

Cumbria SACRE
RE Agreed Syllabus
Support for Teachers
through Planned Enquiry



Unit title:
What can we learn from
religious leaders?

Age Group: 7-11



Revised 2020

Title of the Enquiry:
 What can we learn from religious leaders?
 YEAR GROUPS: 3 / 4 / 5 / 6

ABOUT THIS UNIT:

Throughout this unit, pupils will enquire into the qualities, roles and significance of leaders in religion. Examples are given from Buddhism, Christianity, Islam, Judaism, Hinduism and Sikhism but teachers should not cover all six religions. They should follow the guidance in the Cumbria Agreed Syllabus that at KS2 teachers should focus on Christianity and two religions (one Eastern and one Western) plus some knowledge of aspects of others.

Pupils should have the opportunity to focus on the impact of these leaders today. Both ancient and contemporary leaders should be studied. Examples are given and teachers should include others. Children are encouraged to gain rich knowledge of the leaders and to raise important questions, such as 'Who was the Prophet Muhammad and why do people follow him today?' 'What is the role of an Imam as a leader?' 'Why might Buddhists want to develop their Buddha potential?' 'What can we learn from Guru Nanak?' 'How did Moses lead people?' 'What can we learn from a Hindu leader?'

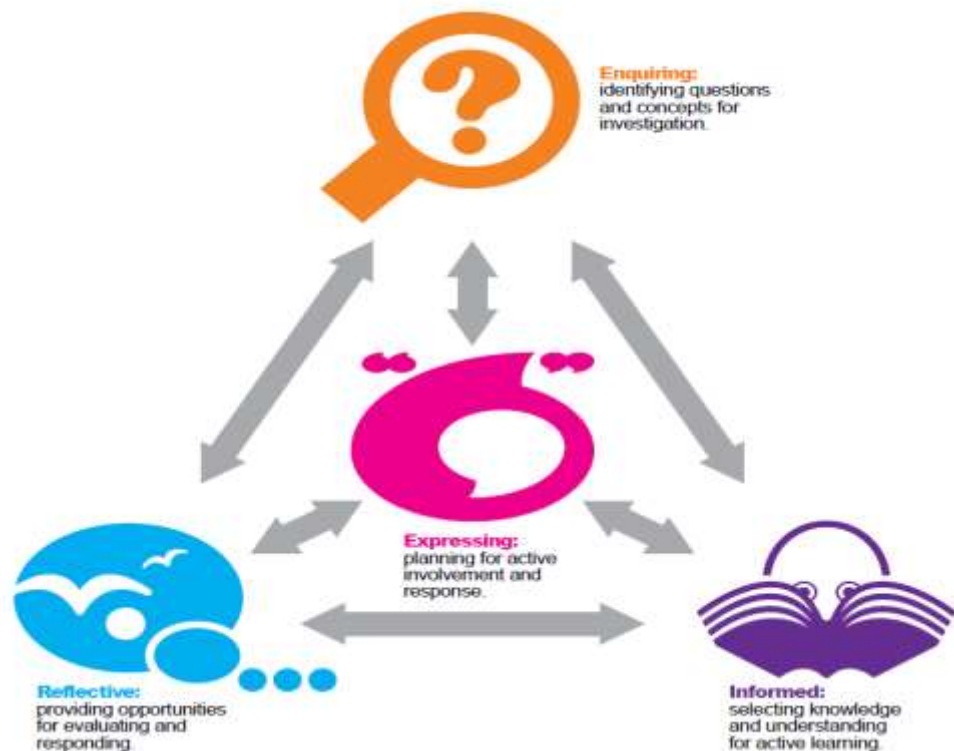
This unit is intended to enable pupils to develop their skills in methods of enquiry and to encourage pupils to think for themselves about who and what influences and inspires their and others' lives.

The work in this unit is laid out with suggestions for younger pupils first in each lesson, progressing to more demanding tasks. Many Cumbria teachers work with mixed age classes, and differentiation is important for all teaching of RE.

The Enquiry Process in the Cumbria Agreed Syllabus is at the heart of good RE and is exemplified in this unit:

Good RE:

- Informative**
- Knowledge Building**
- Understanding**
- Enquiring**
- Questioning**
- Investigating**
- Expressing**
- Active**
- Responsive**
- Reflective**
- Evaluative**
- Responsive**



What is an enquiry process in RE?

We need to embed enquiry in RE so it isn't just an 'add-on'. Each enquiry should enable pupils to know more about 'what it means to be a ...?' and about beliefs, values and purpose.

1. Set up the enquiry: Reflect on a stimulus. Pupils ask questions about it and analyse their questions. What is our best question focused on an RE concept/big idea? The enquiry question is key to successful RE. What do we already know about the question? What do we need to find out? What ideas do we have? What are the issues? What other questions do we need to ask? How can we find out?
2. Carry out the enquiry: get informed. Investigate the relevant beliefs, practices and ways of life. Select relevant materials, find out; analyse, interpret what we find; sort ideas, explain connections, decide whether there are further questions to ask; explore how the concept might be placed in the context of one or more religions.
3. Come to conclusions: What have we found out? When we draw information together, what answers are there to our questions? How will we evaluate the concept, looking at it from different viewpoints? What are we still not sure about? How can we communicate or show our reasoned conclusions and responses to the concept?
4. Reflect on our findings: How has what we have found out helped us make more sense of religions and beliefs? Have we learnt anything about what we think/feel/believe as a result of our work? How might we apply the concept to our experience? What do we need to do next to understand further? The aim is for pupils to show an understanding of the big idea/concept. This will be their answer to the enquiry question shown through writing, drama, art, music, dance, or presentation. This reflection can be the focus for assessment.

What are some challenges to enquiry?

1. There is often an assumption by ITT students that the role of a teacher is to continually ask questions. This is due to their experience as pupils - constant questioning has been culturally transmitted as a model of teaching giving the illusion of educational dialogue without real demands on the teacher's or pupil's skills. Pupil engagement is higher when teachers talk less, this is especially true for at-risk pupils. Teacher effectiveness and teacher talk are inversely linked.
2. Teachers often ask token questions and few 'real' questions when the teacher genuinely wants to know what children think. Some teachers play *'guess what's in my mind'* - instead of facilitating enquiry they hint at 'correct answers' whilst pupils hunt for an ideal answer. Some teachers use 'tag' questions (*'That was a nice story, wasn't it?' or 'We wouldn't do that, would we?'*) which assume that only the stupid would disagree.
2. Some so called 'discussions' can lead to indoctrination i.e. if teachers hold the monopoly on what is acceptable to be said; if they treat as 'non-contestable' ideas which are 'contestable'; if they state beliefs as facts - *'Jesus, the Son of God'* instead of *'Christians believe that Jesus is the Son of God.'* Teachers need to use 'owning' statements e.g. *'As a Christian I believe that Jesus rose from the dead, but many other people don't'* or *'As an atheist I don't believe in miracles, but most Christians and many others do believe in them.'*
3. Pupils (and teachers) can be hasty and impulsive in their statements, not taking time to think through the consequences of their view. They can be narrow-minded, not respect other people's views, and say things like *'that's rubbish'*. Pupils need help to understand that whatever their own views, these beliefs are important to those who hold them.
4. Pupils (and teachers) often want categorical 'answers'. Part of RE is realising that not all questions can be answered. *'We don't know'* or *'We can't find words to explain'* or *'Let's find out together'* or *'What*

do you think?' are important responses. We can explain, as Dewey suggested, that we only start to really think when we are perplexed¹ or when confronted with a problem.

- Children often go in unpredictable directions so the enquiry facilitator needs to help maintain focus. Matthew Lipman likened enquiry to a boat tacking in the wind with a sense of a forward movement, with pupils arriving at reflective value judgements.² Despite all the side tacks, dialogue should go somewhere and make connections to the central concept or focus.

How can we improve discussion in RE to promote enquiry?

- Let pupils ask the questions, compliment them when they do and encourage even deeper questions. Create an atmosphere where fallibility and changing your mind is acceptable.
- Ask questions to which you don't know the answer. Do the questions you ask relate to your RE learning objectives/intent? Do they challenge thinking and probe understanding?
- Avoid rhetorical questions. If children forgot a detail tell them rather than endless questioning.
- Give children time to respond. In one study, when teachers gave a 3 second 'wait time' for pupils to respond to a question, there were many interesting outcomes: the length of explanations increased, particularly for disadvantaged pupils; failures to respond and "*I don't know*" answers decreased; the number of spontaneous but relevant responses increased; the number of questions asked by children increased; and scores on academic achievement tests increased.³
- Support, prompt and question the process of learning rather than just giving answers. When you do ask a question make it a process-orientated question e.g. "*What made you think of that?*" or "*What other possibilities might there be?*" as opposed to content-driven questions.

Do you use these intervention questions in RE?

Encouraging the giving of good reasons:

What are your reasons for saying that?	Why do you think that?
I wonder what evidence you have for that?	What reasons are there for that point of view?

Encouraging the giving of examples and explanations:

Can you explain that...?	I wonder what you mean by...?
Can you give an example of...?	Can you give a counter-example?

Looking for alternatives:

Can you put it another way?	I wonder if there is another point of view?
What if someone else suggested that...?	What would someone who disagrees say?

Looking for logical consistency in the line of enquiry:

What might the consequences of that be?	Does that agree with what was said earlier?
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Looking for distinctions and similarities:

What is the difference between those ideas?	Is there a distinction to be made here?
In what ways is what you have said similar to...?	Are there any similarities between these ideas?

¹ Dewey, John (1910) *How We Think* D. C. Heath and Company, Boston, Massachusetts, Chapter 1: What Is Thought?, p11

² Lipman, Matthew (1980) *Philosophy in the Classroom* Temple University Press, Philadelphia p11, 45, 47

³ Kenneth Tobin, (1987) *The Role of Wait Time in Higher Cognitive Level Learning*, Review of Educational Research, Vol 57, No 1, pp 69-95

Estimated time for this cycle of enquiries:

12 hours. This is flexible, and teachers may cover a part of the unit in less time. Depth is more important than 'covering everything'. *'Don't just answer the question, question the answer.'*

Where this unit fits in:

This unit will help teachers to implement the Cumbria Agreed Syllabus by developing knowledge and understanding of leaders in different religions. Pupils will explore questions such as: *Who is a religious leader? What qualities might they have? How do they inspire people? What impact do they have? What similarities and differences can we see between leaders from different religions?*

Pupils will understand the significance of religious leaders and teachers in different faiths, relating their understanding to their own ideas about what matters. Exploring the biographies of leaders can help pupils understand what religion means in real life; the effects of choices, of faith and examples of courage, resilience, commitment, self-sacrifice, and faithfulness.

Continuity and progression:

In KS1 children explore Special People by starting with their experience and discussing:

- Who are the special people in your life? e.g. family and friends at home. Why are they special?
- Have they sacrificed something for you (e.g. going without sleep/money to look after you)
- Who are the special people at school? What kind of people do you love, respect and admire?
- Who are some special religious leaders (e.g. Moses, Jesus, Buddha, Muhammad (pbuh))
- What made them a leader? How did they live? What question would you like to ask them?
- What significance do they have for believers?
- Who are special people in our local religious communities? What are their responsibilities?
- Who are some notable Christians whose faith has affected their actions?

This unit enables pupils to make progress by building on these questions and that religious leaders, through their teachings, example and ideas, make a difference to individuals and communities. It is part of a clear sequence of learning given by the Agreed syllabus.

