

1.4

How do we show we care?

(This unit uses music in RE)

Age group:
5-6s or 6-7s



The Agreed Syllabus for Religious Education in North Yorkshire

Non Statutory Exemplification

This unit helps pupils learn about these key areas of RE: Story, Myself, Belonging, Celebration

How do we show we care? (Living in harmony)

Age Group: 5-6s or 6-7s

About this unit:

This unit enables pupils: to learn about who they care for and how they show this; to learn about examples of caring shown in different religions. There is a focus on using music in RE, which is exemplified through five songs in particular, but many other examples of religious songs about caring could also be used. Religions, of course, often make use of music in worship. Music is used here for learning.

Children will learn some reasons why everyone needs to care for each other if people are to be happy together: they will enquire into what it means to care for themselves, for each other and for the Earth. They will be able to think for themselves about questions to do with how they show they care for others and what else they could do.

Using stories and songs, pupils are encouraged to learn from different religions and make simple links to their own experiences, beliefs, values and behaviour.

Where this unit fits in:

This unit will help teachers to implement the syllabus requirements for RE by providing them with well worked examples of teaching and learning about the theme of caring. By using the concepts of sharing, looking after each other, caring for the earth and singing about what matters learners will develop their own understanding of religious stories and music.

This unit contributes to the continuity and progression of pupils' learning by providing increasing awareness of different religions and their music, stories and values.

Estimated teaching time for this unit: 10+ hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours (teaching it all might take 12 hours). Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything. While the unit refers to four different religions, one good way of using the material would be to concentrate on just two of these sections. In North Yorkshire, the advice is to study Christianity and Islam with this age group.

KEY STRANDS ADDRESSED BY THIS UNIT

AT 1: Learning about Religion

- Beliefs, Values and Teaching
- Ways of expressing meaning

AT 2: Learning from Religion

- *Questions of Values and Commitments*

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly aware of how we all depend on each other
- **Respect for all** by developing a willingness to learn from the example of others of how to treat people

The unit will provide these opportunities:

- Pupils have opportunities to consider the concept of caring for others and being cared for themselves.
- Pupils have opportunities to sing and to enjoy music in a group, connecting this to the ways religious communities use music.
- Pupils will be able to think about their own experiences of caring and being cared for, making music and finding meaning in stories.

Background information for the teacher:

Many religious traditions have examples of care for others, whether of the same or different background

- In **Christian** thinking, caring for other people is a fundamental part of the ethical life. Loving others as you love yourself is one of Jesus' two great commands to his followers. In the Christian gospels, in the Bible, there are lots of stories about Jesus showing care through his actions and also his parables. Famous examples such as Mother Teresa, Dr Barnardo, the Salvation Army and many more show how this teaching has influenced the Christian community, but the more personal and intimate caring for others that happens between family and friends is just as important for Christian communities today.

Of course, this is a challenging way of life and Christian people often fail to live up to the high ideals of the faith. Forgiveness matters too, and is indeed seen as a form of caring.

- In **Muslim** thinking, Allah, God, cares for the whole creation, providing for humanity through the created world, and God requires all good Muslims to show their care for others, for example in giving Zakat - £1 out of every £40 - to support those less fortunate. This, the third pillar of the faith, makes generosity a virtue. Many hadith of the Prophet tell stories of his care, empathy and generosity for others, often including those marginalised in pre-Islamic societies - slaves, or women, or children. He cared for animals too. There is lots of Islamic teaching about caring for your family, and this is a suitable focus for children learning in key stage 1. In the Muslim communities of the UK, a strong network of care for those in need can be found, and the practice of compassion and generosity is rooted in obedience to Allah, and connected to the family. One example is the hadith of the Prophet who said in answer to the three times repeated question: 'Who should I care for?' 'Your mother, your mother, your mother.'
- In **Sikh** tradition, two duties are woven together to live out the faith; they are remembering God (Nam simran) and service to other people and the community (sewa). Service to others, in practical ways, is therefore central to living as a Sikh. There are many stories of the Gurus that show attitudes of love, compassion, care for all, support for those excluded from society and the practice of free food for all, shared without prejudice, in the langar kitchen is an embodiment of this caring approach to life. The Guru Granth Sahib teaches 'Serve your True Lord and Master, and you shall be blessed with true greatness. By Guru's Grace, He abides in the mind.' For Sikhs, service given in God's name to people in need is liberating.
- **Jewish** teaching requires the community to care for the family, and for the exile or stranger in the community. Honour for parents (one of the Ten Words of Exodus 20) is matched by the duty to care for 'widows and orphans' as well. In practical terms, this leads to the establishment of Jewish charities for the relief of suffering. Many Jewish stories and festival celebrate this kind of inclusive caring, often expressed through shared food on high and holy days. Jewish scripture includes many examples of hospitality as caring in the stories of Abraham, Moses, King David and other leaders.

