

ABOUT THIS UNIT:

This unit focuses on a number of key themes, under the heading: Global Issues. It looks at what religions say about wealth and poverty, animal rights and the environment. It asks: what makes us happy? How significant is material wealth in contributing to our well-being? Are there other types of poverty? It examines our relationship with our non-human partners on this planet, suggesting that we have important decisions to make about how we treat the environment. It can link with and build upon the learning of Global Issues (1) in year 8.

Estimated time for this unit: One term

Focused Religions: Buddhism and Christianity

Where this unit fits in:

This unit should be taught in the summer term of year 9, as a final module before students move on to KS4, to follow GCSE short or full courses. It builds on other KS3 units, and provides an important foundation for some of the philosophical problems and moral issues to be dealt with in the next Key Stage.

KEY LEARNING OUTCOMES

- i. Discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues (1e)
- ii. *Express insights into the significance and value of religion and other world views on human relationships, personally, locally and globally (2c)*
- iii. *Reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas (2d)*

KEY STRANDS ADDRESSED BY THIS UNIT

AT1 Beliefs, Teachings and Sources
AT2 Values and Commitments

Being Healthy (spirit)

- 1 Reflect on the beauty of the planet and the importance of caring for the environment

Enjoyment and Achievement

- 2 Promoting pupils' own ideas, and providing opportunities to explore and reflect on key questions and values

Achieving Economic Well-being

- 3 Investigating issues of faith, wealth and poverty, justice and responsibility
- 4 Considering how religious beliefs lead to particular actions and concerns
- 5 Reflecting on global issues of social justice and the importance of the environment
- 6 Considering spiritual issues such as the worth of humans and all living species, including animals and plants
- 7 Raising questions about injustice and inequality

CONTRIBUTIONS TO PUPILS SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

SPIRITUAL

Considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world and with God

MORAL

Enhancing the values identified within the curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust

SOCIAL

Considering how religious and other beliefs lead to particular actions and concerns.

Investigating social issues from religious perspectives, recognising diversity of viewpoint within and between religions, as well as common ground between them.

KEY SKILLS

Empathy with others

Analysis and evaluation of their own ideas and those found in religious traditions

Synthesis of ideas and values of those of a religious faith

KEY ATTITUDES

Self Awareness

Open Mindedness

Appreciation and wonder

Prior learning	Vocabulary	Resources
It is helpful if pupils have: ☐☐☐ An understanding of rights and responsibilities ☐☐☐ Have studied Global Issues (1) in year 8 ☐☐☐ Have an awareness of Buddhist and Christian teachings	In this unit, pupils will have an opportunity to use words and phrases related to: Inequality Injustice Poverty: material, emotional, spiritual Materialism Superficial happiness Contentment Precepts Compassion Interconnectedness Dharma Sangha Ahimsa Stewardship Quaker Squatter Environmental crisis Carbon footprint Vegetarian Sanctity of Life	http://www.miniature-earth.com/ New Internationalist Active Resources for Christianity Phil Grice Heinemann Alan de Boton: video on happiness: Epicurus Making Slough Happy (video), Happiness Manifesto (see BBC website) REToday article "Change your image of the developing world" (Summer 07) www.retoday.org.uk REToday booklet: Codes for living BBC Taking Issue Belief File Programme Buddhism Today's Issues and Christian Beliefs, S and C Danes, Lion Pubs Christianity in today's world, Clare Clinton et al, Hodder Murray

BBC video God is green
<http://www.chiefseattle.com/history/chiefseattle/chief.htm>

CEM RE in Practice: whose world is it anyway?

Contemporary Moral Issues
 Religions and Beliefs: Buddhism, Nelson Thornes
 Religions and Beliefs: Christianity, Nelson Thornes

EXPECTATIONS at the end of this unit:

Nearly all can:

(at level 5)

- •Use an increasingly wide religious vocabulary
- •Explain how religious sources are used to provide answers to ultimate questions and ethical issues
- •Understand that similarities and differences illustrate distinctive beliefs within and between religions
- •*Explain what inspires and influences them*

Many can: (at level 6)

- •Give informed accounts of aspects of religions and beliefs
- •Explain some of the reasons for diversity within and between religions
- •Interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues
- •*Use reasoning to express insights into the relationship between beliefs, teachings and world issues*

