

**Global learning and RE: Key Stage 2 Case study 2**

References to the requirements of the REC non-statutory Religious Education National Curriculum Framework (2013)	Examples of suggested teaching and learning that could form part of a Key Stage 2 programme of learning in RE that supports global learning	Summary of activities  <b>Focused plans: Unit of work</b>  Can Christian Aid and Islamic Relief change the world?  <a href="http://learn.christianaid.org.uk/Images/teaching-unit-faith-based-orgs_tcm16-37896.pdf">http://learn.christianaid.org.uk/Images/teaching-unit-faith-based-orgs_tcm16-37896.pdf</a>	GLP terms	Evidence of global learning
<p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>	<p>Pupils apply their own ideas about justice and fairness to the work of three development and social justice organisations such as Christian Aid, Islamic Relief and Oxfam.</p> <p><b>Suitable web resources</b></p> <p><a href="http://request.org.uk/issues/2013/08/06/micah-challenge/">http://request.org.uk/issues/2013/08/06/micah-challenge/</a></p> <p><a href="http://request.org.uk/people-places/2013/08/02/traidcraft/">http://request.org.uk/people-places/2013/08/02/traidcraft/</a></p> <p><a href="http://request.org.uk/people-places/2013/08/05/send-a-cow-a-charity-fighting-poverty-and-hunger/">http://request.org.uk/people-places/2013/08/05/send-a-cow-a-charity-fighting-poverty-and-hunger/</a></p>	<p>Pupils learn to:</p> <ul style="list-style-type: none"> <li>• understand some projects of two charities: Christian Aid and Islamic Relief</li> <li>• describe and explain some examples of the links between faith and action in the work of the charities</li> <li>• begin to understand how the two charities can co-operate and the similarities and differences between them.</li> </ul> <p>The unit includes an extensive set of teaching and learning activities enabling pupils to consider what two different religions are doing to support social justice and why they think social justice is an important way to put their beliefs into action. The unit shows how Muslims and Christians respond to global issues of fairness and social justice.</p>	<p>Moving from a charity mentality to a social justice mentality</p> <p>Critical thinking about global issues both at whole school and at student level; awareness of poverty and sustainability</p>	<p>Pupils are enabled to:</p> <ul style="list-style-type: none"> <li>• express their ideas about the impact of social action by religious and belief based organisations in the world</li> <li>• express their views about the teaching and example of Muslim and Christian charities on how to change the world for the better.</li> </ul>

	<p><a href="http://www.cafod.org.uk/Education/Secondary-schools/Faith-in-action">http://www.cafod.org.uk/Education/Secondary-schools/Faith-in-action</a></p> <p><a href="http://www.cafod.org.uk/Education/Primary-schools/Fairtrade">http://www.cafod.org.uk/Education/Primary-schools/Fairtrade</a></p>	<p>Suggested enrichment and extension opportunities.</p> <ul style="list-style-type: none"> <li>• Research a range of further projects that the two charities undertake.</li> <li>• Use the websites to analyse what the charities offer to children in the UK, and what they ask of children and young people.</li> <li>• Include opportunities for pupils to express their own ideas about changing the world for better in designing a campaign to take the message of the charities forward.</li> <li>• Begin to analyse the texts from Qur'an and Bible that inspire visions of justice.</li> </ul>		
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