

Cumbria SACRE RE  
Agreed Syllabus  
Support for Teachers  
through Planned Enquiry



Unit title:  
Can Christian Aid and  
Islamic Relief change  
the world?  
Age Group: 9-11



Revised 2020

Title of the Enquiry:  
 Can Islamic Relief and Christian Aid change the world?  
 YEAR GROUPS: Y5 / 6

**ABOUT THIS UNIT:**

This unit provides an enquiry focused approach to learning about some of the work of two major faith-based charities: Islamic Relief and Christian Aid. This unit links into work on global citizenship and the UN Sustainable Development Goals (SDGs). Both charities also have significant aid campaigns for Covid-19.

The emphasis in the unit is on developing understanding of some of the impact of religion in action in the world and considers important questions of social justice. Children will have the opportunity to develop their own attitudes and opinions and to consider key beliefs and teachings in Islamic and Christian traditions.

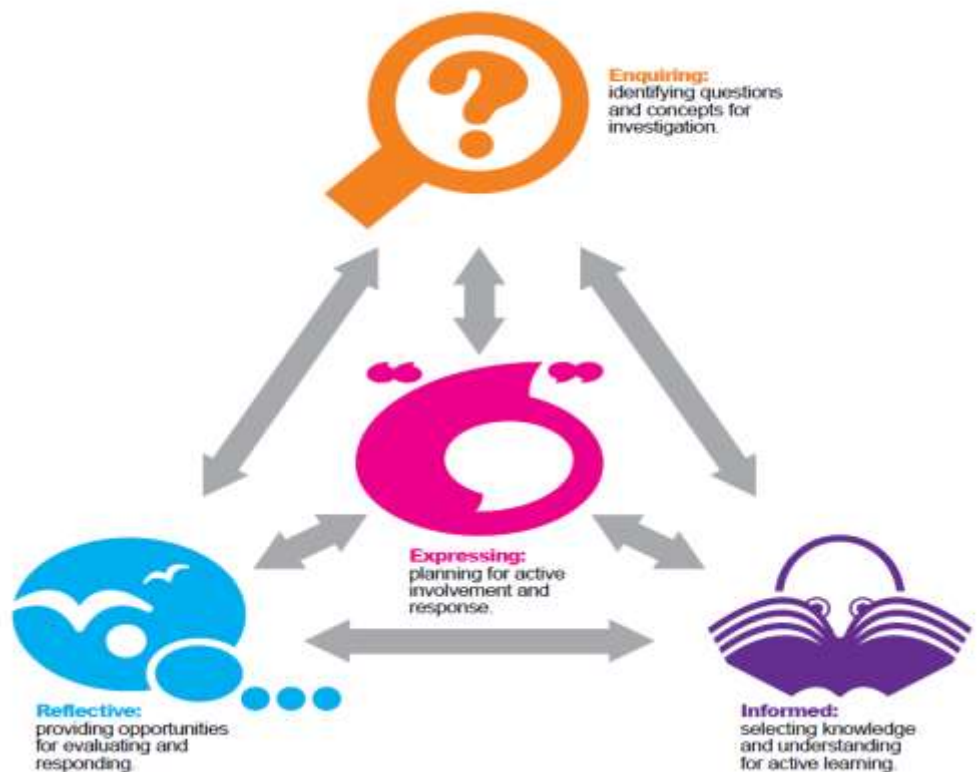
The unit challenges attitudes of lack of awareness of our common humanity, of selfishness and of small mindedness. It challenges misconceptions of poverty based on a charity mentality versus a social justice mentality, exploring some of the tensions that a charity mentality can create a white saviour complex in some contexts.

Through enquiry, children will compare the two charities and their work, looking at their inspiration through *Ummah* (Islam) and *fellowship* (Christianity). They will consider the personal challenges involved in helping to make the world a fairer and better place.

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 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 the 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 students on ITT courses that the role of the 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 'discussions' lead to indoctrination – 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 a categorical 'answer'. It is part of RE to realise that not all questions can be answered. *'We don't know'* or *'We can't find the words to explain'* or *'Let's find out together'* or *'What do you think?'* are important responses. Explain, as Dewey suggested, that we only start to really think when we are perplexed<sup>1</sup> and when confronted with a problem.
5. 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.<sup>2</sup> 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?

