

<p><b>Question:</b></p> <p>U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p>		<p><b>Critical Learning</b></p> <ul style="list-style-type: none"> <li>• Knowing about and understanding religions and worldviews</li> <li>• Expressing and communicating ideas related to religions and worldviews</li> <li>• Gaining and deploying the skills for studying religions and worldviews</li> </ul> <p><b>Key Vocabulary</b></p> <p>Hindu, Muslim, Christian, commitment, Ummah, Allah, God, grace, generosity, Ahimsa, community, prophet, Muhammad, Adam, Abraham, Jesus, Qu’ran, mosque, Zakat, Qurbani, Hajj, Kaaba, Gandhi, ahimsa, sewa, dharma, forgiveness, Eucharist,</p>
<p><b>Strand</b></p> <p>Living (Religious practices and ways of living; questions about values and commitments)</p>		
<p><b>Questions in this thread:</b></p> <p>1.8 How should we care for others and the world, and why does it matter?</p>		
<p><b>International Baccalaureate Learner Profile Link</b></p> <p><i><b>Inquirer:</b> Learning about other religions from stories.</i></p> <p><i><b>Knowledgeable:</b> Developing an understanding of a range of religious and moral stories.</i></p> <p><i><b>Thinkers:</b> Use creative thinking skills to take responsible action with problems that may arise in stories they read.</i></p> <p><i><b>Communicators:</b> Sharing ideas and talking about religious stories that they have heard.</i></p> <p><i><b>Principled:</b> Show a strong sense of fairness when it comes to stories that they hear.</i></p> <p><i><b>Open-minded:</b> Appreciating the traditions of others.</i></p> <p><i><b>Caring:</b> Demonstrate empathy, compassion and respect when listening to a range of stories.</i></p> <p><i><b>Risk-Takers:</b> Show an ability to work independently and creatively to explore new ideas.</i></p> <p><i><b>Balanced:</b> Knowing the importance of balance and relating this to intellectual, physical and emotional aspects of our lives.</i></p> <p><i><b>Reflective:</b> Understand our strengths and weaknesses in order to support our learning.</i></p>		
<p><b><u>New Skills</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that some people believe God created the world and so we should look after it (A2).</li> <li>• Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</li> <li>• Talk about how religions teach that people are valuable, giving simple examples (B1).</li> <li>• Identify ways that some people make a response to God by caring for others and the world (B1).</li> <li>• Use creative ways to express their own ideas</li> </ul>	<p><b><u>New Skills</u></b></p> <ul style="list-style-type: none"> <li>• Describe what Ahimsa, Grace or Ummah mean to religious people (A1).</li> <li>• Make connections between beliefs and behaviour in different religions (A1).</li> <li>• Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</li> <li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</li> <li>• Respond sensitively to examples of religious practice with ideas of their own (B2).</li> <li>• Consider similarities and differences between beliefs and behaviour in different faiths (B3).</li> </ul>	<p><b><u>Future Skills</u></b></p>

<p>about the creation story and what it says about what God is like (C1).</p> <ul style="list-style-type: none"> <li>• Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</li> <li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li> </ul>		
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**Knowledge, Skills and Understanding**

<p><b><u>Emerging</u></b> <b><u>You can...</u></b></p>	<p><b><u>Expected</u></b> <b><u>You can...</u></b></p>	<p><b><u>Exceeding</u></b> <b><u>You can...</u></b></p>
<ul style="list-style-type: none"> <li>• Describe what Ahimsa means to Hindu people.</li> <li>• Describe what grace means to Christian people.</li> <li>• Describe what the Ummah means to Muslim people.</li> <li>• Give examples of the meanings of big ideas in religion.</li> <li>• Describe links between Gandhi's beliefs and the way he chose to live his life.</li> <li>• Describe a Christian inspirational person exemplified the idea of sacrifice.</li> <li>• Respond sensitively to examples of religious practice with ideas of their own.</li> <li>• Give some examples of what difference religious commitments make to some people's lives.</li> <li>• Describe 3 different ways in which the Muslim Ummah supports Muslim people all over the world</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between beliefs and behaviour in different religions.</li> <li>• Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</li> <li>• Describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations.</li> <li>• Explain the connection between the work of Sewa UK to the Hindu concepts of sewa and ahimsa.</li> <li>• Make connections between beliefs and behaviour in Christian religion.</li> <li>• Make connections between belief in the grace of God teachings and sources of wisdom in the three religions.</li> <li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</li> <li>• Consider similarities and differences between beliefs and behaviour in different faiths.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain similarities in ways in which key beliefs make a difference to life in two or three religions.</li> <li>• Explain the importance of the concepts of Ahimsa (to Hindus), Grace (to Christians) and the Ummah (to Muslims).</li> <li>• Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe some of the impacts of religious commitments on life.</li> <li>• To debate and give reasons for decisions about a religious issue: what matters most in the worldwide Muslim community?</li> <li>• Explain links between the stories of Jesus and the chosen leader using the concepts of grace, generosity and forgiveness.</li> </ul>	
<p><b><u>Challenge for children working at great depth</u></b></p>		

<p><b>Resources</b> (If appropriate)</p>	<p><b>Website/Apps</b></p> <p>Quotes from Gandhi can be found on many quote websites including <a href="http://www.saidwhat.co.uk/quotes/favourite/mahatma_gandhi">www.saidwhat.co.uk/quotes/favourite/mahatma_gandhi</a></p> <p>Sewa UK <a href="http://www.sewauk.org/">www.sewauk.org/</a> a Hindu charity.</p> <p>The story of Noel Chavasse can be found free and ready to use at <a href="http://www.westyorkshiredales.anglican.org/ww1REsourcesforschools">www.westyorkshiredales.anglican.org/ww1REsourcesforschools</a></p> <hr/> <p><b>Suggested Quality Texts</b></p> <p><b>The Life Story of the Prophet</b>  <b>The Lost Son – Luke 15</b>  <b>The Last Super – Mark 14:12-26</b>  <b>John 13:1-17</b></p>
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**Assessment ideas**

Remind children about the work on Muslim, Hindu and Christian ideas about Ummah, Ahimsa and Grace. Ask them how people in these three religions show their beliefs and commitments. Who did they think showed their commitments, and how, and why?

- Give them a list, or set of word cards on the floor.

First, which are the top beliefs and commitments of Hindus, of Muslims, of Christians and which of two religions, or all three? Why? Which are hardest to classify?

- Second, what would a Hindu, Muslim or a Christian's top 4 beliefs and commitments be? How does it show? Why are these ones so important?

- Third, what would their own top 4 beliefs and commitments be? Why? How do these commitments show?

**Writing Opportunities**

Research the life of a Christian - Present their findings to a group or the class, orally or in writing. What did the person do that was difficult or unusual in the circumstances? What did they sacrifice? What helped them to maintain that commitment? What words/phrases describe their action or

qualities? In what ways is this person a good follower of Jesus? How did this person put Jesus' ideal of grace, or generosity into action? How did they live generously?

**Cross Curricular Links**

(These need to be linked with topics that are taught in the year group)