



# All Saints CE Primary School and Nursery

## Medium Term Planning



Class teacher: Faye Cooke Year group: 3 Term: Summer 1 Subject: RE

Enquiry Question: What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?

| Lesson | Learning Goal (L.G.)   | Brief outline of lesson content<br>(or where this can be found/unit found in, if for example it is a published scheme such as Science, Kapow French or Music, Purple Mash computing)  | Key Vocabulary covered                                       |
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| 1      | <p>Theology<br/>Philosophy<br/>Human &amp; Social<br/>Sciences</p> <p>Understand what reconciliation is.</p> | <p>Discuss reconciliation and what it means.<br/>Show sculptures such as the one at Coventry Cathedral that demonstrate reconciliation.<br/>Invite pupils to create their own piece of art to represent 'reconciliation' in pairs or small groups to create their own 'reconciliation' body sculptures. Take photographs and add speech/thought bubbles to the images to deepen pupils' thoughts and reflections on what the concept means for them.</p>  | <p>Peace<br/>Forgiveness<br/>Reconciliation</p>              |
| 2      | <p>Understand why reconciliation is an important Christian worldview.</p>                                    | <p>Explain to pupils that reconciliation is often an important concept for those with Christian worldviews because it reminds them of the reconciliation of humans with God after the Fall thanks to the death and resurrection of Jesus. For many Christians, Jesus is seen as the bridge that allowed them to have eternal life with God and they are reminded in the Lord's Prayer that they are forgiven of their sins and in being forgiven, they should also forgive other people who hurt them.<br/>According to Archbishop Desmond Tutu, forgiveness does not always need to end with the two parties/people being reconciled. It may result in a letting go of the relationship and a 'wishing well' but not pursuing a relationship in each other's company. This was the wisdom he gained from his years working as the head of the Truth and Reconciliation Commission, which investigated allegations of human rights abuses during the apartheid era (for which he received the Nobel Peace Prize in 1984). Because of the amount of harm and trauma done to Black people as a result of apartheid, he recognised that it was not always possible to 'renew' a relationship and sometimes people would need to choose</p> | <p>Peace<br/>Forgiveness<br/>Reconciliation<br/>conflict</p> |

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|   |   | <p>forgiveness and then let the other person continue life without them. He created the Four Fold path of Forgiveness:</p> <ol style="list-style-type: none"> <li>1) Tell the story/narrative;</li> <li>2) Name the hurt;</li> <li>3) Grant forgiveness; and</li> <li>4) Renew or release the relationship</li> </ol> <p>As appropriate, explore the four-fold path with pupils and invite them to use it to go through a scenario they have experienced- did they renew or release?<br/>Which step was the hardest for them and why?</p>   |                             |
| 3 | Understand if reconciliation is an important Jewish worldview.                    | <p>Use the SACRE video to explore the importance of Rosh Hashanah and Yom Kippur in Jewish worldviews. You might also find this Newsround video helpful where Martha and Jemima explain the significance of the festival. Forgiveness is an important 'mitzvah' (commandment) for those with Jewish worldviews and they regard G_d as forgiving and merciful.</p> <p>Encourage pupils to think about their own worldview. Is forgiveness (both asking for it after doing wrong and giving it to those who have done wrong to them) an important part of their own worldview? Pupils can discuss things they would like to be forgiven for (or, if they would rather do this privately. Where seeking forgiveness involving their peers pupils could be invited to approach their peers to say sorry, in keeping with this Jewish tradition.</p> <p>Listen to the shofar being blown (such as here). It is blown to celebrate the new beginnings that forgiveness brings and have everybody write their name in a replica 'Book of Life'.</p> <p>Discuss with pupils how it feels to be reconciled with someone you have wronged. Is it easy to forgive? Is it easy to ask for forgiveness? Jewish people celebrate this special time where they feel forgiven by God, and have asked for forgiveness of the people they have hurt, by eating sweet food to celebrate the sweetness of new beginnings. Slices of apple are dipped in honey and eaten and pomegranates are often eaten as there is a tradition that they contain 613 seeds, representing the 613 'mitzvah' a Jew must follow.</p> | Yom Kippur<br>Rosh Hashanah |
| 4 | Know what ahimsa is and why it is important in worldviews based on Sanatan Dharma | <p>Possibly invite Hindu visitor into school to talk about ahimsa OR show the SACRE video to explain this concept (non-violence) which is central to Hindu worldviews.</p> <p>Explain that ahimsa is a Sanskrit word that is translated into English as 'non-violence'. It isn't just about actions but also about thought and speech, about what is avoided as much as it is about what is consciously done. Invite pupils to think about how someone with ahimsa as an important part of their worldview would need to live. What does the principle of ahimsa impact upon? Think about food, clothes, jobs as well as every day life choices and actions. This short</p>   | Non violence<br>Ahimsa      |

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|   |  | <p>animated video is a good way to explain it and pupils can add to their own list of thoughts and ideas about what ahimsa would practically look like.</p> <p>Explore some scenarios with pupils (e.g. linked to food, clothing, conflict) and discuss how ahimsa could be applied as an important principle to consider. How would somebody practicing Sanatan Dharma, with ahimsa as central to their worldview, be likely to respond. If possible, invite those with Hindu worldviews (e.g. pupils, staff members of visitors from a local Hindu community) to share their own insights. Pupils can create interview questions to try to better understand this central concept in Hindu worldviews.</p> <p>Play 'Everybody Up!' to explore how ahimsa may have shown up in their own worldview. Ask pupils to stand up and to stay standing if the statement you read out applies to them and to sit down if it doesn't:</p> <ul style="list-style-type: none"> <li>• had a mean thought about someone else but told yourself to let it go</li> <li>• stopped yourself from saying something hurtful</li> <li>• defended someone who was being bullied</li> <li>• thought of a kinder way to bring up a problem so the focus is on solutions not being right</li> <li>• chosen the vegetarian option because you didn't like the idea of an eating an animal</li> <li>• Killed or hurt an animal and felt bad about it</li> <li>• Done (or know someone else who has done) something to make conditions better for an animal or fellow humans.</li> </ul> |  |
| 5 | Understand what 'Living in Circle' means in pagan worldviews | <p>Explain to pupils that those with pagan worldviews embrace the idea that humans are a part of the web of nature not 'special' or separated from it; they are part of nature and integral to it but not special or set apart from it. All nature is therefore to be respected. Pagan Graham Harvey said: "Paganism is about 'living in relationship with other persons, some of whom are human.' In Pagan worldviews, other elements of nature can have 'personhood' and be treated as a person would, applying the 'Golden Rule' to rivers, mountains, lakes etc in the same way you would a human being. Several countries have in recent years afforded 'personhood' to the rivers that pass through them, especially countries with indigenous people groups. • For many with pagan worldviews, ecological responsibility and activism are key moral values. There is an importance placed upon living in relationship with each other, with the plant and animal kingdoms and for some pagans, on living in harmony with spirits, gods and ancestors.</p> <p>Explore with pupils the similarities between ahimsa in Hindu worldviews and 'living in circle' in pagan worldviews. What do they have in common?</p>   |  |

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