1. 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.
2. Ask questions to which you don't know the answer. Do questions you ask relate to your RE learning objectives/intent? Do they challenge thinking and probe understanding?
3. Avoid rhetorical questions. If children forgot a detail tell them rather than endless questioning.
4. Give children more time to respond. In one study, when teachers gave a 3 second 'wait time' for pupils to respond to a question, there were many 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.<sup>3</sup>
5. 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:

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|---|--|
| 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 & explanations:

|  |  |
|--|--|
| Can you explain that? Can you give an example? | I wonder what you mean by...?            |
| How does that help us?                         | What examples are there for that reason? |

Looking for alternatives:

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|---|---|
| Can you put it in 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:

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|---|---|
| What follows from what you say?         | Does that agree with what was said earlier? |
| What might the consequences of that be? | Is there a general rule for that?           |

Looking for distinctions & similarities:

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|---|---|
| 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? |

<sup>1</sup> Dewey, John (1910) *How We Think* D. C. Heath & Co, Boston, Ch 1: What Is Thought?, p11

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

<sup>3</sup> 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:

At least 6 hours. This unit provides more teaching ideas than a class will cover in 6 hours so be selective, and do the work the Cumbria RE syllabus requires you to cover in depth of understanding and opportunities for creative responses. Less is more in RE, when pupils reflect deeply. *'Don't just answer the question, question the answer'* is a good motto for RE.

### Where this unit fits in:

This unit focuses on the work of two faith-based charities both of which have a strong presence in the UK. You might choose other examples of charities, but one Muslim and one Christian charity are necessary for the learning outcomes to be met. The unit enables pupils to explain beliefs and their impact, and to compare and contrast aspects of religion in action. It enables pupils to develop their understanding of community and to relate what they learn to their own questions of value and commitment.

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

The unit will help teachers to implement the Cumbria Agreed Syllabus by exploring the theme of beliefs and action in the world, showing how Muslims and Christians respond to global issues of fairness and social justice. It enables pupils to develop the use of the IT part of the computing curriculum in RE.

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

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

### Attitude Focus in this unit:

- empathy with those suffering in the world and understanding what it is to be moved with compassion to act to serve others
- recognising that commitment to alleviating the suffering of others may be as a response to worshipping God and/or out of a sense of social justice;
- respect for all through acknowledging the responsibility we have to others and through the clear understanding two religions' global work.

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

- Spiritual: by reflecting on how key beliefs can make a difference to people's lives and actions;
- Moral: by thinking about their own attitudes to generosity, wealth and poverty;
- Social: by exploring some ideas about global community and inter-relatedness;
- Cultural: by taking account of difference, diversity and the power dynamics in charitable work.

| Prior learning  | Vocabulary   | Resources  |
|---|--|--|
| <p>It would be helpful if pupils have:</p> <p>A basic grasp of aspects of Muslim and Christian identity.</p> <p>Some prior knowledge of charities and the ways they work.</p> | <p>Pupils will have an opportunity to use words and phrases related to:</p> <p>Islam: Almsgiving, Zakat, Ummah, generosity,</p> <p>Christianity: charity, fellowship, justice, stewardship.</p> <p>General:<br/>Sustainable, fundraising, social justice, poverty, fairness, justice, equality, global citizenship, generosity, being empowered, colonial approach<br/>Emergency Aid, Development<br/>Sustainable Development Goals (SDGs)</p> <p>N.B. Avoid using vocabulary such as poor, under developed, less fortunate, backwards, Third World, uneducated, uncivilised and slum to describe people and places as this reinforces stereotypes of <a href="#">White Supremacy</a>. Instead, critically enquire into why such terms can reinforce stereotypes of colonialism and white supremacy.</p> | <p>Cumbria SACRE has produced a directory of Visits and Visitors for RE (2020) with links to virtual tours of places of worship. Please see the <a href="#">Cumbria SACRE website</a>.</p> <p>Cumbria SACRE has produced a list of additional websites to supplement the Units of Work. Please see the <a href="#">Cumbria SACRE website</a>.</p> <p><a href="#">Cumbria Development Education Centre</a> (CDEC) has a wealth of resources, support and training around global citizenship, including themes such as SDGs, poverty, inequality, fairness and social justice.</p> <p>The <a href="#">Teacherist</a> website is an excellent source for background reading about decolonising the curriculum, racism, bias and stereotypes. The article on <a href="#">White Saviour Complex</a> is particularly relevant background reading for teachers for this unit in relation to critical thinking about a charity mentality.</p> <p><a href="#">Me and White Supremacy: How to Recognise Your Privilege, Combat Racism and Change the World</a> by Layla F Saad is an excellent book and reflective journaling opportunity for teachers who want to explore further. Doing this as an audio book is well recommended.</p> |

