

Key Stage 2 Living Ethically – Making a Difference?



About the unit

In this unit, children are invited to consider some of the choices they make in relation to day by day life. They are given opportunities to reflect upon these choices and those of others, including both religious and non-religious people. They are asked to explore a range of issues, including their potential responsibility for themselves, for others and for the world around them. They are enabled to acquire skills and attitudes relevant not merely to Religious Education, but also to their own personal development. The unit provides them with a context in which they can both learn about and learn from religions and other belief systems.

Where the unit fits in

This unit has been designed to be delivered as a coherent whole. It has been planned to cover approximately six hours of curriculum time.

However, some teachers may prefer to simply select particular sections from the unit and integrate these with other existing units if the need arises.

This unit – either in its entirety or in individual sections - may also help to fulfil some of the requirements of the citizenship, science and PSHE programmes. It is also closely linked with key aspects of the *Every Child Matters* agenda.

Prior learning

It is helpful if pupils have had experience of role play and discussion.

It would be helpful if the school had structures in place for pupils to share ideas and feed into the school's development process.

Children may have had the opportunity to study a contrasting environment, perhaps in a different country. They may have looked at environmental issues (local, national or international)

In Science, have looked at issues concerned with food and balanced diet.

Language for Learning

Through out the activities in this unit pupils will be able to understand, use and spell correctly words relating to the study of:

A range of different religious traditions and belief systems.

places of worship, food rules and guidance for righteous living.

expressions of belief, commitment and value, vocabulary that they will explore through speaking and listening opportunities

Expectations

Most children will: Use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression. Raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.

Expectations

Some children will not have made so much progress and will: Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression. They can identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.

Some children will have progressed further and so will: Use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. They ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

Resources

As well as a range of textbooks and published resources this unit will be enhanced by the use of materials from believers' and other sources, including:

- Visits to local places of worship
- visits from members of faith communities and other groups
- websites, including those of various charities

Out of school learning

Pupils could:

- apply their learning in decisions concerning food, travel and lifestyle
- use structures within school (school/pupil councils) to effect change
- establish allotments/gardening areas

Future Learning

Pupils could go onto:

- apply their learning and new skills to a range of different circumstances
- experience difficult choices through looking at the developing world and environmental issues
- visit a car manufacturer or invite representatives into school to talk about car transport in the future
- investigate how local government is planning for future transport needs

How do we get to school?

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACITIVITES	LEARNING OUTCOMES [PUPILS]	POINTS TO NOTE
<ul style="list-style-type: none"> • that normal everyday routines have an impact on the environment and that routines can be changed • to reflect on their or their family's choice of transport • that knowledge and skills can be applied to help provide solutions to problems 	<p>Survey how children come to school and investigate the reasons for those transport choices. Depending on your area there will be range of transport options.</p> <p>In each case are there alternatives that would impact less on the environment? Make children aware of the costs of using cars (fuel, tax bands) and public transport (if available). Cost alternative transport methods and include safety and weather concerns.</p> <p>What do the children think could be improved in the school environment to induce other more environmentally friendly choices?</p> <p>How do 'walking buses' work and is car sharing an option? Put up a map of the school's catchment area and mark on the home addresses of class members or the wider school.</p> <p>Get the children to investigate the school's travel plan. How does this address environmental issues?</p> <p>How do people that advocate environmental friendly ways of travelling justify their beliefs?</p>	<p>Record how people that advocate environmental friendly ways of travelling justify their beliefs.</p> <p>Investigate whether people are informed by religious ideas or teaching or are they motivated by secular ideas.</p> <p>Calculate savings made in car sharing or walking and publish findings in school newsletter or on the website</p> <p>Apply their knowledge and skills to benefit the school as a community by investigating the impact of the travel plan</p>	<p>Use Junior Road Safety officers</p> <p>Look out for Walk to School week.</p> <p>Many car websites now offer car tax calculators (for example www.parkers.co.uk/cars/road-tax)</p>

How eco friendly is our school?

