

<p>Question:</p> <p>1.8 How should we care for others and the world, and why does it matter?</p>		<p>Critical Learning</p> <ul style="list-style-type: none">• Knowing about and understanding religions and worldviews• Expressing and communicating ideas related to religions and worldviews• Gaining and deploying the skills for studying religions and worldviews	
<p>Strand</p> <p>Living</p> <p>(Religious practices and ways of living; questions about values and commitments)</p>		<p>Key Vocabulary</p> <p>Spiritual, Bible, Dr Barnardo, Mother Teresa, Christianity, valuable, unique, neighbour, Good Samaritan, Jesus, Tzedakah, Jewish, charitable, Gid, village, town, city, Sukkot, Etrog, Lulav, Myrtle, willow, palm, sukkah, homeless, refugee, Tu B'shebat, Eikkun olam.</p>	
<p>Questions in this thread:</p> <p>F6. What is special about our world?</p> <p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>U2.7 What matters most to Christians and Humanists?</p> <p>U2.8 What difference does it make to believe in...?</p>			
<p>International Baccalaureate Learner Profile Link</p> <p><i>Inquirer: Learning about other religions from stories.</i></p> <p><i>Knowledgeable: Developing an understanding of a range of religious and moral stories.</i></p> <p><i>Thinkers: Use creative thinking skills to take responsible action with problems that may arise in stories they read.</i></p> <p><i>Communicators: Sharing ideas and talking about religious stories that they have heard.</i></p> <p><i>Principled: Show a strong sense of fairness when it comes to stories that they hear.</i></p> <p><i>Open-minded: Appreciating the traditions of others.</i></p> <p><i>Caring: Demonstrate empathy, compassion and respect when listening to a range of stories.</i></p> <p><i>Risk-Takers: Show an ability to work independently and creatively to explore new ideas.</i></p> <p><i>Balanced: Knowing the importance of balance and relating this to intellectual, physical and emotional aspects of our lives.</i></p> <p><i>Reflective: Understand our strengths and weaknesses in order to support our learning.</i></p>			
<p>Prior Skills</p> <ul style="list-style-type: none">• talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.• re-tell stories, talking about what they say about the world, God, human beings.• think about the wonders of the natural world, expressing ideas and feelings.• express ideas about how to look after animals and plants.• talk about what people do to mess up the world	<p>New Skills</p> <ul style="list-style-type: none">• Recognise that some people believe God created the world and so we should look after it (A2).• Re-tell Bible stories and stories from another faith about caring for others and the world (A2).• Talk about how religions teach that people are valuable, giving simple examples (B1).• Identify ways that some people make a response to God by caring for others and the world (B1).• Use creative ways to express their own ideas about the creation story	<p>Future Skills</p> <ul style="list-style-type: none">• Make connections between stories of temptation and why people can find it difficult to be good (A2).• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).• Give examples of ways in which some inspirational people have been guided by their religion (B1).• Recall and talk about some rules for living in religious traditions (B2).• Discuss their own and others' ideas about how people decide right and wrong (C3).	

and what they do to look after it.	<p>and what it says about what God is like (C1).</p> <ul style="list-style-type: none"> • 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) • Talk about issues of good and bad, right and wrong arising from the stories (C3). 	<ul style="list-style-type: none"> • Find out at least two teachings from religions about how to live a good life (C3).
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Knowledge, Skills and Understanding

<u>Emerging</u> <u>You can...</u>	<u>Expected</u> <u>You can...</u>	<u>Exceeding</u> <u>You can...</u>
<ul style="list-style-type: none"> • Give an example of what Jesus said about the importance of children (A2) • Some people look after the world because God is a creator(A2) • Give simple examples of how people are unique and valuable (B1) • Describe how it feels when people are not kind(B1) • Give examples of some ways Jewish people care for people and the world(B1) 	<ul style="list-style-type: none"> • Give examples what Jesus said about the importance of people (A2) • Give simple reasons why Jesus told the story of the Good Samaritan (A2) • Identify two examples of religious believers caring for people(B1) • Say what you know about the Jewish practice of Tzedakah (B1) • Identify the links between the teaching in the Torah and caring (B1) • Answer questions such as what would it be like if everyone followed the golden rule? (C2) • Describe different ideas about what God might be like from reading the creation story(C1) • Share their own creative ideas about what the creation story says about God(C1) 	<ul style="list-style-type: none"> • Give examples of what believers do as a result of learning from the Good Samaritan and/or Four friends and the paralysed man(B1) • Look for similarities and differences between different stories from the bible about caring (B1) • Describe how Jewish people might help people making links to the festival of Sukkot (B1) • Describe how Mother Teresa or Dr Barnardo have put their beliefs into action (B1) • Give their own answer to the unit question, giving simple reasons for their answers (C1)

Resources	Website/Apps
	<ul style="list-style-type: none"> • video clip of Jewish Shabbat at home: www.bbc.co.uk/education/clips/z3hyr82

<ul style="list-style-type: none"> • Teacher (or willing adult) shows things from their life that tells pupils something about who or what they belong to. • Images of or bring in artefacts of Christian symbols; a cross or a crucifix as a badge or necklace, fish/ICHTHUS, 'What would Jesus do?' (WWJD) bracelet, an image of /Jesus, Jesus and Mary, a church, rosary, Bible. • A cup, some Ribena in a jug, a candle and some bread. • A razor (in a case) and shaving foam, a pair of kitchen scales, a gold or silver necklace or ring and a print-out of the Islamic calligraphy looked at in the first section saying 'Allah'. 	<ul style="list-style-type: none"> • clip of a church community preparing to baptise baby Jamie: www.bbc.co.uk/education/clips/zm87tfr • clip where Jamie is baptised: www.bbc.co.uk/education/clips/zr34wm • Jamie's church: www.bbc.co.uk/education/clips/zq87tfr
<p>Assessment ideas Help pupils to recall their learning in this unit by summarising the key ideas they have encountered. Give them a large Venn diagram with religious ways of belonging in one circle, and non-religious ways of belonging in the other.</p> <p>Writing Opportunities Display the words gathered at the start of this section about pupils' friendship promises and what they get from each other in their friendships. If you have studied both Christianity and Judaism use the wedding hearts and wedding chuppahs they have written on, otherwise use whichever one you worked on. Hand out pieces of card, folded in half. Pupils will stick their hearts and/ or chuppahs on the front to make a friendship card. They can write or a special message to someone inside- someone at home or someone in the classroom. They could write why they like someone, a funny joke, a promise to someone, etc. Remember to ask them the next day what the reaction was when they gave out their friendship cards.</p> <p>Cross Curricular Links (These need to be linked with topics that are taught in the year group)</p>	
<p>Suggested Quality Texts</p> <ul style="list-style-type: none"> • The boy who threw stones at trees. • The Lost coin. 	