



THE INVESTIGATION

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying bible stories, the lives of believers such as Dr. Barnado, Mother Teresa or a local believer, the Jewish practice of Tzedakah and Sukkot celebrations pupils learn about how beliefs turn into actions for many religious and non-religious people. The unit encourages creativity through the use of art and music.

Trips: The Ragged School Museum

<https://www.raggedschoolmuseum.org.uk/>
 The Congregation of Jacob Synagogue
<http://www.congregationofjacobsynagogue.org/>
 St. Pauls Cathedral

Web Links:

Introduction to Christianity: <https://www.bbc.co.uk/bitesize/topics/zdykjsx>
 Introduction to Judaism: <https://www.bbc.co.uk/bitesize/topics/zqbw2hv>
 Mother Teresa: <https://www.bbc.co.uk/newsround/50075153>
 Dr. Barnado: <https://www.bbc.co.uk/teach/class-clips-video/true-stories-thomas-barnardo/zky7pg8>

STEP 1: THE KEY QUESTION 1.8 How should we care about other and the world and why does it matter

STEP 2: SELECT LEARNING OUTCOMES Being clear about these outcomes will help you to decide what and how to teach.

EMERGING	EXPECTED	EXCEEDING
<p>Talk about how religions teach that people are valuable, giving simple examples (B1). Recognise that some people believe God created the world and so we should look after it (A2).</p>	<p>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). Talk about issues of good and bad, right and wrong arising from the stories (C3). 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) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</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). Answer the title question thoughtfully, in the light of their learning in this unit (C1).</p>

STEP 3: SUGGESTED CONTENT FOR LEARNING

NOTE: This unit of work offers around 8 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out.

- Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it).
- Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v–11), four friends take the paralysed man to Jesus (Luke 5 v 17–26), 'The good Samaritan' (Luke 10: 25–37).
- Consider the idea that we all have special gifts we can use to benefit others.
- Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam; tzedekah (charity) in Judaism.
- Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo; people known in the local area.
- Having studied the teachings of one religion 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.
- Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas.
- Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it).



STEP 4: ASSESSMENT: Write specific learning outcomes.

Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements.

You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you...?' statements (for next steps or challenge)

EMERGING	EXPECTED	EXCEEDING
<p>I can...You can...Can you...? 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) 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)</p>	<p>I can...You can...Can you...? Give examples what Jesus said about the importance of people (A2) Identify two examples of religious believers caring for people(B1) Say what you know about the Jewish practice of Tzedekah (B1) Identify the links between the teaching in the Torah and caring (B1) Give simple reasons why Jesus told the story of the Good Samaritan (A2) 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)</p>	<p>I can...You can...Can you...? 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 Barnado have put their beliefs into action (B1) Give their own answer to the unit question, giving simple reasons for their answers (C1)</p>

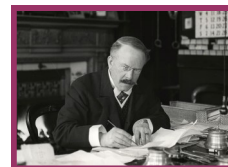
Progression	At the end of key stage 1 most pupils will be able to:
<p>Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p>
<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p>
<p>Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p>
<p>Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p>	<p>Find out about and respond with ideas to examples of co-operation between people who are different;</p>



Y2 Spring

Key Question: 1.8 How should we care about others and the world and why does it matter

Dr Barnardo <https://www.bbc.co.uk/teach/class-clips-video/true-stories-thomas-barnardo/zky7pg8>



- Thomas John Barnardo was born on 4th July 1845 and he died on 19th September 1905.
- He was born in Dublin, Ireland.
- When he was sixteen years old, he decided he wanted to become a Protestant medical missionary in China.
- He moved to London in order to train to be a doctor. He studied at the London Hospital, but never actually completed the course to earn a doctorate. Although he is known as 'Doctor' Barnardo, he never actually qualified as a doctor.
- During his time in London, Thomas Barnardo became interested in the lives of the Victorian poor. He was appalled by the number of people living on the streets of London and he witnessed the horrific effects of cholera, unemployment and overcrowding.
- Barnardo decided to put aside his plans to visit China. He opened his first 'ragged school' in 1867, in the East End of London, to educate and care for poor orphans.
- One of his pupils, a boy called Jim Jarvis, took Barnardo on a walk of the the East End, showing him the sheer number of poor children sleeping rough. Barnardo was so moved by the sight that he decided to do something about it.
- In 1870, Thomas Barnardo opened a home for boys in Stepney Causeway, providing shelter for orphans and destitute children. A sign hang on the building which said: 'No Destitute Child Ever Refused Admission'.
- Barnardo founded the Girls' Village Home. Located in Barkingside, the 'village' consisted of a collection of cottages and was home to 1500 poor girls.
- During his life Barnardo continued to open institutions that helped to care for poor children. By his death in 1905 it is estimated that his homes and schools cared for over 8000 children in more than 90 different locations.



Mother Teresa <https://www.bbc.co.uk/newsround/50075153>

Mother Teresa was a humanitarian. This means she did things to help out other people. Her entire life was fully devoted to helping the poor, the sick, the needy, and the helpless.

What did Mother Teresa do?

When she was 36 years old, Mother Teresa felt the call from God to help the poor of India. She received some basic medical training and then set out to help the sick and needy. This wasn't an easy task in 1948 India. She had very little support and, while trying to feed and help the poorest of the poor, she herself was constantly hungry and even had to beg for food.

Missionaries of Charity

In 1950, Mother Teresa formed a group within the Catholic Church called the Missionaries of Charity. She described the purpose of the Missionaries of Charity as an organization that would take care of "the hungry, the naked, the homeless, the crippled, the blind, the lepers, all those people who feel unwanted, unloved, uncared for throughout society, people that

The Jewish Custom of Tzedakah

While many people think of *tzedakah* as charity, the word actually means "justice," specifically, doing the right things by helping people or causes in need. There are lots of ways to do tzedakah, but the most common way is giving money to the poor or other worthwhile causes. Tzedakah can also include donating food, clothing, and other necessities, or volunteering one's time to assist the needy.

Sukkot

Sukkot (also known as Feast of Tabernacles) is a Jewish festival. ... In this event, people celebrate the gathering of the crops, and remember the time in the past when small shelters were made by the Jews when they were in the wilderness and had no homes.

How is Christianity different from Judaism?

Christianity originally developed as a part of Judaism. Jesus was a Jew.

Christianity came to regard Jesus as in some sense God's presence in human form. This was unacceptable to most Jews.

Judaism is defined by a covenant made between God and the Jewish people. Part of this covenant is the Law, a set of religious and ethical rules and principles. Most Christians came to regard both this covenant and Law as in some sense superseded by Jesus' teaching and the community that he established.

On the night he died, Jesus talked about establishing a "new covenant" based on his death and resurrection.