**Expectations for the end of this unit of work:**

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|---|---|
| <p>Most pupils in Year 5 will be able to:</p> | <ul style="list-style-type: none"> <li>▪ Describe teachings from the Prophet or from Jesus to do with money or generosity.</li> <li>▪ Explain with reasons why some Muslims or some Christians want to help reduce poverty.</li> <li>▪ Make a connection between their own ideas about wealth and poverty and the work of one of the charities.</li> <li>▪ Describe details of a Christian Aid or an Islamic Relief project.</li> <li>▪ Make connections between religious beliefs and texts and the actions of a religious charity.</li> </ul>   |
| <p>Most pupils in Year 6 will be able to:</p> | <ul style="list-style-type: none"> <li>• Discuss and present with reasons some similarities and differences between the work of the two charities using Muslim (e.g. Zakat) and Christian (e.g. the grace of God in Christ) concepts and shared concepts (e.g. compassion and moral responsibility).</li> <li>• Explain with reasons the different priorities of the charities.</li> <li>• Use Islamic and Christian terminology to describe the impact of some of the projects of each of the two charities.</li> <li>• Make connections between their own attitude to money and Islamic and Christian values of generosity and charity.</li> <li>• Discuss and present their own views on challenging questions about fairness, social justice, equality, fellowship, stewardship, <i>zakat</i>, <i>ummah</i>, generosity, altruism and charity.</li> </ul> |

**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.

Two creative learning tasks that could show evidence of achievement:

**Suggestion A: Role playing international development**

Set up a role play for pupils. In groups of five, give examples of projects for appeal campaigns. Ensure these are relevant to current global situations and awareness of your pupils e.g. 1) shelter following an earthquake in Indonesia; 2) life-saving supplies following violent conflict in Myanmar; 3) food supplies due to bombing in Yemen; 4) a pandemic medical education project in Tanzania; 5) life-saving supplies following a cyclone in Bangladesh; 6) a woman's refuge and homelessness shelter in London; 7) clean water and food supplies for famine victims in Sudan.

Put pupils into two groups – one representing Christian Aid, one representing Islamic Relief. Ask pupils to role play a committee meeting where they discuss all the projects and choose one project for the charities next appeal campaign. After the activity, work in mixed groups and discuss the following questions.

Ask individual pupils to record their learning in response to each of the questions:

- Why did your charity choose the project for an appeal campaign?
- What do you think Muhammad (pbuh) would say about your chosen project?
- What do you think Jesus would say about your chosen project?
- What did you notice that is similar between Christian Aid and Islamic Relief?
- What differences did you notice?
- Imagine yourself in 15 years' time. Might you apply for a job with a charity like Islamic Relief or Christian Aid? Why or why not?
- How important was teamwork by the group for deciding the project?

**Suggestion B: Learning from religions about global issues.**

Pupils are invited to choose 4 questions from the list and answer each of the 4 questions themselves in about 50 words and present as a talk, information fact sheet or report:

1. What did Muhammad (pbuh) teach about wealth and poverty?
2. What did Jesus teach about wealth and poverty?
3. What do you notice about wealth and poverty in our community and in the wider world today?
4. What might Jesus and Muhammad (pbuh) think about our world today?
5. What more can you find out about the work of Islamic Relief?
6. What more can you find out about the work of Christian Aid?
7. Do Islamic Relief and Christian Aid follow the teachings of their religions? In what ways?
8. How do Islamic Relief and Christian Aid make a difference in the world today?
9. What are your thoughts and experiences about wealth and poverty?
10. How do your attitudes make a difference to others?
11. What can we learn about our own attitudes from the work of Islamic Relief and Christian Aid?
12. Why might a focus on charity fund raising reinforce stereotypes of people in poverty?
13. How does our world need to change? Who is going to do this?
14. Why is a shift from a charity mentality to a social justice mentality important?
15. How might a non-colonial view affect our school's approach to charity fund raising?