Approach:

Try not to introduce all leaders in the same way. You could begin by exploring:

- a description of the situation they were confronted by (e.g. slavery, poverty, hospitals, prisons) or
- from a key question - What does it mean to feel called by God? or What is truly courageous?)

An important concept to explore in this unit is that our choices-not just luck-impact success. It's easy to imagine that inspirational leaders have always been successful. We imagine that they were born with talent and ability, or that doors magically opened for them, or that they didn't face the daily hardships that the rest of us deal with. We assume a clear and straight path to the top. In reality, no path is easy. Most successful leaders battled through hardships we can't imagine. They were forced to make choices that weren't easy, and weren't always the right ones. Many took paths that lead nowhere, and they had to change course in order to move forward.

Biographical stories of overcoming challenge can inspire children to push through obstacles and cultivate skills of resilience. Aim to invite children to walk in the shoes of these leaders by highlighting the decisions and choices they had to make and how things could have gone differently for them. The constant ingredients for leadership are determination, grit, and resilience. Each of us will face hardships -there's never been a human who hasn't encountered adversity. Everyone makes poor choices sometimes. It's how we respond to those challenges that determines our path to leadership.

Key strands of learning addressed by this unit, from the Cumbria Agreed RE syllabus:

- Knowledge and understanding of religious beliefs, teachings and sources
- Knowledge and understanding of religious practices and ways of life
- Skills of asking and responding to questions of identity, experience, values and commitments

Attitude focus in this unit:

- Self-awareness: by thinking about who influences their own lives
- Respect: by taking account of the different ways of life and leadership found in diverse religions
- Open-mindedness: by considering how life might be affected by religious leaders and observance.

Contributions of this unit to spiritual, moral, social and cultural development:

- **Spiritual:** by reflecting on self-awareness and on the question 'Who influences my life?'
- **Moral:** by exploring the influence of family, friends, and how society is influenced by beliefs, teachings and guidance from spiritual and religious leaders.
- **Social:** by considering how religious and other beliefs lead to particular actions.
- **Cultural:** by thinking about living in a world of many religions and beliefs

There are six main ways of categorising leaders in religion:

1. People with human form who are regarded as having divine status. Such as Jesus for Christians; Rama and Sita, Krishna and Radha, for Hindus
2. Prophets who are regarded as having a special relationship with God. They are filled with spiritual and moral wisdom and described as spokespersons for God. Such as Abraham and Moses in Judaism; Muhammad (pbuh) in Islam or Guru Nanak in Sikhism.
3. People who helped found a faith community or spread the religion. Or who lived in a way that embodied its values and perhaps died a martyr's death for the faith (martyr means witness). Also, people who later reminded the faith community of what it should be. Such as Peter and Paul in Christianity; Gurus of Sikhism; and Foundation members of Islam and the early Caliphs.
4. People whose life exemplifies the values of the faith community. Such as Dr. Barnardo, Martin Luther King, Saint Theresa in Christianity; Mahatma Gandhi in Hinduism; HH Dalai Lama in Buddhism.
5. People who play an active role in the contemporary faith community. Such as clergy, deacons, elders, readers in Christianity; imams in Islam; gurus and priests in Hinduism; rabbis in Judaism; lamas, gurus, abbots and roshis in Buddhism; granthis in Sikhism.
6. People who are ordinary contemporary faith members without whom there is no practising faith community e.g. 'the laity' in Christianity.

Female Spiritual Leaders or Role Models:

Aim to include a balance of female and male leaders, and a diversity of ethnicity. Women respected in Judaism are Esther, Rebecca, Miriam, Ruth, Naomi, and Judith. In Christianity there are Jesus' mother Mary, Mary Magdalene, Mary and Martha, Lydia of Philippi (1st documented European convert to Christianity).

Other women to select from are: Bernadette of Lourdes; Coretta Scott King; Corrie and Betsie ten Boom; Dr. Mary Verghese; Dr. Sheila Cassidy; Edith Cavell; Elizabeth Fry; Ella Mae Collins; Florence Nightingale; General Eva Burrows; Gladys Aylward; Grace Darling; Hannah Senesh; Harriet Tubman; Helen Keller; Helen Suzman; Joan of Arc; Krishna Rao; Margaret Fox; Margery Kempe; Marie Curie; Leymah Gbowee, Mary Baker Eddy; Mary Jones; Mary McLeod Bethune; Mary Seacole; Mary Slessor; Moria Mahmidezhad; Razia Queen of India; St Catherine of Alexandria; Sojourner Truth; St Cecilia; St Clare; Sybil Phoenix.

Links to Global Learning and the SDGs

The [Power of Peace](#) is a valuable PSHE and Citizenship UNICEF teaching resource found on the [World's Largest Lesson website](#). It provides activities to explore the concept of peace and further background information on peaceful activists, including: Karim Wasifi, Leymah Gbowee, Mahatma Gandhi, Malala Yousafzai and Nelson Mandela. It links to Sustainable Development Goal (SDG) 3 – Peace, Justice and Strong Institutions. Using P4C and enquiry to explore concepts of peace and justice will enhance this Unit.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have: Explored a unit of Special People in KS1. Learned about the main features of the religions studied in this unit. Discussed the question, 'what makes a good leader?'</p>	<p>Leader Follower Courage ...Choice Christian Jesus Disciple Gospel Bible Muslim Islam Prophet Qur'an Imam Jewish Rabbi Synagogue Torah Buddhist Vihara Temple Monk Compassion Wisdom Hindu Guru Mandir Mahatma (Great Soul) Sikh Gurdwara Guru Guru Granth Sahib</p>	<p>Cumbria SACRE guidance on Visits and Visitors for RE (2020) See the Cumbria SACRE website Cumbria SACRE list of websites to supplement these Units. See the Cumbria SACRE website. Cumbria Development Education Centre (CDEC) has a membership scheme with loan of religious artefacts and books</p>



In my picture, a person (representing everyone in history who has ever stood up for good) is holding up a section of the world that has been saved by the bravery of other people. The people falling in the sea represent the countries and places with unequal rights. We need more people holding up society because in some parts of the world, it is still not equal. More people need to stand up for good. Doing this work helped me realise how many causes have been solved by the bravery of people who would do anything for others - even if it meant giving their lives to help future people. I've tried to show my thoughts in this artwork about how more people should stand up for good, whether it's standing up to bullies or abolishing the slave trade. Holding Up Society by Ava (aged 11) (NATRE Spirited Arts, 2017)

Expectations: At the end of this unit of work, pupils will show some achievements:	
Most pupils in Year 3 will be able to:	<ul style="list-style-type: none"> ◆ Describe the stories of religious leaders and teachers they have studied ◆ Explain with reasons what it means to 'follow' or 'to have faith in' a religious leader ◆ Discuss and present answers to the question what makes a good leader, giving examples from two or more religions ◆ Explain some meanings for the stories about key religious leaders and teachers ◆ Discuss and present how a religious leader or teacher can make a difference
Most pupils in Year 4 will be able to:	<ul style="list-style-type: none"> ◆ Describe the ways religious people revere, are devoted to, or follow their leaders ◆ Explain with reasons how following an inspiring leader can have an impact on life ◆ Discuss and present their ideas of some challenging questions to be asked in an interview with a religious leader ◆ Discuss and present ideas about what can be learned from the leaders they studied ◆ Describe features of leadership shown by 2 religious leaders and compare their lives
Most pupils in Year 5 will be able to:	<ul style="list-style-type: none"> ◆ Explain with reasons what makes a leader or teacher worth following or revering ◆ Explain with reasons why a person today might choose to emulate a religious leader ◆ Make connections between following a religious authority and being influenced. ◆ Discuss and present ideas about values and how they are exemplified by leaders ◆ Discuss and present ideas about leadership
Most pupils in Year 6 will be able to:	<ul style="list-style-type: none"> ◆ Explain with reasons why religious leaders matter and what makes a worthy leader ◆ Discuss and present ideas on challenging questions about why people today choose to follow or revere Jesus, or the Prophet, or a Guru, or the Buddha ◆ Discuss and present my ideas about some religious leaders, including critical ideas. ◆ Discuss and present my ideas about challenging questions about religious values expressed by inspirational leaders

Assessment Suggestions:

RE needs an assessment for learning approach to gathering evidence of pupils' achievements. There is no need for every unit to produce assessment outcomes on paper. Most assessment will be formative, carried out informally from lesson to lesson to improve lesson outcomes and may involve a combination of strategies. This will include: *questioning* to enable the pupil (with the help of the teacher) to find out about their level of learning; *feedback* from teachers so pupils can improve their learning; *understanding and modelling* what successful learning looks like; *peer assessment and self-assessment* for more independence; and *summative* assessment where appropriate. Summative assessment opportunities should be valuable learning activities in their own right as well as a vehicle for assessing learning.

Some creative learning tasks that could show evidence of achievement:

Example A: Imaginary Interviews

Teams of pupils plan about 8 questions for imaginary interviews for a magazine or a talk show with two of the leaders they have been learning about. Encourage questions that both describe key events in the life story of the leader and offer religious or spiritual explanations for their vision, values and action. Pupils then plan the possible answers, using all they have learned. Rehearse and perform the interviews for the class. This may make an interesting collective worship for younger pupils.

Example B: Extended writing from chosen questions

Pupils choose 4 of the questions to think more deeply about. Talk about them in small groups. Find a way to express what they think about them in writing, poetry, art etc.

1. Why do you think so many people consider Jesus as a good role-model to follow? Is it his teaching, his miracles, his personality, his death, or something else that inspires people?
2. How and why do Moses, Buddha, Rama, Guru Nanak or Muhammad inspire and guide today?
3. What are your thoughts about Moses, Saint Teresa of Kolkata, Guru Nanak, Gandhi, Jesus, Buddha, Saint Paul or the Prophet Muhammad, as leaders? What was great about each one? Can ordinary people emulate them, or follow them, or were they just too amazing to try to copy?
4. What were the four main things you learned about leaders in different religious communities?
5. Are leaders important to you? Why/why not? Give examples.
6. Why do you think leaders like the Buddha, Moses, the Prophet Muhammad, Guru Nanak and Jesus have millions of followers today? Suggest 3 reasons, and discuss which reason is the best.
7. Does a leader like Gandhi, Saint Teresa of Kolkata Martin Luther King Jr or the Dalai Lama have as much or more impact than the ancient leaders?
8. What are your thoughts about religious and spiritual leaders in the light of what you have learned?

This task links well with work undertaken on biography and persuasive writing in Yr 5 or Yr 6 English.

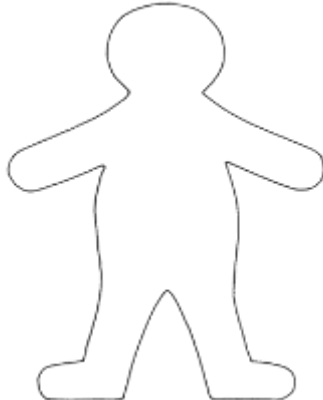
Martin Luther King was a hero, a warrior. When someone hears the word hero they picture a person flying with a cape and laser eye vision. He was a different kind of hero. He stood up for good by trying to stop racism and make the world more equal. The world we live in now is horrifying for a lot of people. When Martin Luther King lived, black people, the same as me except for their race, were treated differently. Just because they looked different. His 'I have a dream' speech touched the hearts of many people. The man who killed him did so because he didn't like that what Martin Luther King said was right. My work uses this speech to re-create the well-known silhouette of him. His speech is him and he is his speech. The world we live in now is not free from racism. But it is better. Martin Luther King tried to help the world become a better place, a more loving place, by standing up.