Vocabulary + concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>The language of shared human experience: Caring Sharing, Friendship Forgiving Goodness Generosity Kindness</p> <p>Specific religions: Christianity Bible Jesus Gospel</p> <p>Sikhism Guru Langar Sewa</p> <p>Islam Prophet Hadith</p> <p>Judaism Torah Shabbat</p>	<p>Music to use in the classroom</p> <p>This unit is built around good use of music in the classroom. The examples given come from three sources, which can be borrowed from the Forest Lodge Education Centre, or schools may find them worth purchasing. They are:</p> <ol style="list-style-type: none"> 1. Stephen Fischbacher records his songs as ‘fischy music’ The CD ‘Build Up’ includes the three songs referred to in detail below. www.fischy.com/lyrics Stephen is a Christian. 2. Yusuf Islam is a famous Muslim musician. He has recorded many Muslim songs for and with children on his CDs. This unit refers to his ‘I look, I see’ CD track 8: ‘Your Mother’, a song about a saying of the Prophet, and about how mothers care for us. http://www.yusufislam.com/albums 3. Examples of Jewish music come from ‘Two Candles Burn’. This can be found online via www.twocandles.com Stephen Melzac, who writes the words and music for these songs, expresses the value of the family: a place where we care for others and are cared for ourselves, where food and rest are shared. 4. ‘Celebrating Festivals: A Musical Tour’ from the Festival Shop (www.festivalshop.co.uk) has useful recordings of two Sikh shabads about thanksgiving and the blessings of God. <p>Teachers might use:</p> <ul style="list-style-type: none"> ▪ Say Hello To... RE Today - 6 flash books for the whiteboard introducing a child from different religions to the class simply. A good start in Reception RE ▪ Talking Pictures: A picture pack by Fiona Moss and Stephen Pett from RE Today, 2012, with a disc and site license. Lots of good visual learning ideas for younger pupils on Islam, Judaism and Christianity ▪ Puddles the Cat: Big books and stories with good RE activities from www.booksatpress.co.uk by Gill Vaisey • RE Today publications include pictorial guides to Christianity, Judaism and Islam, Teaching RE 5 - 11: Islam, Christianity and Judaism, and also a World Faiths Jigsaw designed for Early Years education ▪ Dottie and Buzz - puppet videos/DVD from Channel 4/Culham College Institute vi www.reonline.org.uk • Channel 4 broadcasts and videos e.g. Water, Moon, Candle & Sword (video, teachers’ guide and activity book available) • There is a very good selection of authentic materials about Islam for children available from the Islamic Foundation in Leicestershire: www.islamic-foundation.com . Story books, audio and video tapes and posters are all useful. • PCET, Folens and Nelson publish some useful photo / picture packs on particular religions. • The Bradford Inter Faith Education Centre (01274 731674) has many useful publications about its local faith communities. • Bible stories: The Good Samaritan, The Feeding of the 5000, The Prodigal Son • Sikh stories: Bhai Ghanaiya, Nanak and the Holy Men (found in Tapestry of Tales) • Muslim story: Caliph Uthman’s gift to the poor, the Prophet’s hadith about caring for your mother. • Secular stories: Badger’s Parting Gifts, Alfie Gives a Hand / Shirley Hughes • Song: When I needed a neighbour (From a Bible text: Matthew 25, 34-40) • Mother Teresa: A Life of Caring by Robin Nelson ‘Ruby’ by Maggie Glen pub. Red Fox ISBN 0 0998 6550 5 • ‘You Are Very Special’ by Su Box pub. Lion ISBN 0 7459 3348 3 • ‘Stories to Make You Think’ by Heather Butler pub. The Bible Reading Fellowship ISBN 1 84101 034 0 • My Id-ul-Fitr, Little Nippers, Heinemann • The Swirling Hijaab (Festival shop) • My life My Religion: Muslim Imam by Masood Akhtar (Festival Shop) • A present for Salima by K Marchant, Hodder Children’s Books <p>Artefacts</p> <ul style="list-style-type: none"> • A range of religious artefacts can be purchased with notes and teaching ideas

	from Articles of Faith (Bury) www.articlesoffaith.co.uk/ or Religion in Evidence www.tts-group.co.uk (Chesterfield)
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> ▪ Opportunities for spiritual development come from exploring how people of faith respond to the needs of others and whether a having a faith makes a difference. Music as a form of spiritual expression is also relevant to the opportunities provided here. ▪ Opportunities for moral development come from learning about our responsibility for others and thinking about concepts of right and wrong ▪ Opportunities for cultural development come from encountering enjoyable music from a wide range of traditions. 	

