

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

### THE INVESTIGATION

This investigation enables pupils to learn in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions in ways that relate to commitment.

**Trips:** Hindu Temple: BAPS Shri Swaminarayan Mandir  
<http://londonmandir.baps.org/visit-us/contact-us/#sthash.Rub25b44.dpuf>  
 Church: St. Dunstons, Stepney 020 7702 8685

**Ahimsa** [https://www.bbc.co.uk/religion/religions/jainism/living/ahimsa\\_1.shtml](https://www.bbc.co.uk/religion/religions/jainism/living/ahimsa_1.shtml)  
**Grace** <https://www.bbc.co.uk/bitesize/guides/zdwj382/revision/4>  
**Ummah** <https://www.bbc.co.uk/bitesize/guides/zpyvxf/>

### STEP 1: THE KEY QUESTION U2.8 What difference does it make to believe in Ahimsa Grace and Ummah community

### STEP 2: SELECT LEARNING OUTCOMES—NOTE: A1, B2 and B3 refer to the progression scales on the next page.

EMERGING	EXPECTED	EXCEEDING
<p>Describe what Ahimsa, Grace or Ummah mean to religious people (A1).                      Respond sensitively to examples of religious practice with ideas of their own (B2).</p>	<p>Make connections between beliefs and behaviour in different religions (A1).                      Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).                      Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).                      Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>	<p>Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).                      Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</p>

### STEP 3: SUGGESTED CONTENT FOR LEARNING.

NOTE: THE STRANDS OUTLINE LESSON IDEAS. IN TOTAL IT IS ADVISED 10 HOURS OF TEACHING FOR ALL POINTS. THEREFORE PICK 1 to 2 STRANDS PER WEEK/LESSON. YOU WILL BE UNABLE TO COMPLETE ALL STRANDS IN THE 6 TO 8 WEEKS, THEREFORE PICK WHAT IS RELEVANT.

Discover and think about the meanings of some key ideas in three religions, building on prior learning:

- Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation.
- Find out about how Gandhi practiced ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless?
- Learn that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything. Find out how this is illustrated by the story of the forgiving father/lost son (Luke 15: 11–32).
- Make links between the idea of grace, Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7–9).
- Ask some Christians about what they understand by grace from God, and find out what difference it makes to their lives. If they believe God forgives them for anything, does that mean that it doesn't matter if they do bad things?
- Learn that for Muslims, the worldwide Muslim community is called the Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and in shared welfare through zakat.
- Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally.
- Ask good questions about these three key concepts and find out some answers to them.
- Discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change?
- Make links between the three concepts: how are they similar and how different? Which has most impact and why? Weigh up the value and impact of these key ideas for themselves.

**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><b>I can...You can...Can you...?</b>                      Describe what Ahimsa means to Hindu people.                      Describe what grace means to Christian people.                      Describe what the Ummah means to Muslim people.                      Give examples of the meanings of big ideas in religion.                      Describe links between Gandhi's beliefs and the way he chose to live his life                      Describe a Christian inspirational person exemplified the idea of sacrifice.                      Respond sensitively to examples of religious practice with ideas of their own                      Give some examples of what difference religious commitments make to some people's lives.                      Describe 3 different ways in which the Muslim Ummah supports Muslim people all over the world.</p>	<p><b>I can...You can...Can you...?</b>                      Make connections between beliefs and behaviour in different religions.                      Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.                      Describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations.                      Explain the connection between the work of Sewa UK to the Hindu concepts of sewa and ahimsa.                      Make connections between beliefs and behaviour in Christian religion.                      Make connections between belief in the grace of God teachings and sources of wisdom in the three religions.                      Outline the challenges of being a Hindu, Christian or Muslim in Britain today.                      Consider similarities and differences between beliefs and behaviour in different faiths.                      Describe some of the impacts of religious commitments on life.                      To debate and give reasons for decisions about a religious issue: what matters most in the worldwide Muslim community?                      Explain links between the stories of Jesus and the chosen leader using the concepts of grace, generosity and forgiveness.</p>	<p><b>I can...You can...Can you...?</b>                      Explain similarities in ways in which key beliefs make a difference to life in two or three religions.                      Explain the importance of the concepts of Ahimsa (to Hindus), Grace (to Christians) and the Ummah (to Muslims).                      Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas.</p>

Progression	At the end of key stage 2 most pupils will be able to:
<p><b>Know about &amp; Understand</b>                      A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	<p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</p>
<p><b>Express and Communicate</b>                      B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p>	<p>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>
<p><b>Express and communicate</b>                      B3. Appreciate and appraise varied dimensions of religion;</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;</p>



Please refer to the following link <https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p>

## An Introduction to Hinduism



### The Concept of Ahimsa

Ahimsa is often translated simply as non-violence, but its implications are far wider; it is more than not doing violence, it is more than an attitude, it is a whole way of life. And for modern Jains the concept also includes the positive elements of working for justice, peace, liberation, and freedom, if doing so does not involve violence.

[Mahatma Gandhi](#) was a famous advocate of Ahimsa, as it informed his policy of passive resistance, *satyagraha* (combining the Sanskrit terms for 'truth' and 'holding firmly') - which he adopted towards the occupying British forces during the period leading up to Indian independence. Some Jains have criticised this as being a subtle form of violence.

You may think that there is a high degree of self-interest in the doctrine of ahimsa, because in Jainism harm done to other beings is considered harm to oneself since it attracts much [karma](#) and thus hinders the [soul](#)'s journey to [liberation](#). But this is merely an appearance - the level of detachment that a Jain seeks to cultivate eliminates self-interest.

Literally translated, Ahimsa means to be without harm; to be utterly harmless, not only to oneself and others, but to all forms of



## An Introduction to Christianity

Please refer to the following link <https://www.bbc.co.uk/bitesize/topics/ztkxpv4>



### Grace

#### The Spiritual Meaning of Grace

Common Christian teaching is that **grace** is unmerited mercy (favor) that God gave to humanity by sending his Son, Jesus Christ, to die on a cross, thus securing man's eternal salvation from sin. Within Christianity, there are differing concepts of how **grace** is attained.

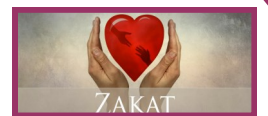
#### The Biblical Meaning of Grace

In Western Christian theology, **grace is** "the love and mercy given to us by God because God desires us to have it, not necessarily because of anything we have done to earn it". It is not a created substance of any kind. ... It is an attribute of God that is most



## An Introduction to Islam

Please refer to the following link <https://www.bbc.co.uk/bitesize/topics/zpdtsbk>



### Ummah

**Ummah** is an Arabic word meaning "community". It is distinguished from which means a nation with common ancestry or geography. Thus, it can be said to be a supra-national community with a common history.

#### Why Is Ummah Important to Muslims?

As a theological concept, the **ummah** is meant to transcend national, racial, and class divisions to unite all Muslims. The concept of the **ummah** dates to the time of the Prophet Muhammad and stresses the **importance** of the organization of society along ethical (and Islamic) lines.

### Zakat

**Zakat** is an **Islamic** finance term referring to the obligation that an individual has to donate a certain proportion of wealth each year to charitable causes. **Zakat** is a mandatory process for Muslims and is regarded as a form of worship

Zakat is a form of alms-giving treated in Islam as a religious obligation or tax, which, by Quranic ranking, is next after prayer in importance. As one of the Five Pillars of Islam, zakat is a religious duty for all Muslims who meet the necessary criteria of wealth.