Some pupils will have progressed further and can:

(at level 7)

- •use a wide range of religious and philosophical vocabulary
- •show a coherent understanding of a range of religions and beliefs
- •analyze issues, values and questions of meaning and truth, accounting for the influence of history and culture
- •explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition
- •*articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues*
- •*evaluate the significance of religious and other views for understanding questions of human relationships, values and commitments*

Key questions	LEARNING OBJECTIVES	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
What is the world like? What is global inequality?	Pupils should learn: - to think critically about their own expectations and values - to examine statistics to evaluate positions of relative wealth/poverty - to make a distinction between need and greed	- Use The Miniature Earth website to introduce idea of one global world with finite, unequally shared resources. View some of the responses and discuss attitudes towards wealth and poverty issues. - Use global statistics to raise questions of sharing, justice and greed. What did Gandhi mean when he said: "There is enough in the world for people's need, but not for their greed"? - View video/DVD representing poverty either in UK or in a developing country (eg AIDs crisis in Africa, comic relief report etc.) - Use statistics to raise question of how much it would cost to provide basic needs in the world. - Students to complete a thought shower on the word "poverty". Discuss different types of poverty: material, emotional, spiritual etc. Does being poor =	Students have an opportunity to express their awareness of human well-being and justice in a global context.	http://www.miniature-earth.com/ New Internationalist Active Resources for Christianity Phil Grice Heinemann
What do we mean by poverty? What makes us happy? How important is money?	- to question whether poverty is only a material issue? - about what makes us happy at a superficial/deep level	being unhappy? Should we feel sorry for those who are poor?	Ask students to practice the Happiness Manifesto (see Appendix 1) before next lesson and report changes in their lives.	Suggestions of DVD/Video: Programme on materialistic attitudes to life or Alan de Boton's video on happiness: Epicurus or

- Students to discuss: Does money make us happy?
- Watch video/DVD depicting materialistic attitude towards life or an alternative view (see points to note).

Making Slough Happy (see BBC website)

Find Happiness Manifesto on <http://www.centreforconfidence.co.uk/pp/techniques.php?p=c2lkPTlmdGlkPTMmaWQ9MTc=> (see Appendix1)

Key questions	LEARNING OBJECTIVES	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
	Pupils should learn:	• Draw a distinction between superficial happiness and a deeper sense of contentment. Ask students to write a paragraph about or draw a sketch of what makes them happy (a) on the surface, (b) deeper down		
How do we view the happiness of others? What is our image of life in the developing world?	• to question their own values about the developing world • to appreciate how a school in India could be run on lines of equality	• Ask students: What is your image of the India? Discuss what they know about its culture, religion, politics, demography etc. Write 5 words to express these thoughts. • Use REToday resource “Change your image of the developing world”: View picture of the Green School (school for Dalits) and use framework to write four observations and five reflections on the image. • Students to interpret the image using quotations from some of the Green School pupils. What aspects of the Green School would they like to see in their own school? • Watch DVD/video footage of people in India. What is India really like? Do poor people live bad or sad lives?		RE Today article “Change your image of the developing world” www.retoday.org.uk Subscribers can download material from this website

Key questions	LEARNING OBJECTIVES	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
What does Buddhism teach about wealth, happiness and moral guidelines?	Pupils should learn: •to understand Buddhist guidelines for life, considering their emphasis on simplicity and compassion •to consider the similarities and differences between Buddhist values and their own.	•Students to look at Buddhism: code for living and discuss Buddhist precepts (5 lay precepts and 10 monastic precepts) •Study picture of young monks and do activities, writing a short interview with the monks about how to live. •Watch BBC Belief File Programme Buddhism. •In discussion, focus on issues of	Students can demonstrate their understanding of Buddhist beliefs and their ability to reflect on these values through a structured piece of written work	RE Today booklet: Codes for living P16 BBC Taking Issue Belief File Programme Buddhism
What does Jesus teach about wealth and generosity?	•to understand passages from Christian scriptures •to express their own views	•respect for nature, life and moral action. Students to write a reflective account:- <i>What I value most in life is ...</i> <i>What I like about Buddhist ideas is</i> •What I'm not so sure about is ... •R and the Goats (Matt 25: 31 - Using a variety of passages from the Gospels, ask students to discuss Christian attitudes	Opportunities for students to draw and write, demonstrating personal understanding.	Today's Issues and Christian Beliefs, S and C Danes, Lion Pubs
	and attitudes towards the poor	towards the poor (e.g. use P123 Today's Issues and Christian Beliefs).	Also, the ethical dilemma of giving to people begging allows opportunity for students to debate	Christianity in today's world, Clare Clinton et al, Hodder Murray