A Hero without a Cape by Abbie (aged 12) Acklam Grange School
(NATRE Spirited Arts Competition, 2017)

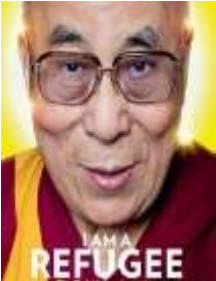


INTENT	IMPLEMENTATION	IMPACT	NOTES
How does it feel to be a leader? How does it feel to be a follower? Why?			
<p>Children will learn to explore some 'leading and following' activities and talk about them.</p> <p>Children will learn to appreciate that being a reluctant leader is a common phenomenon which may be true of themselves.</p> <p>Children will learn to listen, discuss, work co-operatively, and show a compassionate interest in each other's experience.</p> <p>Children will learn what leaders might do and how they lead in different ways.</p>	<ul style="list-style-type: none"> ▪ Play follow my leader games. For example, send one child out of the room and choose another to lead the class in actions – knee tapping, waving, clapping, thigh tapping, foot shuffling etc. When the child who was outside returns and stands in the middle of the class, can they identify who is leading the group? Give them 3 guesses. Are some leaders more subtle than others? How did it feel leading? Why? How did it feel following? Why? ▪ Talk about who is a leader and their qualities. List all the leaders who affect your life at present-e.g. family, friends, sports and media personalities, music, local celebrities. List all the people that you have a lead role with. Who leads me, who do I lead? Make as long a list as possible of leaders. Can they think of one for every letter of the alphabet? Leaders may be so due to talent, birth, election, choosing, and appointment. Ask what makes the captain of the English football team or a head teacher, or the Queen, or a leader in a school group, good for the job? How might they feel about being leaders? Can children identify what makes a good leader? Make a list of their suggestions. ▪ Give the following instructions: Imagine that you are asked to lead a group of children to the head-teacher at 2.00 on Tuesday to ask for an extra half-day holiday. In pairs tell each other how you would feel about leading this. Decide on a number between 1-6 to show how you feel. 1 - if you don't want to do it and 6 - if you think it would be great to lead and you wouldn't be afraid; or choose a number in between. Think of excuses for saying 'don't ask me' and write them in 'think bubbles' with a sad face. Think of things that might give you courage to do it and write them in 'think bubbles' with a happy face. In pairs write the dialogue; like a telephone conversation. e. g. Other: <i>Now you lead us in and do the talking.</i> Self: <i>But my parents will be cross with me.</i> ▪ How might a leader get people to follow them? Discuss then place in rank order the characteristics of a leader e.g. loud voice; tells people what they want to hear; leads by example; listens; is kind and compassionate; is forceful; makes people laugh; knows what to do in difficult times; makes people want to follow them; is inspiring; is good at what they do; is wise; smiles a lot; has wealthy and important friends; is honest; is capable; keeps promises. What matters most? Highlight the power of choice and resilience on the path to leadership. ▪ Explain that in this unit they will find out about some religious leaders from different faiths from both the past and the present. Do they know any examples e.g. a priest, an imam, a rabbi, and famous leaders from different religions? 	<p>Year 3: I can describe what makes a good leader.</p> <p>Year 4: I can explain with reasons what makes a leader inspiring and make connections between different examples of the qualities that make a good leader.</p> <p>Year 5: I can make connections between leaders I might follow and religious or spiritual leaders and explain with reasons about leadership.</p> <p>Year 6: I can discuss and present my ideas and opinions on challenging questions about leadership and what makes a leader worth following</p>	<p>This lesson begins the unit by building understanding of the general concept of leaders. Examples from within school – Head Teacher, leader of the lunchtime team – are a good place to begin. It's important to make links to and from religion and the pupils' own experience. This lesson is not good RE unless clear links are made to faith communities.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
Who inspires and influences you? How and why?			
<p>Children will learn to identify who or what influences and inspires them.</p> <p>Children will learn about the concepts of influence and inspiration and apply the ideas.</p>	<ul style="list-style-type: none"> ▪ Tell pupils they are going to investigate the concepts of <i>'inspiration'</i> and <i>'influence'</i>. What do those words mean? Think about the words not just in your head, also in your heart and body. ▪ Put alphabet letters around the room. Go to the letter which starts the name of a person who you admire or who inspires you and you'd most like to meet for a meal. Why do you admire them? How do they inspire you? Where would you go? Why? What would you talk about? ▪ Ask pupils to choose from lists of 4 people, and say why they chose. Who would you rather meet for a day out? Where would you go? Why? What would you do? What would you talk about?: For example: <ul style="list-style-type: none"> ▪ Simon Cowell / Beyonce / Trevor Noah / Michelle Obama ▪ A famous dancer /a sports person / a film maker / a singer ▪ Harry Kane / Marcus Rashford / Gary Linaker / Jose Mourinho ▪ Henry VIII / Queen Victoria / Prince Harry / King Arthur ▪ Ask pupils to give you or other adults some choices like this too – and tell them about being inspired, or being excited to meet a person you admire. ▪ Ask pupils to find out from other staff in school <i>'Who is the most famous person you have met?'</i> <i>'What happened and what was it like?'</i> This is always interesting. ▪ Discuss the idea of a role-model- someone we admire so much we want to be like them. Who is special in your life? Who influences the things you do, how you behave? What you think? What you wear? How you spend your time? Highlight the power of choice and resilience. ▪ Pupils draw the outline of the person who mostly influences their life. Around the outside, write 5-10 words that describe that person. On the inside of the outline (near the heart) pupils write why they want to be like that person and what their own feelings about this might be. Pupils might choose a friend, a family member or someone in the media who has an influence on them. 	<p>Year 3: I can explain the word 'inspiration' and respond sensitively to examples of people we admire.</p> <p>Year 4: I can explain with reasons who or what inspires and influences me, using keywords like 'role model', 'influence', or 'inspiration'.</p> <p>Year 5: I can explain with reasons the impact of the leaders we follow applying ideas about leadership.</p> <p>Year 6: I can discuss and present my own views and opinions on challenging questions about leadership taking account of more than one opinion.</p>	<p>The concepts of 'inspiring' and 'influence' are very important. They are worth exploring in lessons other than RE.</p> <p>Admiration is another universal concept in this work, enabling children to practice generalising.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
Do we copy the people who inspire us? What's good about that? Is it important to 'be yourself'?			
<p>Children will learn about the idea of 'being inspiring or admirable' as a way of thinking about the people who love us and who we copy or follow.</p> <p>Children will learn to express their own ideas about sources of inspiration or religious leadership in their own lives.</p>	<p>Inspiring family? Admiring our parents? Do we copy people who inspire us?</p> <ul style="list-style-type: none"> ▪ Talk with the children about the way their parents or carers show that they love them. This sensitive area needs careful handling. In small groups give every child the chance to say what they are thankful for at home, including grandparents and the wider family. Write as many ideas as you can onto images of leaves or petals and make a class 'thanks for everything' tree or flower. ▪ Ask children to sit alert and relaxed, close their eyes, focus on their breathe. After some moments ask them to imagine themselves in 20 years time using a guided reflection. Perhaps they will be a mum, or a dad. What kind of mum or dad would they like to be? Would they like to copy their own mums and dads? Copying someone else is a way of showing that we have been inspired by those we admire. After the reflection - What other ways are there of showing someone inspires us? <p>Inspiring heroes? Do we want to be like our inspiring heroes?</p> <ul style="list-style-type: none"> ▪ HH Dalai Lama, a Buddhist monk and leader of Tibetans says: <i>'A true hero is someone who conquers their own anger and hatred.'</i> What does he mean? Do you agree or disagree? Can you think of anyone who is an example of this? ▪ Ask pupils to imagine that they could be like someone who they have read about or seen on TV, in the movies, doing sport, or comedy or in other areas. Be open to children from religious families who may have inspiring religious leaders to talk about. Who would they like to be like? Why? What sacrifices do leaders make? ▪ Ask pupils to draw an outline of a human shape on thin card. Write 'Inspiring' up the left arm, and then ask them to choose other words and pictures to show what inspires them about a person of their choice. <p>Extending the work</p> <ul style="list-style-type: none"> ▪ Discuss these figures in circle time and what they chose to write or draw. ▪ Create a hanging mobile of the outlines for classroom display. ▪ Ask adults in school to do one as well. There could be collective worship focused on people who inspire us. Do some members of staff have a 'claim to fame', a well known person they have met? ▪ Think more about people who follow different religions, and the ways they are inspired by their religious and spiritual leaders. Tell more stories of inspirational people and get the pupils to join in the story telling. 	<p>Year 3: I can describe someone who inspires me.</p> <p>Year 4: I can describe my own 'inspiring people' and why they are inspiring</p> <p>Year 5: I can explain with reasons how I have been inspired by a family member, a leader or a hero</p> <p>Year 6: I can make connections between leaders from different religions.</p>	<p>This work connects closely to important aspects of the personal development curriculum.</p> <p>You could use a gingerbread cutter to make edible inspiring people and print key values words on the dough.</p>
			

