> <i>I can reflect on my ideas about and experiences of forgiveness</i> <i>I can reflect thoughtfully what I have found inspiring about the people studied</i> <i>I can take part in a class project to attempt to make a difference to something I feel is unfair.</i></p>

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	<p>Level 3 I can explain why certain people inspire me and identify their inspiring characteristics I can make links between Gandhi's beliefs and the way he chose to live his life I can describe what inspired Archbishop Oscar Romero to speak out against injustice I can explain how Christian beliefs support the actions that Rosa Parks took in beginning of the bus boycott I can explain why a Christian might choose to forgive someone I can identify similarities and differences between the people studied and their actions and beliefs <i>I can describe something that inspires me to behave in a particular way</i> <i>I can identify a person inspires me and how my actions might be inspired by their example</i></p> <p>Level 4 I can describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations I can explain what inspired and influenced Rosa Parks in her fight against racial injustice I can use religious vocabulary and concepts to link up beliefs and actions of the people studied <i>I can express, explain and justify my own ideas about finding justice through forgiveness</i> <i>I can explain what I would be inspired to speak out against, or be stirred to act against, and why that particular issue is important to me</i></p>
<p>Step 4: Content</p> 	<ul style="list-style-type: none"> • what makes a person inspirational to others, identifying characteristics of a good role model; • the actions of contemporary inspirational Christians (e.g. Andrew White, Vicar of Baghdad) and how these have been influenced by Jesus; • The actions of an inspirational person from another faith, for example, Gandhi, • How and why some people choose to stand up for their beliefs in difficult circumstances • why these inspirational people of faith are regarded as sources of importance and inspiration by believers today. <p>Extra content selected</p> <ul style="list-style-type: none"> • study of a contemporary sporting figure, for example, boxer Michael Watson
<p>Step 5: Teaching and learning activities</p>	<p>Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop. Make sure that the activities allow pupils to practise these skills.</p>

Please note that this unit of work is detailed in order to provide examples of a wide range of teaching and learning opportunities for pupils in schools. It is not expected that school planning will be as detailed as this; the key is to follow the planning process above to achieve the learning outcomes in the syllabus.

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Teaching should enable pupils to...	<p>Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils' learning needs are addressed.</p> <p>This material need not be taught as a whole unit but can be linked to work in other subject areas.</p>	<p>so that pupils can say "I can..." to one or more of the statements below.</p>	
<p><i>i. identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives;</i></p>	<p>Being inspired: what's that?</p> <ul style="list-style-type: none"> ▪ Ask pupils in pairs to make lists of heroes in movies that they like – <i>Shrek, Buzz Lightyear, Simba the Lion King, Mr Incredible, Monsters Inc.</i> and so on. What do these heroes have in common? Why do people like them? How do we show who our heroes are? ▪ Discuss with pupils the idea of being inspired: get them to give examples of 'real world' heroes: sport, music, TV, film, or other parts of life. What would a person do if inspired by one of these? ▪ Listen to the song <i>Special Kind of Heroes</i> by Fischy Music. Divide the class into pairs and ask them to write down the characteristics that the song suggests make a person a hero. <p>Focus on the idea of 'inspiration' with pupils: what does it mean? Explain that in this unit of RE we are going to find out why certain people provide inspiration. Explain that the 'heroes' that we are going to think about are real people, not like Disney heroes.</p> <p>Who inspires you?</p> <p>Ask pupils to write a poem or a paragraph or draw and annotate their idea of an inspirational person. You will need to model an example of each of these ways of responding to ensure the class produces high quality work. If they draw they will need to annotate their drawing. If they are going to write a paragraph, they will need to explain how each characteristic is inspiring. For those writing a poem, a kenning (a poem that uses compound expressions to describe someone or something without naming them) is a good pattern to use. An example of kenning - <i>My teacher - Wisdom-feeder, Confident leader, Imagination-sparker, Homework-marker, Study-supporter, Problem-sorter, Encouraging guide, On my side</i></p>	<p>Level 2 I can identify and describe inspiring people for myself</p> <p>Level 3 I can explain why certain people inspire me and identify their inspiring characteristics</p>	<p><i>This work connects well to literacy and PSHE. It affords many opportunities for well structured speaking and listening, and for social and emotional aspects of learning (SEAL). Good speaking and listening work is built in to this unit.</i></p> <p><i>Special Kind of Heroes is available on the Album These are our emotions from www.fischymusic.com</i></p>