ead The Parable of the Sheep 46) and ask students to note down the 6 areas of need referred to, and the way in which the “sheep” remedy these needs.	a topical issue, referencing religious beliefs and expressing personal awareness	Useful stories include: Zacchaeus (Lk 19), The rich man and Lazarus (Lk 16), The rich young ruler (Lk 18)
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Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
		•Students to write about/draw cartoons illustrating why the “sheep” are rewarded by God. Give examples of how these teachings are put into practice today. •Students to discuss, in pairs, the question: should you give money to someone begging on the streets? Why would Christians disagree? What would a non-religious person say? (See P67 Christianity in today's world)		
How do Christians respond to issues of wealth and happiness?	•to put beliefs they have learnt into a real-life context •to express ideas and attitudes through drama in a group setting	•Students to look at Christianity: code for living and discuss Christian attitudes towards others. •Read the scenario P14, which explores a Quaker response to the issue of squatting and homelessness. Using role cards, ask students to explore the interactions through role-play	Assess students ability to work together as team players	RE Today booklet: Codes for living P12 www.quaker.org.uk

- Enact role-play and evaluate, asking students to observe the principles, values and beliefs that influence each

character.

Key questions	LEARNING OBJECTIVES	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
How do Christians respond to those in need?	Pupils should learn: •to understand the links between beliefs and action	•Do a case study on a Christian charitable organisation e.g. Salvation Army. •What is their history, motivation, mission? What does it mean to be called to serve God? •Find examples of how the Salvation Army works alongside the poor and disadvantaged. •In groups, students to do a presentation on their findings •Students to explain whether they agree with the SA:- - their aims? - their methods?	Assess ability and motivation of students to research issues and present findings	http://www1.salvationarmy.org.uk/uki/www_uki.nsf click on "why" to research the beliefs which motivate the SA
What is happening to the world? What is going	•to ask pertinent questions about significant world issues •to question and evaluate their own lifestyles in the light of	- Students to complete a thought shower on the topic: <i>The environment in crisis</i> - In pairs to discuss their own carbon footprint. Draw an outline	Assess students' understanding of their own personal responsibility towards each other/the environment	Watch BBC video God is green Active Resources for Christianity Phil Grice Heinemann Damaging God's

wrong with the environment?

the environmental crisis

- evaluate religious perspectives on

of a foot on the page and onto it write examples of how they consume carbon in their lives. Compare with other pairs and

creation P154

environmental issues

discuss how it might be possible
to change our lifestyles.

Key questions	LEARNING OBJECTIVES	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
	Pupils should learn:	- Write a short paragraph to explain what a Buddhist might mean by the phrase “tread lightly”, when talking about how we should live. - Students to do an exercise: Damaging God's creation, where they rearrange a set of cards into a diamond 9 of greatest to least concern (see points to note for the card headings). - Write a paragraph to explain why a Christian or a Buddhist would believe that they should care for the world.		Card headings: litter, exhaust fumes, air pollution, toxic or chemical waste, nuclear waste, pollution of beaches, too much traffic, pollution of seas, pollution of streams and rivers. Mark Dowd's BBC film: God is Green
 What does Christianity teach about the environment?	to understand the way Christian beliefs affect the way they live	attitudes - Watch a clip from Mark Dowd's BBC film: God is Green . . - Contrast 2 passages from the Genesis creation stories to show a tension in Christianity towards caring for the environment (see Appendix 2)		Use Religions and Beliefs: Christianity, Nelson Thornes or Christianity in today's world, Hodder

▪Discuss concept of **stewardship**

and the responsibility of humans to be trustees of God's creation.

Is it our responsibility to leave the planet in a better state than we found it? Can we live up to that challenge?