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What can we learn about Buddha as a leader?</p>			
<p>Children will learn about change and impermanence and other sufferings of life in ways that are not frightening.</p> <p>Children will learn about the story of Kisagotami, and how it relates to the Buddha's teaching on the Noble Truths.</p> <p>See Animated World Faiths The Life of Buddha and The Way of the Buddha: https://www.youtube.com/watch?v=nsN7NLS-QjI</p>	<p>Tell pupils the story of Kisagotami and the mustard seed.</p> <p><i>Kisagotami was the daughter of a poor family. Her husband's family treated her badly until she gave birth to a son. She was a devoted mother and her son grew strong.</i></p> <p><i>One day Kisagotami's son was playing in the forest when a snake bit him on the ankle, he fell and died. Kisagotami found him and gathered him up her arms. Distraught with grief she carried her dead son to her friends and neighbours and the wise people in the area, asking each of them for some medicine to cure her son. Everyone knew her son was dead. No one knew what to say: who can give medicine for death? Kisagotami became more and more distressed.</i></p> <p><i>She heard that the Buddha was near, and carried her son's dead body to him. Once again she pleaded for medicine. The Buddha saw her pain and looked kindly at her. He told her he could help her but he needed her to do something. Kisagotami was delighted someone understood her pain. The Buddha asked her to bring him some tiny mustard seeds. She was to knock on the doors of houses and ask for a mustard seed, something that would have been commonly found in each kitchen. However, she must only take the mustard seed if no-one in the house had experienced the loss of a loved one.</i></p> <p><i>Kisagotami began knocking on doors. At each door she listened to stories of deaths as people shared sad stories of losing their mothers, fathers and children. She realised that there were no families that hadn't suffered the loss of a loved one. Her heart was filled with compassion. She returned to the Buddha and explained that she now realised that death comes to everyone. Nothing lasts forever. Buddha and Kisagotami cremated her son. Kisagotami became a follower of the Buddha- a Buddhist nun. In his kindness the Buddha felt her pain and wisely helped her see things as they really are.</i></p> <ul style="list-style-type: none"> ▪ What questions can children generate from the story? Use a P4C approach. • What does the story tell us about how Buddha taught? What does it tell us about the kind of leader he was? Why did people follow him? Did people reject him? How did he live? What was his style of leadership? What was his motivation? What were the lives of those with whom he worked like? What significance does he have for believers? Does anyone effect the way you live? • Why do you think this story has been retold for over 2550 years? How does the story show Buddhist ideas? Does it show the Four Noble Truths? Children could present their work through role play, TV documentary or written narrative in the form of newspaper articles. ▪ Choose a suitable time to talk about death and loss with pupils. Explain that Buddhists talk realistically about death, not in a depressing way. From an early age Buddhists are taught that death is definite and its time most indefinite. Pupils may have many questions, and find it reassuring to talk with an adult about this topic that our society often hides away. 	<p>Year 3: I can describe how Kisagotami came to accept the Buddha's teaching.</p> <p>Year 4: I can talk with reasons about challenging questions about life and death from different points of view.</p> <p>Year 5: I can explain with reasons why a person might find the Buddha inspiring.</p> <p>Year 6: I can discuss and present my ideas and opinions on questions about the Buddhist response to suffering.</p>	<p>The story of Kisagotami is available in many versions. Teachers will make the most of this lesson by telling the story themselves, rather than merely reading it aloud.</p> <p>The story deals with a tragedy so teachers will want to handle it sensitively.</p> <p>See: https://clearvision.education/ask-a-buddhist/</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What can we learn about the Dalai Lama as a leader?</p>			
<p>Children will learn about the life of the Dalai Lama, and how he might exemplify the Buddha's teachings.</p> <p>Children will learn about compassion and wisdom and how it might apply on their life.</p> <p>Children will discuss the power of choice and resilience on the path to leadership.</p> 	<p>Tell pupils some of the life story of HH Dalai Lama and show a short video clip of him.</p> <p>In Tibet (show on a globe) Buddhists believe that when its leader dies he is reincarnated as the next Dalai Lama. In 1937, a 2-year-old boy was identified by senior monks as the new Dalai Lama. He was taken to the Potala Palace in Lhasa, ordained as a monk and was trained to be the leader and religious guide for all Tibetans. He studied Buddhist philosophy, ethics, debate, meditation and government business.</p> <p>In 1950 Tibet, (population 6 million), was invaded by China who wanted Tibet's many natural resources. The Dalai Lama asked for help from America, UK, India, Nepal and the UN. They all expressed disapproval of the invasion but sent no help.</p> <p>At the age of 15, the Dalai Lama was made the head of Tibet. To avoid a war with China, he had no choice but to sign an agreement which stated that Tibet was part of China. Tibetans were forced out of their homes and thousands died from hunger. The Dali Lama had meetings with Chairman Mao, the Chinese leader - they did no good. Being peaceful and non-violent is important to Buddhists, but eventually some Tibetans felt they had to fight back. They were anxious that the Chinese might kidnap the Dalai Lama. Although he would rather give himself up than have people die, it was decided that the people needed him alive.</p> <p>So in 1959, the Dalai Lama escaped over the dangerous Himalayas to India. Since then many Tibetans have followed him and today there are 150,000 Tibetans in exile. More Chinese than Tibetans now live in Tibet. The Dalai Lama believes that if it were not for the Indian government then the religion, culture and identity of Tibet would be gone. Still the Dalai Lama insists: <i>'Non-violence is the only approach, and the right one.'</i></p> <p>In 1989 he was awarded the Nobel Peace Prize. It is his dream that one day Tibet will be free. He has stepped down as the political leader of Tibetans and remains the spiritual leader, although it is illegal to even carry a picture of him in Tibet.</p> <p>As an ordained monk he is supported by his monastery. He has no personal money and gives away any given to him. He donated his Nobel Peace prize money to poverty, leprosy, and peace projects. He gave the £1.1m Templeton prize money to Save the Children in India. He inspires millions and is respected worldwide for his compassion, wisdom, humour, kindness, generosity, clarity and equanimity.</p> <ul style="list-style-type: none"> ▪ What questions can children generate from the life story of the Dalai Lama? Use a P4C approach. ▪ Use role play and Conscience Ally. What kind of leader is the Dalai Lama? Discuss the strength of his conviction that non-violence is the only way. Reflect on these quotes and put them in your own words: ▪ <i>'Our planet is our house, and we must keep it in order and take care of it if we are genuinely concerned about happiness for ourselves, our children, our friends, and others who share this great house with us.'</i> ▪ <i>'Practising Dharma means having a noble, broad and generous mind- a mind that has been tamed, brought completely under control. The practice of Dharma is that which enables us to be true, faithful, honest and humble, to help and respect others, to forget oneself for others.'</i> 	<p>Year 3: I can describe how the Dalai Lama exemplifies the Buddha's teaching.</p> <p>Year 4: I can explain with reasons the qualities the Dalai Lama shows from different points of view.</p> <p>Year 5: I can explain with reasons why a person might choose to follow the Dalai Lama.</p> <p>Year 6: I can discuss and present my own ideas and opinions on challenging questions about Buddhist teachings such as non-violence.</p>	<p>Many Buddhists don't think of Buddhism as a religion. They talk of it as a science, a method of exploring your experience through techniques that enable you to examine your actions and reactions in a non-judgmental way. The aim is to recognise how our mind works, and what we need to do to experience happiness and what we need to stop doing to avoid unhappiness.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What happened to Moses when he was a baby?</p>			
<p>Children will learn about the Jewish, Christian and Muslim story of how baby Moses was rescued from the river by the Princess of Egypt.</p> <p>Children will learn about why this story is important for Jewish people-and for Christians and Muslims.</p>	<ul style="list-style-type: none"> ▪ Play the circle game '2, 4, 6, 8, who do I appreciate'. After saying the name of someone in the class pupils say something that you appreciate about them: "I appreciate Carly because she is kind and smiles a lot". "I appreciate Callum because he is good at running." Discuss having friends, being a good friend. Children could draw pictures (and choose or write single words) about one of their friends, and their characteristics. Keep it positive. ▪ Explain that Jewish people appreciate Moses very much and teach that God called Moses His friend. Remind pupils of earlier learning about the Jewish religion. Introduce the stories you are going to tell by talking about the sort of person Moses was: e.g. humble yet strong personality, prayerful, persevering, aware of his own weaknesses. <p>Story 1: What happened to Moses after he was born? (Exodus Chapters 1-2)</p> <p><i>3400 years ago Jewish people were not free-they had been slaves in Egypt for hundreds of years. The Pharaoh was concerned that there were too many Jewish people so he made a law, that all Jewish baby boys should be killed. When Moses' mum had her baby, she decided to hide him, to keep him safe. As he grew she could not continue to hide him. She put the baby in a basket, and floated him on the river Nile. His sister Miriam watched what happened. As the basket floated on the Nile, a Princess of Egypt was bathing and saw the basket. She rescued the baby, and decided to adopt him. Miriam asked her if she needed someone to mind the baby, so the Princess chose his actual mother. It worked very well.</i></p> <ul style="list-style-type: none"> ▪ To tell the story lay a strip of blue cloth on the classroom floor like a river and sit around it. Have a little wicker basket with a doll in it to 'float' on the river. Use red cloth to dress up one child as the Princess. She comes to the river to bathe, and finds baby Moses. Choose someone who speaks well to be in this role, and as the story unfolds ask her: how are you feeling? what might you do next? Children hot-seat Miriam and the Princess. ▪ Ask the class what questions they have got about the story - use a P4C approach. ▪ Ask who is the hero of this story —is it Moses' mum, or sister, or the Princess? Why? ▪ Ask children to talk about and suggest appropriate words to describe what Moses' life might have been like when he was a new born baby. And what might it have been like when he lived at the Palace with the princess? ▪ Make individual backgrounds or a class collage showing a Jewish humble dwelling on one side of the river and an Egyptian palace on other side. Slit the paper horizontally along the river and insert a tabbed Moses basket that can be moved from one side to the other. 	<p>Year 3: I can describe and explain the story of what happened to Moses as a baby.</p> <p>Year 4: I can make connections between the story and some values such as freedom, fairness or kindness.</p> <p>Year 5: I can explain with reason about how this religious story shows the leadership of Moses.</p> <p>Year 6: I discuss and present my own views and ideas on challenging questions about why Moses is honoured as a great leader in Judaism.</p>	<p>This section of the enquiry uses self-contained stories about Moses which can all be found in the Bible in Exodus chapters 1-20. There are many more parts and details to the story which can also be used.</p> <p>Talk about how the story of Moses is important in 3 faiths: Judaism, Christianity, and Islam.</p> <p>See first part of: The Ten Commandments 2009 Bible Animated Movie https://www.youtube.com/watch?v=qFUQmdo-Sy8</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What did God say to Moses? Did this help make him into a good leader?</p>			
<p>Children will learn to reflect on the feelings and emotions of the story.</p> <p>Children will learn about the story of when Moses was called by God to be a leader.</p> <p>Children will learn to appreciate that Moses was a 'reluctant leader' who had to learn to trust, take courage, and change; and that the 'burning bush' incident was his call to be a leader.</p>	<p>Story 2: What happened to Moses when he saw a Burning Bush? (Exodus Chapter 3)</p> <ul style="list-style-type: none"> ▪ Storytelling needs a sense of occasion so prepare carefully. Play Jewish music for children to get the atmosphere of the lesson. Lay out a piece of red cloth, put a 'bush' of some kind on it, and ask children to remove their shoes, and stand with their toes touching the edge of cloth for the beginning of the lesson. All sit down together, comfortably. ▪ Talk about times when we remove our shoes and the reasons why. Discuss how people of different cultures e.g. in Asia, might do this as a mark of respect when they visit people in their homes and how people of some faiths remove their shoes when entering their place of worship. ▪ Ask what 3 things do they remember from the story of Moses the 'River Baby' from last lesson. Tell the story of Moses and the Burning Bush. <p><i>As Moses grew, he found it hard to know if he was a Jewish boy or an Egyptian prince. He had some difficult times and even killed a man, so he ran away from Egypt, and became a desert shepherd. One day in the desert he saw a bush on fire, and was amazed that the bush did not burn up. He went closer, and heard a voice – it was the voice of God speaking to him from the bush. 'Take off your shoes,' said the voice. God told Moses that he must go back to Egypt and lead his people, the Jews, out of slavery and to freedom. Moses felt too shy and scared to do this, especially because he had a stammer. God told him 'I will be with you.' Amazed – and still a bit scared - Moses went back to Egypt and told Pharaoh that he must free all the Jewish slaves.</i></p> <ul style="list-style-type: none"> ▪ What questions have pupils got about this story? Use a P4C community of enquiry approach. ▪ Ask children to make the red cloth move a little by taking an edge in a finger and thumb and lifting it gently up and down. Fire moves like this too. Talk about why a fire might be a good symbol for God – identify some of the characteristics of fire – gives warmth - keeps us alive; can be used to cook (feeds us); burns (it's powerful – we need to be careful – treat with respect); you can feel it; lots of different colours and shapes etc. In what ways might God be like fire? ▪ Use tissue paper cut into flame shapes to make fire collages, write some words around the fire that describe both fire and God. ▪ Discuss and decide some reasons why God picked Moses to lead the Israelites out of captivity in Egypt. How might Moses have felt when he realised God was choosing him to go back to Egypt? What questions might he have wanted to ask God? What might he have wanted to do? What did he actually do? What gave him the courage to do this difficult thing? Ask children to suggest times when they have been in a new situation or facing a hard challenge – how did they feel – what or who helped them? 	<p>Year 3: I can describe and explain the story of God speaking to Moses.</p> <p>Year 4: I can make connections between symbols (such as flames) from the story.</p> <p>Year 5: I can explain with reasons the difference it made in the story for Moses to hear God's voice.</p> <p>Year 6: I can discuss and present my ideas and opinions on questions about the importance of this story in Judaism.</p>	<p>The literacy strategy asks pupils to learn from stories from a range of cultures. These stories from Judaism are suitable for work in literacy as well as RE.</p> <p>See Testament - The Bible in Animation: Moses https://www.youtube.com/watch?v=GRT6WPn2vnQ</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>How did Moses lead his people to freedom? In what ways did he show he was a great leader?</p>			
<p>Children will learn the ways in which Moses showed leadership qualities.</p> <p>Children will learn why this story matters to Jewish people.</p> <p>Children will learn about slavery and freedom.</p> <p>Children will learn to reflect on the concept of God.</p>	<p>Story 3: Moses leads the Jewish people to freedom (Exodus Chapters 7-15)</p> <ul style="list-style-type: none"> ▪ Why was life in Egypt difficult for Jewish people? Recall how they were slaves. What is slavery? What is freedom? My parents own a cat-do they own me? I work –am I a slave? Am I free if I have to obey rules? Discuss differences between slavery and freedom. Then list them in order of importance. Finish this sentence in 3 ways: <i>A slave is a person who.....</i>. Compare answers-are there any on which we agree? Discuss the persistent trauma inflicted on the Black community after 6-7 million African people were captured, sold, transported to the Americas as slaves and treated horrendously. Freeing slaves did not end discrimination and violence towards black people. How might this help us understand how the Israelites felt after 400 years of slavery? What do you do when you feel something is unfair? ▪ Your two pieces of cloth can be used to tell the story: hang the blue one up in a doorframe, and sit around the door for the story telling as if it was the door of one family’s house. The red cloth will be a symbol of the sacrifices in the story. Hide it to start with. Retell the story of the Passover to the part where Pharaoh reneged on his promise to let the Jews leave Egypt. ▪ Set up a Conscience Alley. Choose a capable thinker and speaker to face Moses’ dilemma by walking conscience alley. Set up an alleyway and stand Moses at one end. Set the dilemma- what should Moses do? Invite pupils to 1) stand on one side of the alley to offer reasons why Moses should give up fighting Pharaoh and allow the Israelites to stay as slaves and 2) to stand on the other side of the alley to give reasons why Moses should continue following God’s orders and struggle for freedom. Model ideas and ask pupils to think of their own. ‘Moses’ walks the alley, moving from side to side. S/he must ask each child ‘what is your advice to me today?’ and listen to the replies. S/he might also ask why. At the end, S/he waits and thinks while the advisers sit down. The teacher can ask the volunteer for their decision, and also to comment on the advice received, whether it was surprising, helpful, thought provoking and so on. ▪ Tell the end of the story. Use the red cloth to symbolise the lamb’s blood: hang it around the blue door when you get to that part of the story. When the escaping Jews come to the Red Sea, explain that it wasn’t red, get 4 children to hold the two cloths and ‘wave’ them like the sea. When Moses asks God to open the sea, split the two cloths and get your ‘Moses’ to lead the class through the ‘sea’ onto ‘dry land.’ Explain that Moses and the Jewish people celebrated their freedom with a song which Miriam led. And since then, approximately 3400 years, Jewish families remember the freedom of Passover with songs and celebrations. ▪ Recap the three stories of Moses you have worked on, and pick out all the features of Moses’ life that showed he was a good leader – if, in some ways, an unlikely and reluctant one. 	<p>Year 3: I can describe and explain the story of Moses leading the Israelites to freedom.</p> <p>Year 4: I can explain with reasons what I think the story means by talking about these words: freedom, God, danger, leaders.</p> <p>Year 5: I can make connections between the ways Moses and the Pharaoh were leaders in the story.</p> <p>Year 6: I can make connections about leadership from Moses life.</p>	<p>Children could re-tell the story in pictures and words or drama: which do they think are the 6 key moments in the story? Put drawings of the 6 key moments together in a storyboard. The stories about Moses continue, even though this unit investigation stops here. Some gifted pupils might read ahead. Others could find out about the annual festival of Pesach (Passover).</p>


INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>How did Gandhi stand up for his beliefs? What kind of leader was he?</p>			
<p>Children will learn stories from the life of Gandhi and be able to explain why his life might be considered inspirational.</p> <p>Children will learn about Gandhi's message of ahimsa- that change can come through patience and love rather than violence.</p> <p>Children will learn to use religious vocabulary to describe aspects of lives and teachings of inspiring leaders, giving examples of how these have influenced the lives of their followers.</p>	<ul style="list-style-type: none"> ▪ Disagreements and arguments: Divide the class into groups and discuss: Who do you argue with? What do you argue about? When are you treated unfairly? How do you resolve your disputes? Ask if anyone has used violence to get their own way e.g. with brothers, sisters or friends. ▪ Tell incidents from Gandhi's life. <i>Born in India, Gandhi studied at Oxford and became a lawyer. His first job was in South Africa where there was systemic racism. On arrival he bought a train ticket to Pretoria. Despite having a 1st class ticket he was thrown off the train because he refused to travel in 3rd class allocated to people of his skin colour. He vowed to do something about inequality and white privilege.</i> What questions have you got? What do persecution, discrimination and white privilege mean? How would you feel if you had been him? What do you learn about him from the story? What might you do if you had been a fellow passenger? What would you have done in the guard's situation? What do you think Gandhi will do next? Pupils could dramatise this experience. ▪ Explain that Gandhi was a Hindu who believed strongly in the principle of ahimsa. He became world famous. His beliefs on non-violent direct action led India to independence from UK and influenced other leaders. Perhaps show an extract from the film 'Gandhi' showing his non-violent principles. • Discuss Gandhi's inspirational characteristics. He became known as Mahatma-'Great Soul'. What do you understand by that? He lived simply and took his turn cleaning toilets as happily as leading prayers. He believed that: no one was better than anyone else; that anything won with violence wasn't worthwhile; in the power of meditation; in religious tolerance; we should love all creatures; everyone is equal in the face of god; the caste system was 'the biggest single strain on the Hindu faith'; truth is whatever you feel in your heart to be morally correct. Although born as a wealthy Hindu he made many sacrifices in standing up for his beliefs including being imprisoned for 2338 days and fasted almost till death. Have you suffered because of something you believed strongly? What do you believe about the rights of people, wherever they come from? How do you treat those who are different? Design a poster advertising a peaceful campaign. ▪ Discuss some quotes from Gandhi: These may look hard, but they unlock pupils' deeper thoughts. Read them out loud slowly. Ask what picture might go with them. What do pupils think they mean? ▪ Discuss situations that pupils find difficult, or think are wrong, around school. What situations are unfair in the world? How would applying the quotes of Gandhi help? Pupils choose one situation discussed and draw a picture of it on the top half of an A4 paper. Use speech bubbles to describe what is happening in the picture. In the middle of the paper write a quote from Gandhi that would help improve the situation. If they can't find a quote describe how they think Gandhi would have improved the situation. At the bottom of the paper draw the improved situation. 	<p>Year 3: I can describe and explain some of the values that Gandhi showed.</p> <p>Year 4: I can make connections between Gandhi's beliefs and the way he lived his life.</p> <p>Year 5: I can explain with reasons the impact of some of Gandhi's principles and show how his words apply to contemporary situations of conflict.</p> <p>Year 6: I can discuss and present my ideas and opinions on challenging questions about Gandhi's leadership and the values of non-violence and truth.</p>	<p>Gandhi quotes: <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 would be blind."</i> <i>"Whenever you are confronted with an opponent, conquer him with love."</i> <i>"The path of true non-violence requires much more courage than violence."</i> See: www.saidwhat.co.uk/quotes/favourite/mahatma_gandhi</p>


INTENT	IMPLEMENTATION	IMPACT	NOTES
What are the some ways that Muslims in Britain follow Prophet Muhammad (pbuh)?			
<p>Children will learn about the life and significance of the Prophet Muhammad (pbuh).</p> <p>Children will learn how the practice of Islam in Britain today follows the example and teaching of the Prophet Muhammad (pbuh).</p> <p>Children will learn to reflect on the question: Who influences me?</p> <p>Islam began in Arabia in 7th century CE. The word 'Islam' means submission to the will of Allah, which is the Arabic term for 'God'. Those who follow this religion – in other words, those who submit to God's will – are called 'Muslims'.</p>	<p>Who was Prophet Muhammad (pbuh)? Why does he matter so much to Muslims?</p> <ul style="list-style-type: none"> ▪ Tell excerpts from the life of the Prophet in an engaging way. You might show Animated World Faiths: Life of Muhammad https://www.youtube.com/watch?v=x_7K9da5Yqg ▪ Use sequencing cards to tell part of the story. 6 key headings shape the story: early life, night of power, night of ascent, town of the prophet, road to Makkah, and the farewell. ▪ Explain the importance of Muhammad (pbuh) for Muslims as the last messenger of God. Other messengers were Adam, Moses, Abraham and Jesus – link to Jewish and Christian shared history. Explain that we won't draw the Prophet, act out his story or make models: Islamic teaching (shirk) forbids this because it can be idolatrous or disrespectful. ▪ Why is Muhammad (pbuh) so important to Muslims? Create a class mind-map. Or pupils rank the following statements in order of importance. Was it because: Allah spoke to him / the Qu'ran was revealed to him / he is a role model of how best to live / he rededicated the Ka'bah to Allah / he spread the word of Allah / he is the last and final prophet. Pupils rank these reasons to explain the continued significance of the Prophet. <p>How do British Muslims follow the Prophet?</p> <ul style="list-style-type: none"> ▪ Research a Muslim family or community - look at relationships, roles and responsibilities in families, mosques and the wider Ummah (Muslim community). Ask pupils to consider 'what matters most for a community about having a mosque?' – is it a place to meet, to worship, to listen to Muslim teaching, to keep culture alive or other reasons? How do these different uses of the mosque express ways of following the Prophet? ▪ Discuss how celebrating major Muslim festivals Id-ul-Fitr, Id-ul-Adha, Laylat-ul-Qadr (the Night of Power) shows the value of stories about the Prophet. ▪ Discuss Sunni and Shi'a traditions: after the Prophet's death, there was dispute about the next leader. Some (Sunni Muslims) wanted the elders of the community to choose. Others (Shi'a) wanted Muhammad's (pbuh) closest relative, Ali. Sunnis prevailed and chose Abu Bakr, father of Muhammad's wife, Aisha, as the first caliph. Ali became the fourth caliph, by then there were violent conflicts between Sunni and Shi'a. To this day, Shi'a Muslims don't accept the first 3 caliphs. Shi'a Muslims are concentrated in Iran and south of Lebanon and Iraq. ▪ Research issues of Islamic identity through work based on video, books, web or questions to a Muslim visitor or Ask the Imam, http://www.islamicity.com ▪ Describe how Muslims contribute to the wider community, e.g. in times of flood or disaster, Muslim Educational Trust, Islamic Foundation, Red Crescent. Summarise what the work has shown about how British Muslims follow the Prophet today. 	<p>Yr 3: I can describe and explain the life story of Prophet Muhammad (pbuh).</p> <p>Yr4: I can explain with reasons the significance of Muhammad (pbuh) as a leader to Muslims.</p> <p>Yr 5: I can explain with reasons why Muhammad is called a 'Prophet of Allah'. I can explain with reasons about Muslim beliefs on the drawing of non-figurative images.</p> <p>Yr 6: I discuss and present how and why British Muslims are influenced by their Prophet.</p>	<p>Explain that devout Muslims say 'Peace Be Upon Him' after they say the name of the Prophet. Model its use. When written it can be abbreviated to pbuh.</p> <p>Muslims do not worship the Prophet ~ because there is only one God.</p> <p>Emphasise Muslim teaching on not worshiping idols, because "there is no God but God"</p> <p>Use the activities to model an appreciation of and sensitivity towards Islam.</p> <p>See BBC clips My Life, My Religion: Islam</p>


INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What kind of leader was Guru Nanak?</p>			
<p>Children will learn to make connections between a Sikh story, scripture and teaching and ideas of their own.</p> <p>Children will learn to explore a story in depth and respond to it thoughtfully.</p> <p>Children will learn to re-tell a story with drama in a group.</p> <p>Children will learn to develop their own ideas about values from a Sikh story.</p>	<ul style="list-style-type: none"> ▪ Tell this story about Guru Nanak and Dunning Chand. There is a useful retelling of this story at: http://www.sikhnet.com/Stories <p><i>Guru Nanak, as a travelling teacher, visited Lahore. A banker called Dunning Chand lived there who was well known for being greedy. His beautiful home shone with gold, marble and precious jewels. Dunning Chand learnt that Guru Nanak was visiting so rushed to invite the Guru to a special feast: it would make him look very important to have such a famous guest. Guru Nanak accepted the invitation. It was a wonderful occasion. When everyone had finished, Dunning Chand turned to Guru Nanak: 'I am a wealthy man, I can help you. What do you want me to do?' Guru Nanak sat and thought. Looking in his pocket, he drew out a tiny sewing needle. 'Something you can do for me,' he replied, holding up the needle. 'Keep this needle safe and give it back to me when we meet in the next world.'</i></p> <p><i>Dunning Chand felt very important. The Guru had given him a special task. He took the needle and showed it to his wife, explaining what the Guru had said. To his surprise, she burst into laughter. 'How are you going to do that?' she asked. He thought and thought, then ran back to the Guru asking "How can I take this needle with me when I die?"</i></p> <p><i>"If you cannot take a tiny needle with you when you die, how are you going to take all of your riches?" asked the Guru. For the first time in his life Dunning Chand felt shocked - then ashamed. He realised he had been very uncaring and greedy. From then on he and his wife used their wealth to help the poor. Guru Nanak left with a smile on his face.</i></p> <ul style="list-style-type: none"> ▪ Tell the story in an exciting way – you might dramatise it with a persona doll, or give children a way of joining in, or freeze frame and photo some key moments, or use hot seating as a drama improvisation. As you tell suggest ways in which the guru showed good leadership. ▪ What questions have children got about the story? What can be learned from the Guru's wisdom about money? Pupils to record their learning from Sikhism in an appropriate way. ▪ Ask pupils in groups to develop a drama about the story. They might choose one scene of the story and another scene in which Dunning Chand puts his plan into action, and is generous. ▪ Make lists of all the things the children can think of that show generosity. What could rich Dunning Chand do with his wealth? Talk about the idea of the 'next life'. Sikhs believe that when the body dies, there is another life. Thinking about this is what made Dunning Chand change this life. ▪ Use some quotes from Sikh scripture about the limits of cash (there are many). Discuss what can be learned from the Sikh's wisdom about money. 	<p>Year 3: I can describe the story in drama and explain the sort of person Dunning Chand was and what it means to be generous.</p> <p>Year 4: I can make connections between the story and what Sikhs might do today.</p> <p>Year 5: I can discuss and present my ideas and opinions about being a good leader.</p> <p>Year 6: I can discuss and present my opinions about why people follow the Sikh gurus today.</p>	<p>Many religions have stories about being generous. Pupils often understand these ideas, but like adults, that doesn't make it easy for them to be generous.</p> <p>The Sikh belief in reincarnation might come up – and it is good to talk about it, but not necessary to teach it in depth.</p> <p>See Animated World Faiths: The Life of Guru Nanak https://www.youtube.com/watch?v=zzc440xMkPQ&list=PLtG31u0zksZVrFEmBULvmbCStLOXqgRandinde x=10&dt=0s</p>


INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What do Sikhs learn from Guru Nanak?</p>			
<p>Children will learn some Sikh teachings about things that matter more than money - such as generosity, justice, service to other people and appreciating the Divine.</p> <p>Children will reflect on applying some of these teachings and concepts to incidents in their own lives.</p> <p>Children will learn how to use a stilling technique and a contemplation activity to deepen understanding of values beyond mere 'cash value'.</p>	<ul style="list-style-type: none"> ▪ Sit in a circle in a room where the lighting is soft. Use a mindful breathing activity so the mood of the class is calm and centred. ▪ Using the first bowl: Place the first bowl with money in the centre of the group on a table where it is visible to everyone. Invite children to look at it and to allow thoughts and imaginings to flow through their mind. Invite them to be aware of their feelings and ideas. Invite pupils to imagine that they have won the bowl of money in a competition: what would they do? ▪ Using the second bowl: After 2-3 minutes remove the first bowl and replace it with the second empty bowl and its label. Invite pupils again to allow thoughts and associations to flow through the mind and to be aware of their feelings and ideas. Invite them to think about how they might complete the label, <i>'Living a rich life is...'</i> After 2-3 minutes, remove the bowl. Allow time for pupils to note down their ideas. ▪ Questions to discuss: What did the first bowl represent to you? Can you say why? What associations did it bring to mind? What did the second empty bowl represent to you? Why? What associations did it bring to mind? What ideas did you have about using the money? How did you complete the sentence 'Living a rich life is ...'? ▪ Let pupils share their responses in twos or threes. Follow this with a general discussion of the interpretations, feelings and questions which the symbol raised. ▪ Tell this story of Guru Nanak: When Nanak was 12, his father decided he should learn about business and money, so he gave Nanak £20 and sent him to market. <i>'Buy and sell, trade and profit'</i> he told his son. <i>'Bring back more than you go with!'</i> On the way to market, Nanak met some poor but holy travellers, who were hungry. He spent most of the day with them, talking and singing about spiritual life, then he went to the market and bought them all a good meal. He returned home with nothing, and his father was furious: <i>'You will never learn business like this!'</i> But Nanak was sure that he had done the right thing. Later he taught: <i>'The mouth of a hungry person is the treasure chest of God.'</i> Whatever you put into poor people's mouths, wins you treasure in God's eyes. What questions do you have about the story? What does the story mean to you? Was his father right to be angry? 	<p>Year 3: I can describe and explain why it is important to use stillness and imagination to reflect on values</p> <p>Year 4: I can make connections between Sikh teaching and my own ideas.</p> <p>Year 5: I can explain with reasons why a person today might follow the Sikh gurus.</p> <p>Year 6 I can discuss and present my ideas and opinions on challenging questions about things that matter more than money, explaining Sikh teaching and giving reasons.</p>	<p>Equipment: You'll need to create a bowl which appears to contain a great deal of money Use newspaper cut to the size of £10 or £20 notes concealed under some real notes. You also need a bowl which is empty but has a label saying <i>'Living a rich life is ...'</i>. See BBC clips My Life, My Religion: Sikhism</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What do we know about Jesus as a religious leader?</p>			
<p>Children will learn the ways in which Jesus is believed to have shown leadership qualities.</p> <p>Children will reflect on some stories about Jesus's leadership that matter to Christians.</p> <p>Children will reflect on applying some of these teachings and stories to incidents in their own lives.</p> <p>Children will discuss the power of choice and resilience on the path to leadership.</p>	<ul style="list-style-type: none"> ● Remind children of their lists of the qualities of a leader from previous lessons. What made Jesus a leader? How many leadership qualities do they think might relate to him? Can they think of any incidents in his life that demonstrate any of those qualities? Brainstorm what children know of Jesus as a leader. ● How did people who met Jesus or who were living in Jesus' time view him? What did they think Jesus was like as a leader? Why did people follow him? Did people reject him? What is the same and what is different today? What significance does he have for believers? Does anyone effect the way you live? ● Remind children about different styles of leadership. Explore the story of Jesus being tempted in Luke 4: 1-13 and how he rejected the role of a leader based on power. The message (that God is love) had to be in keeping with the method. Compare with Jesus washing the disciple's feet in John 13:4-9 and how this shows his choice of leadership based on service. Is this the normal action of a leader? Why not? Why did Peter object? Why did Jesus insist on the action? What was Jesus' leadership style-through the use of power or through service? What was his motivation? ● How did he live? Discuss the simplicity of Jesus' life style, how he didn't have a large home, in fact he had no home and depended on the generosity of others. What were the lives of those with whom he worked like? If you could meet Jesus and go out for a meal with him –where would you go and what questions would you like to ask him? ● In groups children explore one of the following passages and decide what qualities are shown. They can prepare a role play or Conscience Ally of the incident. Care of sick, poor and outsiders: Cure of Blind Bartimaeus: Luke 18:35 Healing of Ten Lepers: Luke 17:11 Quality of his teachings and beliefs: Sermon on Mount: Matthew 5 Prodigal Father: Luke 15:11-32 Leadership style: Entry into Jerusalem: Matthew 21:11-12 People recognised Jesus as a leader - why? What kind of leader did they want him to be? Do you think he agreed with them? Why did he enter riding on a donkey? 	<p>Year 3: I can describe and explain some stories of Jesus showing leadership.</p> <p>Year 4: I can explain with reasons what I think the stories mean about Jesus as a religious leader.</p> <p>Year 5: I can make connections between the ways Jesus showed leadership in the stories.</p> <p>Year 6: I can make connections about leadership from Jesus's life.</p>	<p>Children could re-tell the stories in pictures and words as a newspaper article or drama. Which do they think are the 6 key moments in each story? Put drawings of the 6 key moments with captions together in a storyboard.</p> <p>Mary Magdalene, a wealthy Jewish woman, travelled with Jesus as one of his followers. She is mentioned 12x in the gospels, more than most of the apostles. In the Baha'i faith it is believed that she inspired and led the apostles after Jesus' death.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What can we learn about leaders from a story about Saint Paul?</p>			
<p>Children will learn to respond to a story of Saint Paul from the New Testament.</p> <p>Children will learn to make connections between the big idea of 'leadership' and some details of the story.</p> <p>Children will learn to consider and apply the idea of leadership for themselves, noticing different styles of leading.</p> 	<ul style="list-style-type: none"> ▪ This story is in Chapter 27 of the Acts of the Apostles in the New Testament. Read it and think how you will tell it to pupils. Plan to make it sparkle! Saint Paul was imprisoned by Roman soldiers for being a Christian. He was sent to Rome to be tried as a political rebel, in front of the Emperor, Caesar. So on the ship to Rome he was chained up as a prisoner. The ship was caught in a violent storm. Everyone was very worried - except Paul who was able to show his leadership. Those who could be seen as his enemies were saved by his calm control. Everyone was rescued safely from the shipwreck, even though the boat went down. People were impressed with Paul's fearlessness, calmness, confidence and care for others. He cared about people, not property. ▪ Use P4C to generate questions and use the story as the stimulus for an enquiry. ▪ If you could interview Paul what would you ask? Hot seat a volunteer to tackle the questions. Write one day's entry in Paul's travel diary describing some of the things that happened to him. It is a good story to dramatise. ▪ Ask—was Paul a good leader? – and how they can tell. The ship had a captain, and there were soldiers there, but Paul the prisoner was the best leader in the time of trouble. Was he calm? Why? Confident? Why? Strong minded? Why? Easy to follow? Why? What sacrifices did he make? ▪ Make a class collage of two scenes: all children to each make a scared face and a relieved face and put these faces onto scene one – when the storm was raging and scene two – when the people were safe on land again. What images, words and questions would they add to the collage? ▪ Who else is a good leader like Saint Paul? Perhaps refer to films or real life. ▪ What mattered to Paul? What matters a lot to you? e.g. the way animals are treated or a TV programme. Write a talk about it that will last two minutes and deliver your talk to the class. ▪ What things do you share? Discuss your feelings when you share things that are dear to you. Discuss why many Christians choose to share their possessions and faith with other people. Discuss that the most important way to share your faith, belief or values is by the way you live. 	<p>Year 3: I can describe the story of the shipwreck including details about Saint Paul. I can describe my own 'inspiring people'.</p> <p>Year 4: I can make connections between the story and the qualities of leadership I believe in.</p> <p>Year 5: I can explain with reasons about the idea of leadership and that there are different styles of leading.</p> <p>Year 6: I can discuss and present my own ideas and opinions on challenging questions about why Saint Paul is considered an inspiring leader in Christianity.</p>	<p>St Paul is not often taught in primary RE, yet children enjoy the stories about him. Academics don't all believe Jesus is the Son of God, but there is little doubt that he existed.</p> <p>To understand the development of Christianity we need to know that Jesus and his followers were Jewish. After Jesus' death, his followers initially formed a new sect within Judaism. Christianity, with Jesus as the promised Messiah rather than just a prophet, began later. In the history of Christianity St. Paul is most important after Jesus. His epistles (letters) had huge influence on Christian theology. His missions focused on the conversion of Gentiles and Christianity became a largely Gentile religion.</p>



INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>Why did Saint Teresa of Kolkata hold hands with a beggar?</p>			
<p>Children will learn about the life of Saint Teresa of Kolkata, and be able to describe her achievements and build understanding of the impact of her work.</p> <p>Children will learn that people can be fulfilled and become happy because of helping other people.</p> <p>Children will reflect on applying choice and resilience to incidents in their own lives.</p>	<ul style="list-style-type: none"> ▪ Tell excerpts from the life of Saint Teresa of Kolkata. In 1910 in Skopje, Macedonia she was born as Agnes Bojaxhiu, the youngest child of an Albanian builder. Aged 18 she joined the Order of the Sisters of Our Lady of Loreto and became a nun. She trained in Dublin, at the motherhouse of the Loreto Sisters. In Dec 1928 she travelled to India arriving in Calcutta to teach at a girl's school. While in Calcutta, she was moved by the sick and dying on the streets. For 17 years she was a teacher. On Sept 10, 1946, on a long train ride to Darjeeling where she was to go on a retreat she "<i>realized that I had the call to take care of the sick and the dying, the hungry, the homeless - to be God's Love in action to the poorest of the poor. That was the beginning of the Missionaries of Charity.</i>" On the streets of Calcutta, people dying were ignored, Saint Teresa bent down to hold the hand of a dying man in the gutter. As he died he said: '<i>It's a long, long time since I felt the touch of another human hand.</i>' She dedicated her life to helping the poor gaining the name "Saint of the Gutters." She got permission from the Pope to establish a new order of nuns. In 1952 she and her Missionaries of Charity got permission to use an abandoned temple of Kali where Saint Teresa founded the Kalighat Home for the Dying, which she named Nirmal Hriday (meaning "Pure Heart"). She and her nuns gathered dying people off the streets and brought them to the home to care for them during their final days. In 1979 she was awarded the Nobel Peace Prize. She used the prize money to help more people. She set up homes for the sick and needy in cities in 100+ countries. Saint Teresa saw goodness in everyone. She did not judge people. She wanted them to be able to die in peace and with dignity. ▪ Use P4C to generate questions and use her story as the stimulus for an enquiry. ▪ If you could interview Saint Teresa what would you ask? Hot seat a volunteer to tackle the questions. Write a day's entry in her diary describing some things that happened. ▪ Prayer was important to Teresa. Every day she said: "<i>Lord, Make us worthy to serve our fellow men throughout the world who live and die poor and hungry. Give them, through our hands, this daily bread. By our understanding love, give them peace and joy.</i>" What does it tell us about her? What do you think the words 'worthy to serve' meant to her? • What kind of leader was Saint Teresa? How did she manage to raise the money for her work? Name 5 chapter headings for her biography. Why did people follow her? Did people reject her? How did she live? What was her style of leadership-through the use of power or leadership through service? What was her motivation? 	<p>Year 3: I can describe and explain stories from the life of Saint Teresa of Kolkata and say what inspired her.</p> <p>Year 4: I can explain with reasons an incident from her life and why it was a 'turning point'. I can explain with reasons what values she put into action.</p> <p>Year 5: I can make connections between different ways in which her leadership had an impact.</p> <p>Year 6: I can discuss and present my own ideas about her leadership.</p> 	<p>There is a huge amount of material about Saint Teresa on the internet so select carefully.</p> <p>Saint Teresa's first orphanage was started in 1953. In 1957 she and her Missionaries of Charity began working with lepers. In the years following, her homes (she called them "tabernacles") were established in hundreds of locations in the world.</p> <p>Following a prolonged illness, she died on Sept 5, 1997. She has been made a saint by the Catholic Church.</p> <p>Her story is full of possibilities, but emphasis should be placed on her leadership.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>Why did Amma (Mata Amritanandamayi) help those less fortunate?</p>			
<p>Children will learn about the life of Amma and be able to describe her achievements.</p> <p>Children will learn that people can become fulfilled and happy because of helping other people.</p> <p>Children will reflect on applying choice and resilience to incidents in their own lives.</p>	<ul style="list-style-type: none"> ▪ Tell excerpts from the life of Mata Amritanandamayi. <i>Mata Amritanandamayi was born in Kerala, South India in 1953. As a young girl, she spent many hours in meditation and composed wise devotional songs. Aged 9, her mother became ill, so she left school to help at home and care for her 7 siblings. She was deeply affected by the intense poverty and suffering in her community, and in the world. When she met people in need, she gave them food and clothing from her home despite being punished by her family for doing so. Aged 14, she began to spontaneously embrace people to comfort them in their sorrow. Responding to her affectionate care, people began to call her Amma (Mother). According to Hinduism, individual suffering is due to karma — the results of past actions. Amma refuses to accept karma as a justification for inaction. She asks: “If it is one man’s karma to suffer, isn’t it our dharma (duty) to help ease his suffering and pain?” She teaches worldwide that each of us has a responsibility to help those less fortunate. Amma lives a life of service and compassionate care for all beings and has become famous for her motherly embrace.</i> ▪ Use P4C to generate questions and use her story as the stimulus for an enquiry. ▪ If you could interview Amma what would you ask? Hot seat a volunteer to tackle the questions. Write an entry in her diary describing a day in her life now. ▪ Why is mediation important to Amma? Can you explain what Amma says about karma? ▪ Amma has never asked anyone to change their religion. Only to go deeper into their values or faith, and live by those principles. Why do you think this is? ▪ Why is her charity called Embracing the World? Why do you think she embraces people? ▪ Compassion is fundamentally important to Amma. She says: <i>love expressed is compassion, and compassion means accepting the needs and sorrows of others as one’s own.</i> What do you think Amma meant when she said that ‘love is expressed as compassion’? ▪ In Amma’s community, it was not acceptable for a 14-year-old girl to touch others, especially men. Despite adverse reactions, Amma followed her heart. Later she explained, “<i>A continuous stream of love flows from me to all of creation. This is my inborn nature. The duty of a doctor is to treat patients. In the same way, my duty is to console those who are suffering.</i>” What does this tell us about her courage and choices she made? ▪ What kind of leader is Mata Amritanandamayi? Why do many people follow her? Why do some people reject her? How does she live? What is her style of leadership-through the use of power or leadership through service? What is her motivation? 	<p>Year 3: I can describe and explain stories of Amma and say what inspired her.</p> <p>Year 4: I can explain with reasons an incident from Amma’s life and why it was a ‘turning point’. I can explain with reasons what values she puts into action.</p> <p>Year 5: I can make connections between different ways in which Amma’s leadership has an impact.</p> <p>Year 6: I can discuss and present my own ideas about Amma’s leadership, love and compassion.</p>	<p>See https://amma.org/about/how-she-began</p> <p>Amma has received many awards for her charitable work and was chosen as one of the 50 most powerful female religious leaders by The Huffington Post.</p> <p>Her worldwide charity is called ‘Embracing the World.’</p> <p>Her story is full of possibilities, but emphasis should be placed on her leadership for this unit.</p> 

