

## How should we care for others and the world?

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	Learning objective		Success criteria
Less on 1	<p>Give an example of what Jesus said about the importance of children.</p> <p>Give simple examples of how people are unique and valuable</p> <p>Describe how it feels when people are not kind</p>	<p><b>Should we care for everyone?</b></p> <p>Christians believe that each person is valuable and unique. Share the story of people bringing children to Jesus. You could also share what Jesus says in Matthew 6:26 about how people are more valuable than birds. People brought their small children to Jesus so that he could lay his hands on them to bless them. But the followers told the people to stop bringing their children to him. Jesus saw what happened. He did not like his followers telling the children not to come. So he said to them, "Let the little children come to me. Don't stop them, because God's kingdom belongs to people who are like these little children. Mark 10 v13-15</p> <p>Other religions and those who don't have religious beliefs also believe that all people are valuable and unique. As all people are valuable and unique how should we treat them?</p> <p>Ask children to think about how it feels when people are nasty to us: can they say a time when someone was unkind, explain it makes us feel sad, cross or angry. What are the opposites of these words?</p> <p>What could you do if you wanted to help someone feeling angry to feel the opposite: would an action to show you care make someone happier? Ask children in pairs to role play: how would you make a sad person feel happy, an angry person feel calm, a cross person feel relaxed? Caring and being cared for: how does it feel?</p> <p>Ask children to think about how it feels when people are nasty to us: perhaps they can say a time when someone was unkind. We feel sad, cross or angry. What are the opposites of these words? What could you do if you wanted to help someone feeling angry to feel the opposite: would an action to show you care make someone happier? Ask children in pairs to role play: how would you make a sad person feel happy, an angry person feel calm, a cross person feel relaxed?</p> <p>Play the track 'You are a Star' from the Fischy Music CD 'Build Up'. <a href="https://www.youtube.com/watch?v=5oFO2hZ0fZc">https://www.youtube.com/watch?v=5oFO2hZ0fZc</a></p> <p>It includes these words:</p> <p>"Too young, too old, too weird, too slow, Everybody's saying, everybody's saying Too square, too small, too posh, too tall, Everybody's saying, everybody's saying But who do you listen to Cause after all I'm telling you You are a star, just the way you are"</p> <p>Talk about this song, and about the caring and unkind things that it makes the children think about. Discuss why music can sometimes cheer us, especially if it shows us that people care for us. Get pupils to work in groups to add an extra verse to the song</p> <p>A world without caring would be a sad place; Why? Is caring for others a gift, or a talent, something everyone can enjoy or do. Lesson suggestions of nonreligious ideas about importance of people</p> <p><a href="http://humanismforschools.org.uk/teaching-toolkits/">http://humanismforschools.org.uk/teaching-toolkits/</a></p>	<p>Emerging</p> <p>Talk about how religions teach that people are valuable, giving simple examples (B1).</p> <p>Expected</p> <p>Retell Bible stories and stories from another faith about caring for others and the world (A2)</p> <p>Exceeding</p> <p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</p>

<p>Less on 2</p>	<p>Consider questions such as what does this story teach about caring?</p> <p>Look for similarities and differences between different stories from the bible about caring</p> <p>Identify two examples of religious believers caring for people</p> <p>Give simple reasons why Jesus told the story of the Good Samaritan</p> <p>Give examples of what believers do as a result of learning from the Good Samaritan and/or Four friends and the paralysed man</p>	<p><b>What do Christians believe about caring for people?</b></p> <p>Talk to the children about next door neighbours and about being a good neighbour. What does it mean? Why do people who live close need to care for each other? What can we do to be good neighbours?</p> <p>Tell Jesus' story of the Good Samaritan, (Luke 10:25-37).</p> <p>Ask children if they were acting in a play of this story, who would they like to be? Ask why Jesus made up this story. How did the Samaritan show he cared? Why did he care? Who in the story only cared for themselves?</p> <p>Notice with the children that the robbers were 'baddies' but the people who passed by were almost as bad!</p> <p>Who do the children think is a neighbour?</p> <p>Act out a classroom version of this story, using a familiar context. E.g. one pupil has spilt milk on floor, 2 pupils have excuses for not helping to clear up (on the way to play / too busy with their own work / don't know where cloth is). The third child is different - and is not expected to help (older / from another class / opposite sex / EAL?) helps. Pupils think about who helped and how. Talk about what this story is about. What could people in the play have done differently? Share other stories such as Four friends take the paralysed man to Jesus (Luke 5:17- and Jesus Special friends (Luke 5:7-11)</p> <p>What do these stories show that Christians believe Jesus thought about caring? Singing and building up other people: can anyone care like this?</p> <p>Play pupils the song 'Build Up' (<a href="https://www.youtube.com/watch?v=Wx8jkyxraAM">https://www.youtube.com/watch?v=Wx8jkyxraAM</a>)</p> <p>Sing it together, and enjoy the music making. Get some percussion going, and spend time practicing for a little performance for another class. The words include these:</p> <p>Every word you say, every game you play Every silly face, every single place You can build up Or [1! 2! 3! 4! 5!]