| INTENT   | IMPLEMENTATION   | IMPACT   | NOTES  |
|--|--|--|--|
| What do we know about charities already?   |  |  |  |
| <p>Children will learn about fairness and justice in the World.</p> <p>Children will learn about some concepts in Christian and Islamic sources, and to guess what impact they might have.</p> | <ul style="list-style-type: none"> <li>Challenge pupils in pairs: Who can think of the longest list of charities? Can anyone get twenty ...or more? How many different ways can you categorise your list of charities? Make the point that some charities help humans, some help animals, some help in Britain, some in the whole world.</li> <li>Talk about how fundraising is often what charities ask children to do. In this Unit we are not doing fundraising (which should always be voluntary) - we will learn about the ways two charities want to change the world.</li> <li>Use these quotations as a stimulus to help children think about some things that are wrong in the world. What do the quotations mean? What if everyone followed these ideas? Jesus said '<i>I have come that people might have life, and have it in all its fullness.</i>' (John's Gospel, 10:10). The Qur'an teaches '<i>You who believe: those who spend their wealth in Allah's way are like a grain that grows seven ears, and every ear a hundred new grains. God gives to whom he will. God is all-embracing</i>' (Surah II: 261)</li> </ul> <p>Do you want to change the world?</p> <ul style="list-style-type: none"> <li>Ask pupils how they might change the world. They could draw 'before and after' cartoons about their ideas or they could use earth card circles to show the changes they would like to see. Link this saying to their ideas: '<i>Be the change you want to see in the world</i> What might it mean? It is attributed to Gandhi, a Hindu.</li> </ul> <p>Guess lists – in threes:</p> <ul style="list-style-type: none"> <li>Explain that they will be finding out about 2 charities: Christian Aid and Islamic Relief. In 3s, ask them to make a 'guess list' – what do they think these two charities might do? Can they think of 5+ ideas for each of the two charities? Later, they can see if they guessed right and what new and maybe surprising things they learned.</li> <li>Explain that both charities raise funds to provide aid to reduce poverty and injustice. Use a P4C enquiry to explore the concepts of charity, poverty and injustice. What are the dangers if children mainly learn about other countries through charity fundraising activities? What stereotypes and misconceptions might this reinforce?</li> </ul> | <p>Most Y5: I can describe what some charities do to be helpful.</p> <p>Many Y5: I can make connections between my own ideas about wealth and poverty and the work of some charities.</p> <p>Many Y6: I can explain with reasons what charities like Islamic Relief and Christian Aid might do.</p> <p>Some Year 6: I can discuss and present my own ideas on challenging questions of fairness, justice and equality.</p> | <p>Another way to begin this unit would be to look at a charitable project the school has been involved in and/or local charity work.</p> <p>This unit links to global citizenship and the UN Sustainable Development Goals (SDGs)</p> <p><a href="https://worldslargestlesson.globalgoals.org/">https://worldslargestlesson.globalgoals.org/</a></p> <p>See global learning resources from Connecting Classrooms through Global Learning website</p> <p><a href="https://connecting-classrooms.britishcouncil.org/resources/get-started-global-learning">https://connecting-classrooms.britishcouncil.org/resources/get-started-global-learning</a></p> |



| INTENT   | IMPLEMENTATION   | IMPACT  | NOTES |
|--|--|---|-------|
| How and why does Islamic Relief try to change the world?   |  |   |       |
| <p>Children will learn to describe the work of a religious charity involved in global issues.</p> <p>Children will learn to make links between the beliefs and teachings of Islam and the work of a religious charity.</p> <p>Children will learn about the issues of justice, fairness and poverty that the charity tries to address.</p> | <ul style="list-style-type: none"> <li>Ask students to think about why Muslims might aim to make the world better by trying to lessen or stop poverty and injustice. After they have made suggestions, show these quotations: <i>'Whoever saved a life, it would be as if he saved all humanity'</i> Qur'an 5:32<br/><i>'It is our duty to help others - that is why helping the poor is emphasised again and again in the Qur'an. The rewards for being charitable are enormous: charity purifies our wealth. Allah has promised us a great reward for being charitable towards our fellow beings.'</i> (Muslim Aid website)</li> <li>Ask students what it means to 'be charitable'. What sorts of things can people give? Why is being charitable a good thing?</li> </ul> <p>Explore with pupils what the Qur'an teaches e.g.</p> <ul style="list-style-type: none"> <li><i>'And be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah: for Allah sees all that you do.'</i> (Qur'an 2:110)</li> <li><i>'So establish regular prayer and give regular charity; and obey the Apostle; that you may receive mercy.'</i> (Qur'an 24:56)</li> <li><i>'For those who give in charity, men and women, and loan to Allah a beautiful loan, it shall be increased manifold (to their credit) and they shall have a liberal reward.'</i> (Qur'an 57:18)</li> </ul> <p>Explore sayings and teachings about the Ummah (the worldwide community of Muslims), Zakat (the pillar of charitable giving) and wealth and poverty, and consider what difference they would make to our life if everyone followed them. Include the practices of Zakat in some detail: ideally £1 out of every £40 is given charitably to those less fortunate.</p> <p>Make a link between actions and beliefs.</p> <ul style="list-style-type: none"> <li>What matters most in people's lives? Ask pupils to suggest things people believe about the way we should live based on their values (encourage them to be realistic). Make a list of suggestions. e.g. I like shopping and deserve new things (my values are materialistic); my family are more important than strangers. In pairs give pupils some dilemma situations testing values and ask them to decide what is the right and wrong thing to do in each situation.</li> <li>Consider how some of the values listed earlier might affect these decisions. Go back to the values of the Qur'an – how might these beliefs affect what a Muslim does? If possible talk to or email a Muslim about this.</li> <li>Hear a story of Muhammad (pbuh) about wealth and poverty, and identify attitudes that help those in poverty and attitudes that don't.</li> </ul> | <p>Many Y6: I can describe a project of Islamic Relief</p> <p>Most Y5: I can explain a project of Islamic Relief, making links between the beliefs and actions of Muslims</p> <p>Some Y6: I can make connections between the Qur'an to the ways a Muslim charity behaves</p>  <p>Standing Together by Nicole (12) Spirited Arts 2017</p> |       |