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<p>Teaching should enable pupils to...</p>	<p>Teachers can select from the following and adapt as appropriate, making sure that the learning outcomes are met and that pupils’ learning needs are addressed. This material need not be taught as a whole unit but can be linked to work in other subject areas.</p>		
<p>ii. Retell stories about an inspirational person explaining why their lives might be considered inspirational</p> <p>iii. 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;</p>	<p>How did Gandhi stand up for his beliefs?</p> <p>Disagreements and arguments Divide the class into small groups and discuss the following questions:</p> <ul style="list-style-type: none"> • Who do you argue with? • What do you argue about? • When do you think you are treated unfairly? • How do you resolve your disputes? <p>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.</p> <p>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 the principle of ahimsa, meaning non-violence. Discuss the inspirational characteristics that Gandhi showed during his life.</p> <p>Share and discuss some quotes from Gandhi</p> <ul style="list-style-type: none"> • <i>In a gentle way you can shake the world.</i> • <i>If all Christians acted like Christ, the whole world would be Christian.</i> • <i>First they ignore you, then they laugh at you, then they fight you, then you win.</i> • <i>An eye for an eye and everyone shall be blind.</i> • <i>Whenever you are confronted with an opponent, conquer him with love.</i> 	<p>Level 2 I can identify some of the values that Gandhi showed in his life</p> <p>Level 3 I can make links between Gandhi’s beliefs and the way he chose to live his life</p> <p>Level 4 I can describe the impact of some of Gandhi’s principles and show how his words can be used to address contemporary situations</p>	<p><i>Quotes from Gandhi can be found on many quote websites including http://www.saidwhat.co.uk/quotes/favourite/mahatma_gandhi</i></p> <p><i>Further activity ideas for work on Gandhi can be found in Developing Primary RE: Special People- RE Today services. This publication includes further Gandhi quotes and some information about his life.</i></p>

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	<p>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?</p> <p>Ask people to choose one of the situations that you have discussed and draw a picture of it on the top half of a piece of A4 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.</p>		
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<p>ii. Retell stories about an inspirational person explaining why their lives might be considered inspirational</p> <p>iii. 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;</p> <p>v. describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus.</p>	<p>What gave Oscar Romero the strength to speak out against injustice? What characteristics make Oscar Romero an inspiring person?</p> <p>Oscar Romero</p> <ul style="list-style-type: none"> Show the class a map showing the location of El Salvador and a picture of Archbishop Oscar Romero. Explain that he was killed because of the inspiring things he did. Share the story of Archbishop Oscar Romero. Construct a timeline of his life. <p>Divide the class into groups of three and ask them to choose the moment that they think was the turning point in Oscar Romero's life and create a freeze frame of it. Whilst people are in their freeze frames, question them about why they have chosen this particular point to represent. You could record the freeze frames with a digital camera. People could then add a commentary which could be used in a display of work on inspirational people.</p> <p>What do people think gave him the strength to keep speaking out against the injustices in El Salvador? What were the positive characteristics of Oscar Romero that make him an inspiring person? Share some quotes. Ask pupils to work in pairs and simplify the quotes so they can be easily understood by somebody of their age.</p> <p>Discuss what pupils would like to have the strength to speak out about or against. Why would they like to speak out about it? Share ways in which they can speak out. Ask pupils to write a sentence about what they want to speak out against on a mini placard or speech bubble for display.</p>	<p>Level 2 I can retell the story of Archbishop Romero and suggest why the story might be important to believers today</p> <p>Level 3 I can describe what inspired Archbishop Oscar Romero to speak out against injustice</p> <p>Level 4 <i>I can explain what I would be inspired to speak out against, or be stirred to act against, and why that particular issue is important to me</i></p>	<p><i>Quotes from Oscar Romero can be found on many quote websites.</i></p>

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<p>iv. ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers;</p> <p>v. describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus.</p>	<p>What inspired Rosa Parks? Racism- Montgomery Bus Boycott Introductory role play Arrange a set of six chairs in pairs as if on a bus. Choose six people to sit down on the bus, ensuring that the two people sitting on the back two seats have similar physical attributes, for example, blonde hair. Explain to the class that the bus is travelling along at the end of the day and that it stops at the next bus stop. Ask two people to get on the bus who do not have the same physical attribute as the two people on the back two seats. Explain to the two people at the back that they must give up their seats and stand up for the rest of the journey because they have blonde hair. Discuss people's feelings about the re-enactment.</p> <p>Share the story of Rosa Parks with the pupils. Re-enact the story. Rosa was a Christian. Do the children know any parts of the Bible that might have inspired her e.g.</p> <ul style="list-style-type: none"> • 'There is no longer Jew or Greek, there is no longer slave or free, there is no longer male or female, for all of you are one in Christ Jesus.' Galatians 3: 28 • 'Do to others what you would have them do to you.' Matthew 7: 12 • 'Love your neighbour as yourself.' Matthew 19: 19 • 'God created human beings in his own image, in the image of God he created them; male and female he created them.' Genesis 1: 27 <p>Organise the children into groups. Give each group a story or event in the life of Jesus to look at. Would this story/event have inspired or influenced Rosa? Why? Why not?</p> <p>Give the pupils time to develop questions for the three main characters - Rosa</p>	<p>Level 3 I can explain how Christian beliefs support the actions that Rosa Parks took in beginning of the bus boycott</p> <p>Level 4 I can explain what inspired and influenced Rosa Parks in her fight against racial injustice</p>	<p><i>Audio of Rosa Parks telling her story can be found on Youtube.</i></p> <p><i>Written versions of the story can also be found on the web e.g.</i> http://www.holidays.net/mlk/rosa.htm</p>