Key questions	LEARNING OBJECTIVES	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
	Pupils should learn:			
How do we treat animals/the environment?	•to consider differing viewpoints on caring for the planet	▪ Read Chief Seattle's speech or use a set of quotations highlighting environmental responsibilities.	Assessment: "We should look after other humans first, and then take care of the environment" Discuss:- (a) Some Christians would argue ... because ... (b) Other Christians might say ... because ... (c) A Buddhist might say ... because ... (d) A humanist or an environmental campaigner would argue that ... because (e) My view is that ... because ...	http://www.chiefseattle.com/history/chiefseattle/chief.htm Find quotations to reflect on in CEM RE in Practice: whose world is it anyway? (P11) Reference can be made here to Peter Singer's ideas about species-ism: the ethics of animal rights Contemporary Moral Issues: The Environment
Why are some people vegetarians?	•to develop arguments on moral issues and debate them in public	▪ Complete a spider diagram: how do we treat animals? Students to consider and discuss why we find it acceptable to use animals, but not humans (see points to note). Contrast western Sanctity of Life view to eastern attitude of Ahimsa (Gandhi), non-violence (Buddhist precepts)		
Are Buddhists vegetarian?	•to express personal views, backed up by reasoned arguments	▪ Students to Read P48/9 Religions and Beliefs: Buddhism and explain why some Buddhists are vegetarian and others are not		
		▪ Arrange a debate over the issue of vegetarianism or animal testing. Use Animal Rights v Human Rights (Christianity in		

today's world P80) to
demonstrate a discussion
between Catholic and Quaker
views.

Appendix 1

BBC Happiness Manifesto

'Making Slough Happy' BBC 2 TV series rounded up research on happiness. Do these for two months and see if they make a difference.

1) Get Physical

Exercise for half an hour three times a week

2) Count your blessings

At the end of each day, reflect on at least five things you're grateful for

3) Talk Time

Have an hour long uninterrupted conversation with your partner or closest friend each week

4) Plant something

Even if it's a window box or pot plant. Keep it alive!

5) Cut your TV viewing by half

6) Smile at and/or say hello to a stranger

At least once each day

7) Phone a friend

Make contact with at least one friend or relation you have not been in contact for a while and arrange to meet up

8) Have a good laugh at least once a day

9) Every day make sure you give yourself a treat

Take time to really enjoy this

10) Daily kindness

Do an extra good turn for someone each day

Appendix 2

Christian beliefs about the environment

What do Genesis chapters 1 and 2 tell us about Christian attitudes towards the Natural World?

Write answers in the boxes, explaining in your own words.

Passage	How should we treat the Environment?
1:26 God said, "Let us make man in our image, after our likeness: and let them have dominion over the fish of the sea, and over the birds of the sky, and over the cattle, and over all the earth, and over every creeping thing that creeps on the earth." 1:27 God created man in his own image. In God's image he created him; male and female he created them. 1:28 God blessed them. God said to them, "Be fruitful, multiply, fill the earth, and subdue it. Have dominion over the fish of the sea, over the birds of the sky, and over every living thing that moves on the earth."	
2:7 Yahweh God formed man from the dust of the ground, and breathed into his nostrils the breath of life; and man became a living soul. 2:8 Yahweh God planted a garden eastward, in Eden, and there he put the man whom he had formed 2:15 Yahweh God took the man, and put him into the garden of Eden to dress it and to keep it. 2:18 Yahweh God said, "It is not good that the man should be alone; I will make him a helper suitable for him." 2:21 Yahweh God caused a deep sleep to fall on the man, and he slept; and he took one of his ribs, and closed up the flesh in its place. 2:22 He made the rib, which Yahweh God had taken from the man, into a woman, and brought her to the man. 2:23 The man said, "This is now bone of my bones, and flesh of my flesh. She will be called Woman, because she was taken out of Man."	

FORMATIVE GRID

When I make a moral choice then I am influenced by

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I think the word moral means

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Poverty in my view is caused by

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Major issues facing the environment include

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.....

Other people might describe happiness as

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I am happy when.

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RELIGION AND GLOBAL ISSUES

2

SUMMATIVE GRID

Buddhists are concerned about poverty because

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Christians show their concern for the environment by

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A Buddhist view about happiness would be

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.....

8 key Buddhist ideas about the importance of wealth include

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Christians might describe happiness as

.....

and

The most challenging learning for me was when

.....

.....

The most memorable parts of this unit for me were

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The central causes of poverty are

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RELIGION AND GLOBAL ISSUES

9. KEY CHRISTIAN TEACHINGS ABOUT WEALTH INCLUDE