- Use the internet to discover more about the charity Islamic Relief. Watch the film about their work. <https://www.islamic-relief.org.uk/about-us/> Research some particular projects the charity has undertaken, and ask and answer questions such as:
  - Who supports Islamic Relief? Why?
  - Is racism or Islamophobia a factor in support for Islamic Relief?
  - What does Islamic Relief do to make a difference? Does it work?
  - Does Islamic Relief follow the teachings of Islam? In what ways?
  - What do you think is admirable about the charity?
  - Is there a tension around reinforcing stereotypes of people in poverty?
- If you were devising an internet campaign for Islamic Relief to attract more donations to respond to a particular disaster, what digital platforms would you use? (e.g. website and social media) How could you make the fundraising successful? How might it appeal to different age ranges? How would you ensure that digital content does not reinforce stereotypes of poverty?
- Pupils could create their 'online ad' for this campaign.


Hany El Banna: A British Muslim Hero?

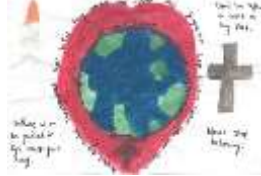
Islamic Relief was started over 30 years ago by Dr Hany El Banna of Birmingham. Study his life and his impact through his charitable work. His first donation was by a small boy who gave his 20p chocolate money to help those in poverty.


Also see information on Dabirul Islam Chodhury, a 100 year old Muslim who raised £130,000 for vulnerable people in the UK and Bangladesh during Covid-19 <https://muslimcouncil.org.hk/100-year-old-british-muslim-raises-so-far-130000-for-helping-coronavirus-victims-whilest-fasting-in-ramadan/>






Inspiring RE: Inspirational People edited by Fiona Moss (2018) RE Today includes a chapter about how to teach the life of Hany El Banna

| INTENT  | IMPLEMENTATION  | IMPACT  | NOTES   |
|---|---|---|---|
| <p>How and why does Christian Aid try to change the world?</p>  |   |   |   |
| <p>Children will learn about the work of another religious charity involved in global poverty issues.</p> <p>Children will learn to make connections between the beliefs and teachings of Christianity and the work of the religious charity.</p> <p>Children will learn about issues of justice, fairness and poverty that the charity tries to address.</p> | <ul style="list-style-type: none"> <li>• Listen to a story of Jesus about wealth and poverty, ask and answer questions about Christian attitudes to wealth and poverty e.g. Matthew 19:16-30 - 'The Rich Young Ruler'</li> <li>• Explore sayings of Jesus about helping people, fellowship and generosity (e.g. <i>The Good Samaritan</i>, Luke 10:25-37). Respond by applying the ideas: what would happen if everyone did this?</li> <li>• Investigate and report on some projects of Christian Aid and its partners to change the world, asking &amp; answering questions such as:               <ul style="list-style-type: none"> <li>○ Does Christian Aid make a difference?</li> <li>○ Who supports Christian Aid? Why?</li> <li>○ Does Christian Aid put Jesus' teaching into action?</li> <li>○ What do you think is admirable about the charity?</li> <li>○ Is there a tension around reinforcing stereotypes of people in poverty?</li> </ul> </li> <li>• Use the Christian Aid Transformers resource (see <a href="https://www.christianaid.org.uk/get-involved/schools/become-transformer">https://www.christianaid.org.uk/get-involved/schools/become-transformer</a>) to explore the work of the charity. Share the Transformers powerpoint presentation and use the 'real life stories' from Ghana and Guatemala to discover the work of two Christian Aid partner projects. Children could write a report on a project, stating what they think it has achieved and whether it is a good use of donors' money.</li> </ul> <p>Enquiry in action:</p> <ul style="list-style-type: none"> <li>• 10 minutes: Ask pupils to produce a flipchart sheet with these six enquiry questions in boxes: Who / Where / What / When / How / Why?</li> <li>• In groups of four come up with all the questions they can about Christian Aid.</li> <li>• 40 minutes: Swap sheets with another group. Give information pages about Christian Aid, or access to the Christian Aid website. The new group tries to find and communicate answers to as many of the questions as they can. This can be done as a writing task (literacy links) or it may be better as a 'speak and listen' performance at the end of the lesson, where Group A ask their questions and Group B offer their answers.</li> </ul> | <p>All Y5: I can describe a story of Jesus about wealth.</p> <p>Most Y5: I can describe a Christian Aid project.</p> <p>Many Y6: I can explain with reasons a Christian Aid project, making links between the beliefs and actions of Christians.</p> <p>Some Y6: I can discuss and present my own ideas on challenging questions about the work of Christian Aid.</p>  | <p>Making connections between beliefs and actions in religions is an important skill for this age group. It can happen naturally if sacred texts are the background to exploring charitable action. Christian Aid can provide local volunteers to visit schools. Email <a href="mailto:schools@christian-aid.org">schools@christian-aid.org</a> for more information.</p> |