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	<p>Parks, the man on the bus or the bus driver. Encourage them to write questions that address the characters' feelings and motivation, especially why, as a Christian, Rosa Parks felt it was important to stand up for her rights. Hot-seat the characters.</p> <p>Ask them to write an interview with one of the characters set in modern times, allowing the three interviewees to reflect on the results of the Civil Rights Movement. Do people think that the man on the bus or the bus driver would now regret their actions? Do they think the rules were wrong? Would Rosa Parks think that she behaved correctly? What would she think about racism in the world today? Ask people to present their work as a magazine interview, beginning with a paragraph explaining the story of the Montgomery bus boycott.</p> <p>As a reflective end to the lesson ask pupils to suggest what they think they would have done and why they would have done it if they had been each of the three main characters.</p>		
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<p>ii. Retell stories about an inspirational person explaining why their lives might be considered inspirational</p> <p>iv. ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers;</p> <p>v. describe events in the life of at least one modern day Christian, making a link between their actions and the teachings and example of Jesus.</p>	<p>What can we learn from an inspiring story? Inspired to forgive Share the story of Michael Watson - his fight, injuries and subsequent forgiveness of Chris Eubank. Stop the story just before Michael forgives Chris and ask pupils what they think they would feel about Chris if they were Michael? Ask pupils to think of a question they would like to ask Michael.</p> <p>Finish the story and then discuss the following questions with the children.</p> <ul style="list-style-type: none"> • How did Michael Watson come to terms with his situation? • Why did he give forgiveness? How did he give forgiveness? • What do you think forgiveness means to him? What does forgiveness mean to you? • Do you think it might be easier to forgive someone who hurt you in an accident rather than on purpose? <p>Ask the children to choose one of the following activities</p> <ol style="list-style-type: none"> 1. Reflection: imagine Michael and Chris are coming to talk about their experiences in your assembly. Write a reflection or prayer that your head teacher could read at the end of assembly. 2. Choose a modern situation in your school, town or village, Wiltshire or the wider world that needs forgiveness. Write a letter or create a poster to show how forgiveness could improve the situation. 3. Write a poem about forgiveness. The poem could be about a situation where you have forgiven or where you or others need to forgive. <p>At the end of the lesson ask the children to take a cut out of a boxing glove and privately write on it a situation, time or person where they need to try to forgive. Ask pupils to keep these as a reminder that forgiveness is really powerful.</p>	<p>Level 2 <i>I can reflect on my ideas about and experiences of forgiveness</i></p> <p>Level 3 I can explain why a Christian might choose to forgive someone</p> <p>Level 4 I can express, explain and justify my own ideas about finding justice through forgiveness</p>	<p><i>The story of Michael Watson and his forgiveness of Chris Eubank can be found at http://www.theforgivenessproject.com/stories/michael-watson</i> <i>The story should not be directly read to pupils and will need to be slightly adapted for year 3 and 4 children.</i></p>

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<p><i>vi. make links between what they have learnt about inspirational people and their own behaviour</i></p>	<p>Who or what inspires you? What do you think is unfair and what are you going to do about it? Taking action As pupils enter the classroom ensure inspirational quotes from the people you have studied are displayed. This is a lesson that will result in action. Ask pupils to tell the person next to them which quote most inspires them to want to do something.</p> <p>You will probably be aware through talking to people in your class and living in the local area what sorts of issues they think are unjust within school and the local community. You will also be able to bring in newspaper articles or information about current national issues. Do not show anything to the class straight away but ask them to think about, and then discuss, things that they think are unjust and they would like to influence. It is likely that many suggestions will be given, but if not, you may need to make some of your own suggestions or show the information you have collected.</p> <p>After paired talk and class discussion agree on an issue you want to work together to attempt to change for the better.</p> <p>Choose a class project to try to change something people think is unjust and take appropriate action.</p> <p><i>The work that follows can take as long as you wish. It should be a project which takes in many areas of the curriculum. There will probably be particular focus on geography, citizenship skills, literacy skills through speaking and listening and providing the opportunity to write with real purpose and audience. There may well also be strong links to mathematical and creative learning if a fundraising project is taken on.</i></p>	<p>Level 2 <i>I can take part in a class project to attempt to make a difference to something I feel is unfair.</i></p> <p>Level 3 <i>I can describe something that inspires me to behave in a particular way. More specific statements will need to be tailored to the specific project that pupils undertake. It is important to allow pupils to evaluate their project. Ask everyone to write a paragraph about their project, including its successes and failures. Encourage what motivated them to get involved in whatever way they did.</i></p>	<p><i>You may find yourself encouraging letter writing to the school council, setting up a school council if one does not exist, putting together a petition, writing letters to the newspapers or politicians or raising money to support a local, national or international cause.</i></p> <p><i>Whatever your class is doing, encourage them to use both the principles and the words of the inspirational people they have studied in their work and as an explanation to others of their motivation.</i></p>

