

How can we make a difference?	Religious Education	Years 5 & 6, Term 6	Year A
Key vocabulary: inspiration; Christianity; Sikhism; charity; Vand Chhakna			
Knowledge and skills: Some people are inspired by saints. (C7) The teachings of Jesus encourage Christians to love and care for each other and the world. (C16) Hindu dharma is a way of living in harmony with the world. (C25) Some people show faith through action eg charities. (C36) People do not agree on what makes a good life. (C37) A worldview is a way of looking at the world and will influence the choices a person makes. (C38) Some worldviews are in the form of <i>to others is important and brings them closer to God.</i> organised religion. (C39) Some people are inspired by secular people. (C40) Some people do not follow any religion. (C41) <i>Sikhs believe that ‘Sewa’ the act of giving service</i> <i>Langur at the Gurdwara is an example of this.</i> <i>Vand Chhakna is one of the three main teachings of Guru Nanak – sharing one’s wealth.</i>		Possible activities: Conduct a class/school survey on being helpful. What does it mean to be helpful? Write about the most helpful thing that they have ever done. What made them do it? What were the consequences? Why are some people more helpful than others? What kind of people need to be helpful in their work? Design an advert for a “helpful” person. What qualities would they need to have? Explore some of the helpful things that the disciples did, focusing on the early stories in the book of the Acts of the Apostles. Consider the letters of Paul. Were they helpful? Why did they do them? Research Christian Aid and how they set about helping people in Africa. Research Band Aid, Médecins Sans Frontières or another non-religious organisation and what it has achieved, looking for the inspiration behind these charities. Discuss how and why the children chose a charity to give some money to from the charity stalls? Which charity was chosen and why? What do the children think is the most important thing that needs to happen in the world and how they would go about making a difference? Why would they want to make a difference? Do people have to be religious to want to do these things? Do religious people make a difference to the world? Is it a positive difference? Do you think they should do that or is belief a private matter? Is it only people of faith who help others and discuss why that might be. Do the religious charities make a greater difference than the non-religious charities? Does it matter? Debate whether they would consider working for a charity? Why? Why not? If there were no charities, what would the world be like? Does the world need charities? What do the children think is the most important thing that needs to happen in the world and how they would go about making a difference? Would they want to make a difference?	
Spiritual, Moral, Social and Cultural Education, and Promotion of British Values: Spiritual: How does ‘giving’ rather than ‘receiving’ feel like? Moral: Should we give to charity? Social: Recognise how helping others makes a difference. Cultural: Be aware of the needs that are unmet in Britain as well as other parts of the world. Democracy is explored through debating the spread of wealth and fairness. Individual liberty through choice of belief and how to act (to give or not). Promoting respect of children’s individual differences: share and respect each other’s contributions to discussions and personal accounts. Developing personal critical thinking skills - broaden outlook by expanding knowledge about the context and impact of charitable works and religion. Tolerance: Think about how people react to homeless people and refugees, for example. The rule of law is explored by looking at who laws protect (eg it is against the law to beg).			