

## More unites us than divides us

**Rationale:** This is a unit of work based around the RE unit 'What can be done to reduce racism today? Can religions help?'

**Hook:** Introduce the Big Question: What can be done to reduce racism in Britain today? Can Religions help?  
Watching videos from the BBC series 'What's on your head?' Compare and consider similarities between the different religions mentioned.

**Outcome:** Pupils will be able to talk through, and write, an essay style answer to the question: 'What can be done to reduce racism in Britain today?'  
Pupils will be able to discuss issues around racism, how they can help themselves and what religions do to help as well.

### Prior Learning

Pupils have covered concepts of immigration through the experience of 'The Arrival' in Term 1. During this experience we covered the thoughts and feelings of being different and the idea of inclusion.

In previous year groups, pupils have looked at the different religions and what makes them unique, what the core beliefs are underpinning each religion and the clothing people wear. In PSHE sessions, pupils have covered topics of friendship and belonging and understand their roles within a school community, local community and the wider world-wide community. British values have been taught and discussed across the curriculum.

### CLA (Core Learning Area)

#### RE

Pupils will understand what racism is and how it presents itself in society. They will be able to give examples of racism and why such situations are unjust. They will explore how religions are involved in reducing racism, including the work of different religious leaders in promoting respect and the teaching of different sacred texts about human unity. Religions will include: Christianity, Islam, Buddhism, Hinduism and Humanism.

Pupils will engage in enquiry based discussions, look at the responses of other people to the issue of racism, and consider their own responses to these problems. They will form their own opinions using other views as their basis.

Pupils will recognise that racism is unjust and prejudiced and will learn ways in which to recognise this within their local community, national community and world-wide community. They will consider how differences between people can be celebrated and enrich the lives of others and consider how we can confront prejudice that they may see around them.

Pupils should be able to describe connections between anti-racism and religion, giving clear examples of resolutions. They will begin to give examples of times when religious people could have done more to resolve an issue and express their own ideas of how this could have been done.

### Learning Value Focus

**Value:**  
Tolerance, respect, empathy, understanding

**Skill:**  
Enquiry, questioning, to be able to give a balanced answer to a given question

**How Long?**

**When?**

2 weeks	Term 4
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Continuous Learning:  
SPAG, Maths, Music, PSHE, French, PE (including swimming), class reader “Letters from the Lighthouse’ by Emma Carroll.

Visit:	Visitor:
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Parental Involvement:  
**Book Recommendations**  
In school, we are reading Letters from the Lighthouse by Emma Carroll which explores racism towards the Jewish community during World War II. Emma Carroll has written many other gripping novels suitable for KS2 pupils.  
Malorie Blackman's Noughts and Crosses series is a thought-provoking read for mature and able readers.  
Roll of Thunder, Hear my Cry by Mildred D Taylor also explores racism.  
Many of the Little People Big Dreams series celebrate people who stood up to racism.  
Books by Onjali Q Rauf explore the experience of migrants and books by Benjamin Zephaniah explore the experiences of the Windrush Generation.