</p> <p>You can tear down Build up one another, Build up your sisters and brothers Build up one another! Build Up!</p> <p>Give every pupil three '5 ways' challenges: can they think of five ways they like to be 'built up'/ five people who show they care by building them up/ five things they could do to build up other people this week? Questions of Wonder: "I wonder what Jesus would think of our song?"</p> <p>Can pupils suggest any links or connections between the story of the Good Samaritan and the song 'Build Up'?</p> <p>Give them time and space to work out the connections and ask careful questions about their responses to deepen learning.</p>	<p>Emerging</p> <p>Talk about how religions teach that people are valuable, giving simple examples (B1).</p> <p>Expected Re-tell Bible stories and stories from another faith about caring for others and the world (A2)</p> <p>Identify ways that some people make a response to God by caring for other and the world (B1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Exceeding</p> <p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</p>
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Less on 3	<p>Describe how Jewish people might help people making links to the festival of Sukkot</p> <p>Find out more about Tzedekah</p> <p>Consider questions such as who needs our help?</p> <p>The links between the teaching in the Torah and caring</p> <p>Think of some ways Jewish people care for the world</p>	<p><b>What do some religions say about caring for other people?</b></p> <p>Tzedekah is the Jewish idea of charitable giving to those who need help. For Jewish people this is part of making the world a better place, fairer and more just. For Jewish people this is following the teaching of God;</p> <p>For there will never cease to be needy ones from the midst of the land, which is why I command you: open your hand to your fellow, to your poor and your needy in your land. Deuteronomy 15:11</p> <p>Ask pupils to think about the 'land' you live in, your village, town or city and the wider country and world. Who might the Jewish community notice that needs help? What help might they be able to offer?</p> <p>Remind children about the festival of Sukkot, during this festival Jewish people create a booth and spend time living outside to remember the Israelites escape from Egypt and their dependence on God as they made their way through the desert. Many people believe the festival of Sukkot is a time to remember those who are poor by giving meals and shelter and donating money (tzedekah). The Etrog (Citron fruit) and the Lulav (three types of bound leaves - traditionally myrtle, willow and palm) are shaken together in all directions to symbolise sweetness and goodness.</p> <p>Give each pupil an outline of a citrus fruit e.g. lemon and a leaf. Ask them to write on the lemon some people that Jewish people might want to help at Sukkot and how they might help. Ask them to write on the leaf what Jewish people think god teaches about caring for others. Give pupils suitable sentence starters according to their ability.</p> <p>Shake the Etrog and Lulav and shout out who Jewish people might help.</p> <p>Notes: Tzedek resources can be found here: <a href="http://tzedek.org.uk/how-we-work/resources-2/">tzedek.org.uk/how-we-work/resources-2/</a></p>	<p>Emerging</p> <p>Talk about how religions teach that people are valuable giving simple examples (B1).</p> <p>Expected Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Exceeding</p> <p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</p>
Less on 4	<p>Describe how Mother Teresa or Dr Barnado have put their beliefs into action</p> <p>Consider questions such as what would it be like if every one followed the</p>	<p><b>How have some people shown they cared? How is the golden rule and encouragement to care?</b></p> <p>Use a story of Mother Teresa, Doctor Barnardo (or a similar famous or a local person) to illustrate how some people have shown their care to people in a very specific way. These are stories of people who cared in exceptional ways, and were good at helping others to care too. Make sure you bring out that it was their beliefs that inspired them to do the things they did. They were great encouragers. Ask the children who has encouraged them today? Who have they encouraged?</p> <p>Pupils could act out the story, make a picture or collect pictures to make a montage of people needing help (e.g. homeless, hungry, refugees etc). Pupils could talk about what it might be like to do a 'job' like that. Would they like to help someone being sick or dying or smelly and dirty? Why do people who care choose jobs like these?</p>	<p>Emerging</p> <p>Talk about how religions teach that people are valuable, giving simple examples (B1).</p>

	golden rule?	<p>Following the Golden rule: A rule for religious and non-religious people □</p> <p>Prepare a golden box. In the golden box place a scroll on which you have written the Golden Rule: 'Treat other people as you would like them to treat you.' With suitable drama, share with the children that there is one rule that both nonreligious people and religious people share; some say it is the most important rule. Reveal and read the scroll. Discuss with the children what the rule means and what life would be like if people followed the rule.</p> <p>Can they create a picture that shows the Golden Rule being followed and either write or explain what their picture is about? You could have a mini class competition, or create a group artistic representation of the Golden Rule.</p> <p>Ask the children to act out some scenes where people do not obey the Golden Rule: -</p> <p>Someone has some sweets (healthy ones, of course) and refuses to share. -</p> <p>Someone pushes others out of the way to get to the front of the queue. -</p> <p>Some children whisper about another child and laugh about her. -</p> <p>A child leaves all his stuff on the living room floor for his mum to clear up. How do they feel when they are not treated fairly? What would be different if everyone obeyed the Golden rule? What can inspire people to care more?