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What did Dr Martin Luther King Jr dream?</p>			
<p>Children will learn about the life of Dr King.</p> <p>Children will learn about his achievements and build understanding of the impact of his work.</p> <p>Children will reflect on applying choice and resilience to incidents in their own lives.</p> 	<ul style="list-style-type: none"> ▪ Explain we will learn about a man who cared hugely about people. Show a picture of MLK. Notice his eyes, kind expression and strong look. ▪ Tell excerpts from the life story of Dr Martin Luther King <p>For over 100 years the southern states had many unfair "Jim Crow" (segregation) laws. People of colour were restricted in voting, could attend only specific (inferior) schools, drink only from specified water fountains, borrow books only from the "black" library. On buses black people had to sit in the back, white people in the front. In Dec 1955 Rosa Parks got on a bus in Montgomery, Alabama and refused to give up her seat to a white man. She was tired of segregation. The bus driver ordered her off the bus and when she refused police arrested and charged her. Her actions inspired the leaders of the black community to organize a Bus Boycott led by a young Rev. Dr. Martin Luther King Jr., a local Christian minister who advocated nonviolent direct action. It was hard. For over a year 18,000 people walked a long way to work. Parks was sacked as a trouble maker. She and MLK experienced discrimination and death threats. Dr King's home was fire bombed. After a year the U.S. Supreme Court ruled that bus segregation was unconstitutional.</p> <ul style="list-style-type: none"> ▪ What questions have you got about this story? How does it feel to stand up to someone? ▪ What kind of leader was MLK? What questions have you got about him? ▪ In Aug 1963 MLK helped organise a March on Washington - a ¼ of a million people, black and white, demonstrated peacefully about civil rights. He delivered his famous 'I have a dream' speech (show a film clip.) <i>'I have a dream that my 4 little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character.'</i> ▪ Read the words of this speech in groups. Choose one aspect or idea in it and find a way to illustrate it or to record your response to it. What qualities did MLK show in this speech? What dreams do you have? For yourself? Your community? Country? For the world? ▪ MLK frequently had death threats from angry white people. He was beaten, stabbed, arrested, sentenced unfairly and jailed 3x. He didn't retaliate. He said: <i>'We must meet hate with love. Remember that if I am stopped, this movement will not stop because God is with this movement.'</i> MLK became the most visible leader in the civil rights movement. He was awarded the Nobel Peace Prize in 1964. On April 3 1968 Martin said: <i>'I would like to live a long life but I am not concerned about that now. I just want to do God's will.'</i> A day later, aged 39, he was assassinated for his beliefs. Discuss how Christianity was important to MLK. ▪ Discuss how sticking to principles can bring pain. What is the same and what is different about what Martin Luther King was saying and other leaders you have studied? 	<p>Year 3: I can describe and explain stories of Dr Martin Luther King and say what inspired him.</p> <p>Year 4: I can explain with reasons about an incident from his life that was a 'turning point'. I can explain with reasons what values he put into action.</p> <p>Year 5: I can make connections between different ways in which his leadership had an impact.</p> <p>Year 6: I can discuss and present my own ideas about his leadership.</p>	<p>There is a huge amount of info about Dr King on the internet. Be wary of info on right wing sites that look legitimate.</p> <p>Many people get a holiday in USA on Martin Luther King's birthday (January 15) to celebrate the fact that he lived and cared.</p> <p><i>"What is needed is a realization that power without love is reckless and abusive, and love without power is sentimental and anaemic. Power at its best is love implementing the demands of justice, and justice at its best is love correcting everything that stands against love."</i> Martin Luther King, Jr. 1967</p> <p>https://www.youtube.com/watch?v=SsvSq5_vbL4</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>How might a Christian minister be a leader?</p>			
<p>Children will learn about the work of a church minister, learning that it has many aspects.</p> <p>Children will learn about how a Christian minister works to help the community.</p> <p>Children will learn about the leadership role of a range of faith leaders.</p>	<ul style="list-style-type: none"> ▪ Who are the religious leaders in our local community? Discuss how churches can be a centre for community life. Explain that there are many Christian denominations – some have leaders (Pastor, Minister, Vicar or Priest). What do they do? What are their responsibilities? Some denominations don't have a leader e.g. Quakers-have Elders. Share a book or clip about the Christian way of life. ▪ Listen to a hymn that may be sung in a church and notice the organ which many churches have. How does the music makes you feel? Is it joyful? The minister's job may include arranging for worship-choosing the hymns, leading prayers, preaching etc. ▪ Take a virtual tour of a church from the point of view of the jobs a leader may have. Look outside - has it a steeple? a bell tower? Who plays the bells and when? Go inside; focus on the aisle, pews or chairs, symbols of the cross, water in the font. Who keeps it all in order? Discuss the symbolism of the candles (Christ as light of the world) and altar as a revered area. Are there areas where only the leader can go? Why might some leaders like to see statues, wall hangings, stained glass depicting scenes from the Bible or a Saint and other leaders not want these things in their place of worship? What does the leader do to make all of this work well for the people? Who does s/he work with and for? ▪ Discuss what happens when a congregation attend church services. Listen to a reading from the lectern. Does the church have a pulpit used to preach a sermon? Explain how a vicar may help the congregation take part in the Sacrament of the Eucharist 'Communion'. Discuss Sunday as a special day for Christians. Services may include cubs, scouts, brownies and guides. Sunday school may be available to younger members of the church to find out about God. The church can be seen as a family, everyone helps each other and looks after the church. Some do flower arranging, some clean the church each week. ▪ Involve children in arranging interviews with local religious leaders (either in person or virtually). Ask them to bring something to show that is important to them as a leader. Pupils devise questions asking about the responsibilities of being a leader e.g. Who do you work with and for? What are your responsibilities? How do you spend each day? Why do you do your job? Who do you lead? What do people expect of you? What do you expect from them? Are there any clothes and symbols associated with your role? Why is your faith founder (e.g. Jesus) special? What do you do that shows commitment to your faith? ▪ After the interviews discuss what qualities does the person have? What is their style of leadership? How do they influence the faith community? Discuss why many Christians choose to share their possessions and faith with other people. Is the most important way to share your faith, belief or values by the way you live? What important choices did the person have to make in their life? What skills of resilience do they show? 	<p>Year 3: I can explain the lyrics of a hymn and talk about a leader's job in worship. I can describe what makes leaders easy to follow.</p> <p>Year 4: I can explain with reasons why people go to church and why they might volunteer to look after a church, or work as a minister. I can explain the work of a Christian minister.</p> <p>Year 5: I can make connections between different religious leaders. I can explain with reasons why a person might become a minister of religion and what they might achieve through this work.</p> <p>Year 6: I can discuss and present my ideas and opinions on challenging questions about leadership and why religious leaders matter and the impacts they have on the community.</p>	<p>This lesson is rich in potential for learning outside the classroom.</p> <p>Are religious leaders e.g. Jesus the same for people across different contexts and cultures?</p>

	<ul style="list-style-type: none"> ▪ Who is represented? Are there an equal number of female local religious leaders as male? Disabled? People of colour? Why or why not? ▪ Create a newspaper article, story board or cartoon showing 'A week in the life of a Vicar (or Religious Leader). 'or 'Why do I do my Job?'. Include images, illustrations, children's viewpoints, quizzes and word searches. Or give pupils a weekly diary page to fill in the things the faith leaders might do each day. Sunday is busy, what needs doing all week? e.g. caring for different age groups, serving in the community and preparing for events. ▪ Develop the concept of religious leaders in the community by asking pupils to write a job description for a vicar matching aspects of the job with qualities needed. e. g. counselling the unhappy needs understanding, listening skills; comforting the bereaved needs kindness, sympathy; working with children and the elderly needs patience and humour. 		
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INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What are important qualities of a good leader?</p>			
<p>Children will learn to recognise the qualities that are important to be a good leader.</p> <p>Children will learn how and why local religious leaders can make a difference.</p> 	<ul style="list-style-type: none"> • Remind pupils of the concept of a leader. As a starter, play a 'follow my leader' or 'Simon says' game and discuss what makes a good leader in the game. Who do you follow? Why? What qualities do you look for? Ask pupils to consider leaders in the context of two stories they have explored. What qualities did the leader display in the story? Did the leader have any weaknesses? (Note that Muslims do not attribute weaknesses or failings to the Prophet). Are leaders always perfect? What important choices did the person have to make in their life? What skills of resilience did they show? ▪ Discuss what a leader does. Brainstorm a list of leaders, including those in sport, TV, music, school and other areas of life. What qualities do you admire or desire in a leader? Ask children to imagine that they are choosing a leader to be a head teacher or leader of a new political party or a spiritual leader - what qualities would they look for? ▪ Give children blank cards to work in pairs to write important qualities that make a good leader. Rank them in order of importance. Discuss reasons. Include sense of humour; responsible; empathetic; respectful, determined; confident; courageous; fair; good listener; common sense; thoughtful; loyal; honest; inspiring; kind; dependable; good communicator; patient; calm; trustworthy; sympathetic; able to work under pressure; not corrupt. ▪ Tell another story from the life of e.g. Moses, St Paul, Guru Nanak, Buddha, Gandhi etc. Role play and freeze frame aspects of the story. Discuss which parts of the story explain leadership. Create a 'Wanted!' poster to illustrate the leader's work - Wanted: A First Class Leader.' ▪ Use the graphic on the next page to stimulate ideas on the whiteboard, reminding pupils of some stories they have studied in this unit. Create: <ul style="list-style-type: none"> ▪ a list of qualities of leadership, about 8-10 in number ▪ apply them to the key figures – which 4 or 5 apply to each leader? ▪ a rank order of their own ideas: what makes a leader great? 	<p>Year 3: I can describe what qualities make a good leader.</p> <p>Year 4: I can describe and make connections between two leaders, e.g. what's the same between Guru Nanak and Buddha, or Moses and Saint Teresa of Kolkata?</p> <p>Year 5: I can make connections between religious leaders and their values.</p> <p>Year 6: I can discuss and present my own ideas and opinions on challenging questions about the success of the religious leaders we are studying.</p> 	<p>Note that Moses is a significant figure for both Jews and Christians (and a Prophet of Islam as well). His life stories are mysterious, challenging, and exciting.</p>



The Buddha's way of leading was...



The Dalai Lama's way of leading is...



Guru Nanak's way of leading was...



Saint Teresa of Kolkata's way of leading was...



The Prophet Muhammad's way of leading was...



Mahatma Gandhi's way of leading was...



Moses' ways of leading were...

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What are the similarities and differences between how people from different religions follow their leaders?</p>			
<p>Children will learn about the similarities and differences between how people from different religions follow their leaders, giving examples and ideas thoughtfully.</p> <p>Children will reflect on applying some of the concepts to incidents in their own lives.</p>	<ul style="list-style-type: none"> ▪ With a partner, think, pair and share what you have found out about who Christians, Jews, Hindus, Buddhists, Sikhs or Muslims might be influenced and inspired by, or follow as a leader, and how they might do so. ▪ Be ready to explain your ideas to the class, giving reasons. ▪ How are any of these findings different to your life? ▪ Who is represented? Are there more famous male religious leaders than female? Why might this be? Are there any disabled religious leaders? Are there many famous BAME religious leaders? Why or why not? ▪ Make a chart to show the characteristics and some similarities and differences between the leaders. <div data-bbox="546 587 1323 1206" style="text-align: center;"> </div>	<p>Year 3: I can describe what I think makes a good leader.</p> <p>Year 4: I can describe and explain the similarities and differences between how different religious people follow their leaders.</p> <p>Year 5: I can discuss and present the concept of leadership in two or more religions.</p> <p>Year 6: I can make connections between following the authority of a religious leader and the kind of person I might follow, or who influences me.</p>	<p>A Venn Diagram or the thinking skills structure called 'Double Bubble' are useful for this task.</p> <p>Pupils may notice that this unit looks at some leaders who began a faith (Moses; Jesus; Guru Nanak; Buddha) and others who are from later in the history of a religion. Are such leaders similar, or mainly different? Gandhi and Saint Teresa of Kolkata saw themselves as followers, within a tradition, as well as leaders.</p>

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<p>What have we learned about leadership?</p>			
<p>Children will learn about the impact key religious leaders have on people's lives today.</p> <p>Children will learn about the impact following someone might have.</p>	<p>Thinking back and summing up: Talk about these questions in small groups. Choose four of them to think more deeply about. Find a way of expressing what you think about them – in writing, poetry, art or other way. Don't write more than 100 words about any of the questions:</p> <ol style="list-style-type: none"> 1. I wonder why so many people consider Jesus to be a good role-model to follow? Is it his teaching, his miracles, his personality, his death, or something else that inspires people? 2. Can you explain how and why Moses, or Buddha, or Saint Paul or Guru Nanak or the Prophet Muhammad (pbuh) inspire and guide millions of people today? Suggest 3 reasons, and discuss which reasons are the best. 3. What are your thoughts about Saint Teresa of Kolkata, or Gandhi, or Martin Luther King or the Dalai Lama or Amma as leaders? What was/is great about each one? Can ordinary people copy them, or follow them, or were they just too amazing to even try to emulate? 4. What sacrifices did each of the leaders make? 5. What were four main things you learned about leaders in different religious communities? 6. Does a leader like Gandhi or Saint Teresa of Kolkata or the Dalai Lama or Martin Luther King or Amma have more impact than the ancient leaders? 7. What are your thoughts about religious and spiritual leaders in light of what you have learned in this unit? Are leaders important to you? Why or why not and give examples. 8. I wonder why many of the famous religious leaders in all religions are male? Why might it be harder for a woman to become a world recognised religious leader? <p>These are tough questions – but no more challenging than those asked in English at KS2. RE teaching should aim to support pupils to tackle them. Links to literacy may enable more time to be spent on this key pieces of RE work. Extended writing is valuable in and beyond RE.</p> <p>Write a paragraph about a friend or relative who inspires you. Draw a portrait next to this. Write a paragraph about how you would like to inspire others. Draw a portrait of yourself next to this. Draw a picture of someone famous who inspires you. Annotate your picture with qualities they have, why they are famous and sacrifices they made. What important choices did the person have to make in their life? What skills of resilience do they show?</p>	<p>Year 3: I can describe what I have learnt about the topic of Leaders.</p> <p>Year 4: I can explain reasons why the leadership of some religious 'heroes' has been so successful. I can describe how leaders have an impact.</p> <p>Year 5: I can explain with reasons the influence of leaders from different religions.</p> <p>Year 6: I can discuss and present my ideas and opinions on challenging questions about the leaders we have studied and about leadership generally.</p>	<p>This is a group activity for finalising the unit – it also carries the possibility of being recorded for individual assessment.</p> <p>For lower achieving pupils, a writing frame of sentence prompts with a word bank would make the main ideas accessible.</p>