| INTENT   | IMPLEMENTATION   | IMPACT   | NOTES   |
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| Will I make a positive difference to the world in my lifetime?   |  |  |   |
| <p>Children will learn about the qualities needed to be able to take action to bring about what is right and beneficial.</p> <p>Children will learn to express their own ideas and beliefs about treating others with justice and compassion in light of their learning.</p> | <p>Viewpoints and attitudes: what do I think?</p> <ul style="list-style-type: none"> <li>Discuss the idea that the virtues of generosity and kindness can change the world e.g. for one person. Pupils share and develop their understanding of helping and think about ideas of <i>Ummah</i> (Islam) or <i>fellowship</i> (Christianity). Can I change the world? Can I change my attitude? What does it mean to be altruistic?</li> </ul> <p>Yes / No / Why do you think...</p> <ul style="list-style-type: none"> <li>To encourage pupils to think about contestable statements. Set up an STRONGLY AGREE/AGREE/DISAGREE/STRONGLY DISAGREE line in the classroom. Move to stand on the line for each statement. Be prepared to give reasons with justifications. <i>The world is unfair. Nothing can be done to make the world fairer. Children can make a difference to poverty. I can change the world. People can 'make poverty history'. There will be a day when no one is starving. It is God's fault that people starve? It is greedy people's fault that many children are starving. (This could also be set up as questions with YES/NO).</i></li> <li>Add more questions but instead of agree/disagree or yes/no, ask questions that give alternatives. <i>Is it governments or charities responsibility to reduce poverty? Should British people help to reduce poverty in African countries or at home? Is it better to give money, or to give time to reducing poverty?</i> Ask pupils to propose similar questions.</li> <li>Organise a P4C enquiry about the concept of charity and poverty – <i>is it better to have a charity mentality or a social justice mentality?</i> e.g. reduce poverty through fundraising and campaigning OR challenging inequality and injustice and support rights for all. Pupils to research the causes of poverty and consider multiple perspectives in relation to the impact of colonialism, exploitation, trading, racism, globalisation, development and climate change.</li> </ul> <p>A game to role play and learn</p> <ul style="list-style-type: none"> <li>Play the <a href="#">Paper Bag Game</a> - click for the free download. It takes an afternoon to play. Pupils will discover a bit of what it is like to be a member of a family in poverty in Kolkata, West Bengal. It is an excellent team building activity.</li> <li>Do reflective work in silence: pupils write a wish, meditation, prayer or other text that expresses their response to unfairness in the world. Devise a logo or image to show why everyone should work against the evils that cause and come from disasters and poverty.</li> <li>Examples of children's work on these topics can be seen on the web gallery: <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a>, and pupils can enter a competition there. See sections of the gallery on justice and fairness themes from 2006, 2007, 2009 and 2016.</li> </ul> | <p>All Y5: I can explain with reasons about how we could improve our world</p> <p>Many Y5/Y6: I can make connections between my own ideas about fairness and generosity with the work of the two charities</p> <p>Some Y6: I can discuss and present my own ideas on challenging questions about fellowship and <i>ummah</i> to issues of global fairness and social justice</p>  <p>Spirited Arts (2018)</p> | <p>The challenge to charities of poverty and unfairness is not specific to one religion. All faiths and non-religious ways of life, raise this challenge. The Paper Bag Game is free to download at <a href="https://www.christianaid.org.uk/schools/paper-bag-game">https://www.christianaid.org.uk/schools/paper-bag-game</a></p> <p>A case study about social justice in the classroom <a href="https://drive.google.com/wp-content/uploads/glp/Sutherland_Primary_Academy.pdf">https://drive.google.com/wp-content/uploads/glp/Sutherland_Primary_Academy.pdf</a></p> |