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACITIVITES	LEARNING OUTCOMES [PUPILS]	POINTS TO NOTE
<ul style="list-style-type: none"> • that choices are often based on many and varied reasons • to reflect that environmentally friendly can come at a price and discern whether the price is worth it 	<p>Does the school's mission statement mention care of self and care of others. Does the mission statement or the aims of the school mention environmental issues explicitly?</p> <p>Look at how the school prioritises the transport used for trips and visits. Is public transport available and is it used? How do prices compare?</p> <p>How is the school heated? Does the school recycle water or use eco friendlier ways to converse energy and recycle.</p> <p>Arrange a visit to an eco-school and allow the children to question the children and staff to investigate their options choices prior to the new build.</p>	<p>Children to plan a 'new school'. Encourage them to investigate the many ways of building in environmentally friendlier options at the planning stage.</p>	<p>Use of wind turbines</p> <p>Recycling rain water for toilets</p> <p>Sedum roofs to cut down on heat gain (and loss)</p> <p>Air systems to cool rather than air conditioning units.</p>

How Green are our Gadgets?

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACITIVITES	LEARNING OUTCOMES [PUPILS]	POINTS TO NOTE
<ul style="list-style-type: none"> • that manufacturing and disposal of gadgets has implications for the environment • that old mobile phones and gadgets can be of benefit to others • recognise that choices have consequences 	<p>How environmentally friendly are the computers and gadgets that we use?</p> <p>Monitor computer use and record whether machines (screens too) are turned off when they are not in use.</p> <p>Investigate how people dispose of their old mobile phones? Do the children know of people who have taken the opportunity to send the phones to charities? What happens to these phones?</p> <p>What happens to our old computer equipment?</p> <p>Investigate one laptop per child (the initiative to provide a cheaper laptop for the developing world).</p>	<p>Investigate greener alternatives (RM Eco-one for example)</p> <p>Record how many old mobile phones are still in their homes and investigate having these recycled following up on the whole process</p> <p>Attempt to use computers exclusively in the classroom (and at home through food shopping if possible) and evaluate the process</p>	<p>Apple's new iPod Nano (Sept 08) has been praised by Greenpeace as being environmentally friendly. www.greenpeace.org.uk</p> <p>Oxfam recycles old gadgets (www.oxfam.org.uk)</p>

How eco-friendly are local places of worship?

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACITIVITES	LEARNING OUTCOMES [PUPILS]	POINTS TO NOTE
<ul style="list-style-type: none"> • how some religions put teachings into practice • reflect on their own decision making processes (regarding green issues) in the light of their learning about others 	<p>Investigate local places of worship. How have they addresses environmental issues?</p> <p>How does the teaching of that faith inform that community's choices about the environment?</p>	<p>Visit a place of worship that has made environmentally friendly building a priority</p> <p>Interview and speak to members of that community to gain an understand of how religious teaching informs their individual and group decision making processes</p>	<p>Local Authority RE Advisor for contacts</p>

How Green are our School Grounds?

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACITIVITES	LEARNING OUTCOMES [PUPILS]	POINTS TO NOTE
<ul style="list-style-type: none"> • that some people feel draw to refection or prayer and find green spaces helpful • reflect on their own use of space 	<p>'Forests and plankton and dung beetles are more relevant than pandas and tigers to the survival of the planet.' * How diverse is the plant and animal life around the school?</p> <p>Investigate a plan of the school site. How much of the school grounds are green? Are there trees, grass and conservation area?</p> <p>Can this area be increased? Does the school produce its own vegetables? How are these used.</p> <p>Are there local allotments? Do children play a part in looking after the school grounds or is this outside of their control?</p>	<p>Record the range of plants and animals</p> <p>Record how these are as are currently used</p> <p>Start growing vegetables and use the produce in school dinners.</p> <p>Use this produce in celebrations of Christian Harvest Festival (or the Jewish Festival of Sukkoth)</p> <p>Consider taking on an allotment.</p>	<p>* Mason M 'A Humanist Discussion of Environmental issues' BHA</p> <p>Tubs and planting areas can be placed on tarmac to provide areas.</p>

Why some people are drawn to green spaces

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACITIVITES	LEARNING OUTCOMES [PUPILS]	POINTS TO NOTE
<ul style="list-style-type: none"> that many religions include stories about nature and the environment 	<p>'Air is our Guru, water our father, and the great earth is our mother' Gurbani (Sikh scared verse)</p> <p>Look at stories from religious traditions that include the environment or green spaces</p> <p>How do some religions link their environment to their faith? How does being in a beautiful environment bring people nearer to God?</p> <p>Does the school have a prayer area or garden, how is it used? Could a prayer/reflection garden be built?</p>	<p>Record how different religions use green space, think about narratives and stories involving green spaces.</p>	<p>Garden of Eden and Creation</p> <p>Be aware of the main theme in the story</p> <p>Buddhist Forest monks (retreats) and Zen Gardens</p>