</p> <p>Listen to (or sing along with) the song 'We all need encouragement' from <a href="https://www.youtube.com/watch?v=t9HKM2Vun4s">https://www.youtube.com/watch?v=t9HKM2Vun4s</a></p> <p>The song opens up the idea that with encouragement, we can do anything better, and those who care for us give us that encouragement. The chorus line is:</p> <p>'We all need encouragement, I do believe, We all need encouragement, like the air we breathe.'</p> <p>Talk about who encourages us, and how we can help each other to be better at caring. Pupils might like to think about ways they can show they care at home. They might like to sing the song together.</p> <p>What can we do? Having studied the teachings of two religions and non-religious people on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers - make cakes and thank you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity.</p> <p>The story of Mother Teresa can be found at <a href="http://www.loyolapress.com/our-catholic-faith/saints/saintsstories-for-all-ages/blessed-teresa-of-calcutta">www.loyolapress.com/our-catholic-faith/saints/saintsstories-for-all-ages/blessed-teresa-of-calcutta</a></p> <p>The story of the life of Dr Barnardo request.org.uk/people/significant-people/thomas-barnardo/ and a 10 minute film that you may want to watch with pupils but watch it for yourself to judge its suitability <a href="http://www.bbc.co.uk/programmes/p015jf2y">www.bbc.co.uk/programmes/p015jf2y</a></p>	<p>Expected</p> <p>Identify ways that some people make a response to God by caring for other and the world (B1). 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)</p> <p>Exceeding</p> <p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</p>
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<p>Less on 5</p>	<p>Some people look after the world because God is a creator</p> <p>Describe different ideas about what God might be like from reading the creation story</p> <p>Share their own creative ideas about what the creation story says about God</p> <p>Give their own answer to the unit question, giving simple reasons for their answers</p>	<p><b>What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?</b></p> <p>Pose the question: how do we find out what Christians believe about the world creation of the world?</p> <p>Answer: by, for example, asking them questions, looking at their sacred stories etc.</p> <p>Explain that Jews and Christians share the stories of <i>Genesis</i>. Share a version with the class</p> <p>Explain that some Christian people believe this is an accurate description of how the world began but many more Christians see these accounts as more like parables or symbolic accounts that tell, in a story form, that God brought the universe and all that is in it into being, and sustains his creation.</p> <p>A creative way through the story Use Kate Neal's art from the 'Picturing Creation' pack (RE Today), or similar. Show pupils a presentation of works of art that explore the 'seven days' of creation. Read the text with pupils and for each picture ask the big and mysterious questions.</p> <p>Emphasise to pupils that this story is loved and retold by many millions of Jewish and Christian people.</p> <p>Set some creative work for pupils to pick up examples of what they find most amazing, mysterious, 'wow' or beautiful from nature.</p> <p>Why do they think Christians and Jewish people thank God for the earth and all its creatures? We have spoiled God's good earth'. What might this idea mean to Christians?</p> <p>"God saw everything that had been made and it was good" [Genesis]. This assumes an accurate text has been explored and the key point raised. In some texts after each 'day' of creation God finds it 'good' and after the act of human creation, he declares it to be 'very good'. If the text has shown this, it could be worthy of exploration with pupils.</p> <p>If God looked now at the world he made now, would he still feel the same? Brainstorm in groups.</p> <p>Put pupils in groups of seven. One of the pupils will walk through three children on either side, facing each other. One side is the 'good' side and one side is the 'bad' side.</p> <p>Conscience alley - as one pupil walks through the alley, the first pupil on the good side says something good about the world today, then the first pupil on the bad side says something bad about the world today and so on. In their groups, the pupils create a good and bad collage about the state of the earth today.</p> <p>Talk about these in circle time and see what the class agree about. Who can make the world more beautiful again? Think together about little actions that preserve the beauty of the earth. Think about why people who are Christians should care about the earth, and why we should all care.</p> <p>The world is broken: What might this idea mean to Jewish people?</p> <p>Explore the account of Adam and Eve in <i>Genesis</i> 2. Talk about ways in which religious believers might treat the world, making connections with the <i>Genesis</i> account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden).</p> <p>Ask pupils to draw images to show how humans might treat the world.</p> <p>Explain to pupils that Jewish teaching includes a phrase, <i>tikkun olam</i> which means to heal or mend the world. It is one of the duties of being Jewish. Remind the pupils of the ideas of who Jewish people might help in the 'broken world' in the learning on Tzedekah</p>	<p>Emerging</p> <p>Recognise that some people believe God created the world and so we should look after it (A2).</p> <p>Expected Re-tell Bible stories and stories from another faith about caring for others and the world (A2). 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 and what it says about what God is like (C1).</p> <p>Exceeding</p> <p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with re</p>
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