| INTENT   | IMPLEMENTATION   | IMPACT  | NOTES  |
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| How do global religious charities use the world wide web? Could they do it better?   |  |   |  |
| <p>Children will learn to evaluate the ways in which some charity websites work.</p> <p>Children will learn about some persuasive techniques used by charities.</p> <p>Children will learn to identify what they have learned from the websites of Christian Aid and Islamic Relief.</p> | <p>Explore the two websites:-<br/> <a href="https://www.islamic-relief.org.uk/about-us/">https://www.islamic-relief.org.uk/about-us/</a><br/> <a href="https://www.christianaid.org.uk/our-work/about-us">https://www.christianaid.org.uk/our-work/about-us</a></p> <p>Ask pupils to evaluate the two websites. What are the websites trying to achieve? What use are they? Could the digital content be improved? They might use these criteria, giving marks out of ten for each:</p> <ul style="list-style-type: none"> <li>○ Is it interesting? (What makes it work?)</li> <li>○ Is it educational? (What did you learn?)</li> <li>○ Does it reinforce stereotypes of poverty? (How?)</li> <li>○ Will it increase support for the charity? (How?)</li> <li>○ How could it be improved? (three + ideas?)</li> <li>○ How do the websites offer opportunities for communication and collaboration?</li> </ul> <ul style="list-style-type: none"> <li>● Ask pupils to make a list of things that are good about each website, and make three detailed suggestions about how they could be improved. Would their suggestions help Christian Aid and Islamic Relief get more support? How and why? They report back to the class using a poster, website page, powerpoint with their ideas on it.</li> <li>● Some charities advertise on TV – can they devise a TV advert for one of the charities? Can they write persuasive text for their advert? Will they use quotes from the scriptures? Which examples of real-life projects might be included? Which stories retold from the website might be used? How will the advert appeal to different age ranges? What will give their work big emotional impact? How do they want people to feel after viewing it? How will they ensure stereotypes are not reinforced?</li> <li>● Can they act it out, and film it? This can be excellent digital literacy learning as well as good RE.</li> </ul> | <p>All Y5: I can make connections between the work of two charities</p> <p>Many Y5/Y6: I can explain with reasons how two charities present their work through their websites.</p> <p>Some Y6: I can discuss and present my ideas about the strengths and weaknesses of the two charity websites.</p> | <p>This activity links to the Information Technology strand of the Computing Curriculum. It is about developing digital literacy by knowing the audience and good design principles for digital content.</p> |
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| INTENT   | IMPLEMENTATION   | IMPACT  | NOTES  |
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| <p>How can I express my ideas about unfairness in our world through a creative piece of work?</p>  |  |   |  |
| <p>Children will learn to express their own ideas and beliefs about treating others with fairness, justice and love in the light of their learning, through either story, art, drama, poetry, music or the computing curriculum.</p> | <p>How can I express my ideas on these concepts using creative work?</p> <ul style="list-style-type: none"> <li>Using themes like 'Wealth and Poverty' or 'Fair and Unfair' or 'Social Justice and Injustice' or 'Change the world' or 'Be the Change' or 'Generosity in Islam and Christianity' challenge pupils to create a piece of work that expresses their ideas in response to this unit.</li> <li>Provide space for pupils to think creatively and critically then engage with a specific issue. Encourage a careful process of development, perhaps moving from sketching, shared ideas and peer review to watercolour, pastel, collage or other medium.</li> <li>A similar process could be undertaken to express ideas through poetry, story, drama, music or other creative writing or art forms.</li> <li>A review of the NATRE spirited arts entries on fairness and justice will model high quality responses for pupils. Examples of children's work on these topics can be seen on the website gallery: <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a>, and pupils can enter the competition there themselves.</li> </ul> | <p>All Y5 &amp; Y6: I can describe some unfair situations in today's world. I can describe a problem and make a connection to my own response though my creative work.</p> <p>Some Y6: I can discuss and present my ideas about wealth, poverty and changing the world in an imaginative way, using religious ideas in my art work.</p> | <p>Curriculum links to the art and design curriculum are easy to establish here.</p> <p>The examples of work below are from the 100+ you can find on the Spirited Arts website. Use them to model quality responses.</p> |
|  <p>Eliot is 9.<br/>His picture is called 'The World in Two Trees'</p>   |  <p>Rhys is 12.<br/>His picture is called 'Look at What We've Done'</p>   |  <p>Oliver is 9.<br/>His picture is called 'Poverty Panic'</p>  |  |

