

Be the Change

Rationale:

A study of religious principles and values associated with ahimsa (in the Hindu and Buddhist tradition) respect for all living things and avoidance of violence towards others, grace and ummah (the whole community of Muslims bound together by ties of religion).

Links to Prior Learning:

Pupils learnt about India in KS1 in "Medium, Spicy, Hot"; they studied Hinduism including Rama Sita and Diwali. In "Penny for the Guy" pupils learnt about stories about Jesus and symbols and features of Christianity.

Year 1 / 2 learn about significant individuals throughout their time in KS1; for example, Mary Seacole and Florence Nightingale. We develop this idea in 'Be the Change' when we study significant individuals who tried to make the world a better and fairer place.

In all RE lessons, pupils are given opportunities to express their beliefs and opinions respectfully.

In "California Dreaming" the current Year 6 used map skills and learnt about mountain ranges around the world.

Recently the whole school talked about the environment in response to COP26 and made pledges to be less wasteful; this is relevant to Gandhi's vow to not be wasteful.

The Big Question

What would you do as a leader to create unity and harmony in our country?

Hook:

Create a tree on which we collect ideas about commitment as well as examples of waste, passive violence and physical violence as described in "Be the Change" by Arun Gandhi.

Outcomes:

Knowledge about features of world religions and Gandhi's beliefs and philosophy.
Refined map skills.
A fact sheet about India.

CLA (Core Learning Area)**RE**

What does it mean for Hindus, Muslims and Christians to commit to key beliefs?

- Muslims are committed to being part of the global 'Ummah' (the Islamic brotherhood and community);
- Christians are committed to believing in God's grace or generosity;
- Hindus and Buddhists are committed to Ahimsa or harmlessness;
- Humanists are committed to living good lives without religion.

How should we care for others and this world and why should it matter?

Outline the challenges of being a Christian, Muslim or Hindu in Britain today.

Explore the life of Mahatma Gandhi to understand how his religious beliefs and principles guided him.

Geography

Develop knowledge of the world map including lines of latitude and longitude, the Equator, the continents, main rivers and mountain ranges.

Locate countries (and their capitals) where influential Christians and Gandhi worked; include significant people from other faiths and people with no particular faith e.g. Greta Thunberg. Link to British Values.

Learning Value Focus	
Values: Truth, commitment, tolerance, respect.	Skill: map skills, comparing religions, expressing and justifying beliefs and opinions
How Long? 2.5 weeks	When? Term 2: Weeks 13 - 15
Continuous Learning: Literacy, Maths (Arithmetic and Reasoning), Music, PSHE, French, PE	
Visit:	Visitor: Family Trust visit and take assembly which always focuses on Christian faith. A former professional rugby player is coming in to take rugby sessions.
Parental Involvement: Read a book about Greta Thunberg eg Greta's Story: the Schoolgirl who went on Strike to Save a Planet by Valentina Camerini Read some of the Little People, Big Dreams books about significant people Do a jigsaw puzzle of a world map Look at an atlas together – there are some beautiful ones designed for children e.g. Maps by Aleksandra Mizielinska and Daniel Mizielinska Watch a documentary about animals or geography in India	