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<p>vii. Make links and identify similarities and differences between the different people studied</p>	<p>Five factors weighed up</p> <p>Use an outline of a pie chart for the first part of this final activity. Discuss with pupils five reasons why the chosen person inspires people.</p> <ul style="list-style-type: none"> • his or her life story • his or her actions • his or her inspirational words • how difficult his or her life was • how much we can try to be like him or her <ul style="list-style-type: none"> • Ask pupils in pairs to 'slice the pie' – giving different weightings to the five different factors, and writing notes to explain their judgements. Share responses on the IWB, and create a class version of the chart. <p>Then ask pupils to write a more personal piece, in response to these prompts:</p> <ul style="list-style-type: none"> • I think XXX inspires people because... • Three things I have learnt from finding out more about XXX are... • One thing I think is inspiring about XXX is... • Another person who inspires me is... • This person is similar to/different from XXX because... <p>(These can easily be made into a writing frame with some choices built into it, or some flash cards for discussion in groups.)</p>	<p>Level 2</p> <p>I can say why a particular inspirational person inspires some people</p> <p><i>I can reflect thoughtfully what I have found inspiring about the people studied</i></p> <p>Level 3</p> <p>I can identify similarities and differences between the people studied and their actions and beliefs</p> <p><i>I can identify a person inspires me and how my actions might be inspired by their example</i></p> <p>Level 4</p> <p>I can use religious vocabulary and concepts to link up beliefs and actions of the people studied</p>	<p><i>This summative class activity gives the teacher significant feedback, and enables pupils to come to simple conclusions of their own.</i></p>

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Resources

Teachers might use:

Books

- *Special Kind of Heroes* by Fischy Music on 'These are our Emotions' available from www.fischymusic.com
- *Developing Primary RE: Special People* RE Today services.
- Child Friendly Bibles
- *Ten Amazing People and How They Changed the World* by Maura Shaw (USA: Skylight Paths, 2002)
- *Picture book of Rosa Parks* by David Adler (USA: Holiday House, 1993 082341177X)
- *Dates with History: 1 December 1955: Rosa Parks and her protest for civil rights* by Phillip Steele (Cherrytree Press, 2002)
- *Delivering Justice: W W Law & the fight for civil rights* by Jim Haskins (Walker Books, 9780763638801)
- *Famous People: Gandhi and Mandela* DVDplus (BBC, 2006)
- *Gandhi: the Peaceful Revolutionary* by Anna Claybourne (Wayland, 2002)
- *Leading Lives: Mohandas Gandhi* by David Downing (Heinemann, 2002)
- *How Do the Beliefs of Christians Influence Their Actions?* (Step-up Religion) Jean Mead (Evans, 2008)
- *Exploring Beliefs in Action in the World* ed. Joyce Mackley (RE Today, 2007)
- *Superstars* series (RMEP) See: <http://www.rmep.co.uk/>
- *A Modern Martyr* (Oscar Romero) by Liam Gearon (RMEP, Faith in Action series ~ KS3)

Web

- The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people.
- Online searchable sacred texts from different religions at: www.ishwar.com
- Try www.reonline.org.uk for a good general gateway to RE materials.
- YouTube can be a good source of brief video clips of the famous and inspirational.
- Quotes from Gandhi can be found on many quote websites including http://www.saidwhat.co.uk/quotes/favourite/mahatma_gandhi
- Audio of Rosa Parks telling her story can be found on Youtube.
- Written versions of the Rosa Parks story can also be found on the web e.g. <http://www.holidays.net/mlk/rosa.htm>
- The story of Michael Watson and his forgiveness of Chris Eubank can be found at <http://www.theforgivenessproject.com/stories/michael-watson>

Audiovisual and other resources

- *Gandhi* – Film (DVD: Columbia CDR 10135)
- *A Gift to the Child*: series 1 & 2 on CD-ROM (Articles of Faith, 2006)