

Global learning and RE: Key Stage 2

<p>References to the requirements of the REC non-statutory Religious Education National Curriculum Framework (2013)</p> <p><i>Note: Many schools and academies will follow their local agreed syllabus and guidelines; use the following document together with your local RE syllabus or guidelines</i></p>	<p>Examples of suggested teaching and learning that could form part of a Key Stage 2 programme of learning in RE that supports global learning</p>	<p>Links to global learning criteria and illennium Development Goals (MDGs)</p> <p><i>Pupils will work towards an understanding of these criteria and goals</i></p>
<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<p>Pupils investigate and explore the Jewish festival of TuB'Shevat including the story of 'Honi the circle maker and the carob trees'. They make connections between the festival, the Jewish belief that they have a responsibility to look after the earth, and that they are reminded of this annually as part of this festival. They use Jewish sources of wisdom such as Ketuvim: Psalm 24:1 and Torah: Leviticus 25:23 and consider what these quotes also mean to other religions, for example Christians.</p>	<p>Millennium Development Goal 7 Ensure environmental sustainability</p>
<p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>Pupils investigate aspects of community life such as charitable giving. They also investigate teaching from various sources of wisdom about the use of money and resources locally, nationally and globally, for example, Zakat (charitable giving by Muslims), support for charities such as Christian Aid or SewaUK, showing their understanding and expressing ideas of their own.</p>	<p>Young people understanding their role in a globally-interdependent world and to explore strategies by which they can make it more just and sustainable.</p> <p>Moving from a charity mentality to a social justice mentality.</p>
<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<ul style="list-style-type: none"> • Pupils describe the impact of Hindu teaching about harmlessness (ahimsa) on questions about what people eat, how people treat animals both in this country and in countries with many Hindus, such as India. Pupils express their own ideas. • Pupils hear stories of people who have taken particular actions because of their beliefs, actions that have improved the world such as Martin Luther King (Christianity) or PandurangShastriAthavale also known as Dada-ji (Hindu). 	<p>The concepts of interdependence and sustainability.</p>

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<p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>Pupils explore the significance for religious people of belonging to a worldwide religious community and that with that sense of belonging comes interdependence and responsibility towards the whole community, for example Seva (service) in Sikhism, Zakah (alms giving) in Islam.</p>	<p>The concepts of interdependence, development, globalisation and sustainability.</p>
<p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<ul style="list-style-type: none"> • Pupils explore the lives of key figures in a particular religion, for example, the Archbishop of York John Sentamu (Christian) or the Dalai Lama (Buddhist) or Yusuf Islam (Muslim), describing the decisions they have made, challenges they have faced and the commitments by which they have lived. • Pupils find out about how celebrating Divali in both the UK and globally brings the Hindu or Sikh community together, and expresses commitment to values of interdependence and generosity. • Linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as the environment, helping others locally, nationally and globally referring to what religions and worldviews have to say about these ideas. 	<p>Millennium Development Goal 8 Global partnership for development</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 pupil level; awareness of poverty and sustainability.</p>
<p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>	<p>Pupils investigate the ethical beliefs different religions and worldviews have about environmental ethics using quotes or stories from sources of wisdom, for example, ‘The story of Muhammad and the ants’; Genesis 1:27–31, Genesis 2:15 and websites such as www.arcworld.org or www.request.org.uk</p>	<p>The concepts of interdependence, development, globalisation and sustainability.</p>

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<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<ul style="list-style-type: none"> • Pupils ask challenging questions about religions and worldviews and how they work to make the world a better place. Pupils find examples of religions and worldviews working in the world to support issues such as social justice and sustainability and discuss what more should be done. • Pupils express their own ideas through reasoning, music, art and poetry that could be shared in collective worship focusing on social justice or sustainability. 	<p>Young people understanding their role in a globally-interdependent world and to explore strategies by which they can make it more just and sustainable.</p> <p>Moving from a charity mentality to a social justice mentality.</p>
<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>	<ul style="list-style-type: none"> • Pupils discover and explore what Jewish people, Humanists and Christians teach about how people can live together for the well-being of all in their locality and in a global context. • Pupils discuss and apply ideas from different religious codes for living, for example: Commandments, Precepts or Rules, to compile a charter of their own moral values, applying their ideas to issues of justice in both their local community and global community. • Linking to Mathematics and Geography, pupils use local and national census statistics and United Nations Global statistics to develop an accurate understanding of the religious plurality of their locality, of Britain and the world today. 	<p>The concepts of interdependence, development, globalisation and sustainability.</p>

<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>	<ul style="list-style-type: none"> • 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. • Pupils write persuasively about the reasons why people who have a particular religious background or non-religious worldview try to help people who are vulnerable, for example, victims of natural disasters or prejudice, or people affected by war. • Pupils consider quotes from sources of wisdom from a selection of religions and worldviews about stewardship or justice or equality and expressing their ideas about justice and fairness in the light of their learning. 	<p>Young people understanding their role in a globally-interdependent world and to explore strategies by which they can make it more just and sustainable.</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 pupil level; awareness of poverty and sustainability.</p>
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