| INTENT   | IMPLEMENTATION   | IMPACT   | NOTES  |
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| What have I learned about the two charities? How might it make a difference to me?   |  |  |  |
| <p>Children will reflect on issues of poverty and injustice, in the light of religious understanding.</p> <p>Children will recap their learning about international development and the work of two faith based charities.</p> | <p>Role playing international development:<br/>Set up a role play for pupils. In groups of five, give examples of projects for appeal campaigns. Ensure these are relevant to current global situations and awareness by your pupils e.g. 1) shelter following an earthquake in Indonesia; 2) life-saving supplies following violent conflict in Myanmar; 3) food supplies due to bombing in Yemen; 4) a pandemic medical education project in Tanzania; 5) life-saving supplies following a cyclone in Bangladesh; 6) a woman's refuge and homelessness shelter in London; 7) clean water and food supplies for famine victims in Sudan.</p> <p>Put pupils into two groups – one representing Christian Aid, one representing Islamic Relief. Ask pupils to role play a committee meeting where they discuss all the projects and choose one project for the charities next appeal campaign. After the activity, work in mixed groups and discuss the following questions.</p> <p>Ask individual pupils to record their learning in response to these questions:</p> <ul style="list-style-type: none"> <li>• Why did your charity choose the project for an appeal campaign?</li> <li>• What do you think Muhammad (pbuh) would say about your chosen project?</li> <li>• What do you think Jesus would say about your chosen project?</li> <li>• What did you notice that is similar between Christian Aid and Islamic Relief?</li> <li>• What differences did you notice?</li> <li>• Imagine yourself in 15 years' time. Might you apply for a job with a charity like Islamic Relief or Christian Aid? Why or why not?</li> <li>• How important was teamwork by the group for deciding the project for the appeal campaign?</li> </ul> <p>Learning from religions about global issues.<br/>Pupils are invited to choose four questions from this list and answer each one themselves in about 50 words and present as a talk, information fact sheet or report:</p> <ol style="list-style-type: none"> <li>1. What did Muhammad (pbuh) teach about wealth and poverty?</li> <li>2. What did Jesus teach about wealth and poverty?</li> <li>3. What do you notice about wealth and poverty in our community &amp; in the wider world today?</li> <li>4. What might Jesus and Muhammad (pbuh) think about our world today?</li> <li>5. What more can you find out about the work of Islamic Relief?</li> <li>6. What more can you find out about the work of Christian Aid?</li> <li>7. Do Islamic Relief and Christian Aid follow the teachings of their religions? In what ways?</li> </ol> | <p>All Y5: I can describe how I want to live, for a fairer world</p> <p>Many Y5: I can make connections between my own ideas about wealth and poverty and the work of a charity</p> <p>Many Y6: I can explain with reasons about the impact of religious charitable action in the world</p> <p>Some Y6: I can discuss and present my own ideas on challenging questions about Muslim and Christian charities on how to change the world for the better</p> | <p>These activities allow pupils to show what they have learned about and from the unit. It can be used to confirm assessment judgements made throughout the unit.</p> <p>Note that all religions and many secular charities have similar challenges in their work on poverty, injustice and inequality.</p> |

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|  | <p>8. How do Islamic Relief and Christian Aid make a difference in the world today?</p> <p>9. What are your thoughts and experiences about wealth and poverty?</p> <p>10. How do your attitudes make a difference to others?</p> <p>11. What can we learn about our own attitudes from the work of Islamic Relief and Christian Aid?</p> <p>12. Why might a focus on charity fund raising reinforce stereotypes of people in poverty?</p> <p>13. How does our world need to change? Who is going to do this?</p> <p>14. Why is a shift from a charity mentality to a social justice mentality important?</p> <p>15. How might a non-colonial view affect our school's approach to charity fund raising?</p> <p>Another way to approach this task is to ask pupils if the school should support either or both of these charities. If so, devise a project to do so and write an email to the charities explaining their learning and outlining their ideas.</p> |  |  |
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