Achievement outcomes		
<p>Pupils working at level 1 will be able to:</p> <ul style="list-style-type: none"> • Recall some aspects of a religious story and recognise that religion may affect the way a person lives (AT1) • talk about how and why music helps some people to care or to worship God (AT1) • <i>Talk about issues of good and bad, right and wrong in familiar situations (AT2)</i> • <i>listen to and respond to different types of music and ideas from songs (AT2)</i> • <i>talk about the music I like and the emotions that goes with the music (AT2)</i> 	<p>Pupils working at level 2 will be able to:</p> <ul style="list-style-type: none"> • Retell a religious story and indicate that it has meaning for religious believers (AT1) • Respond sensitively to religious and spiritual music (AT1) • Suggest meanings in stories and songs about caring (AT1) • <i>Respond sensitively to stories about caring and being cared for (AT2)</i> • <i>Identify the way that some people make a response to God by caring (AT2)</i> 	<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> • Describe the teaching of a religious leader in relation to caring (AT1). • Describe how religious practice influences how people live their lives, specially in regard to caring for others (AT1). • <i>Make links between their own and others' beliefs, values and opinions about caring (AT2).</i> • <i>Respond thoughtfully and describe how music expresses ideas about caring (AT2)</i>
<p>ASSESSMENT SUGGESTION</p> <p>Teachers will learn most about pupils' achievements from classroom observation in this unit. If you need to collect some evidence of achievement, then this task can be helpful, but formal assessment in RE needs to be light weight. It is not required for any particular unit by the North Yorkshire RE Agreed Syllabus</p> <p>Remind children of the stories and songs about caring from different religions which they have thought about. Tell them that they are going work with a partner to make a CD cover for a new CD of music that helps us to care. They will need some pictures, a list of songs, perhaps a sentence that says what they think of each song, and their own thoughts and ideas. Show children that CD covers have a little 'blurb', a title, a list of songs, and some well chosen pictures. Give them an outline to use, and plenty of time to think and talk about it. You are looking for sensitive responses, descriptions, and links between the music and the topic of caring. The CD could be called 'songs to help us care' or the children can choose a better title.</p> <p>Listen to the pupils' reasons for selecting their chosen words and pictures for evidence of their deeper thinking.</p>		

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	<i>Points to note</i>
Caring and being cared for: how does it feel?			
<p>Children learn that we all have other people who care for us and we all care about other people as well. This often leads to more happiness all round.</p> <p>Children explore a link between music and caring in simple ways.</p>	<p>Caring and being cared for: how does it feel?</p> <ul style="list-style-type: none"> • Ask children to think about how it feels when people are nasty to us: perhaps they can say a time when someone was unkind. We feel sad, cross or angry. What are the opposites of these words? • What could you do if you wanted to help someone feeling angry to feel the opposite: would an action to show you care make someone happier? Ask children in pairs to role play: how would you make a sad person feel happy, an angry person feel calm, a cross person feel relaxed? Expect this to be fun! <p>Exploring the emotions and performance of music: are music and caring connected?</p> <ul style="list-style-type: none"> ▪ Talk about how music makes us feel. Singing, listening and playing music can make us excited, calm, happy. Why do these feelings go with music? What music makes us most happy? Different for different people of course. ▪ Play the track ‘You are a Star’ from the Fischy Music CD ‘Build Up’. It includes these words: <i>“Too young, too old, too weird, too slow, Everybody’s saying, everybody’s saying Too square, too small, too posh, too tall, Everybody’s saying, everybody’s saying But who do you listen to Cause after all I’m telling you You are a star, just the way you are”</i> <p>Talk about this song, and about the caring and unkind things that it makes the children think about. Discuss why music can sometimes cheer us up, especially if it shows us that people care for us.</p> <ul style="list-style-type: none"> ▪ A world without music would be a poor place. Why? Is music a gift, a talent, something everyone can do or enjoy? What music makes people feel good, and how does it happen? ▪ A world without caring would be a very sad place; Why? Is caring for others a gift, or a talent, something everyone can enjoy or do? ▪ Ask a wondering question: are music and caring alike? How? This strategy of using questions of wonder, with many possible deep answers rather than one correct answer, goes back to the project ‘A Gift to the Child’ (Articles of Faith). It is powerful if teachers use it carefully and patiently. Wait for replies, and probe to deepen them. 	<p>Talk about the emotions connected with caring and being cared for (L1);</p> <p>Recognise that we could help everyone even if we don’t know or like them (L1);</p> <p>Respond sensitively to the ideas in songs and stories for myself (L2)</p>	<p>There are important and obvious links to what pupils do in the music curriculum here. RE and music are good partners in the themed curriculum.</p> <p>The topic of this unit makes good links to the SEAL programme at many points. But this is RE, so do make sure learning about religions is facilitated.</p>

What can stories tell us about caring?

<p>Pupils will increasingly recognise different ways of showing care, and that songs and music can express caring attitudes.</p> <p>Pupils learn that everyone needs care at some time, and all people, can 'give' care and receive care.</p>	<p>Who cares in this story? How does it show?</p> <ul style="list-style-type: none"> • Use secular / non - religious stories such as 'Alfie gives a hand' or 'Badger's parting gifts' or an extract from a movie like 'Monsters Inc' or 'Toy Story to show different ways of demonstrating care to others. Read the story or show the clip and ask: Who does the caring? Who receives the care? How does it make people feel? • Pupils talk about and make a list of different ways of demonstrating care. Think about people who might need care shown to them (e.g. new children in school, elderly people, people who live with a disability, people who are new to Thurrock or to the UK). Are there particular times when more care might be needed? (when people are ill, bereaved, especially busy) • Ask children if they can think of any songs in which people care for each other. There are hundreds! Listen to a song, and talk over the ways it expresses care. Pupils could draw a picture about a caring situation they have experienced (e.g. a grazed knee, looking after a pet, hugging Mum) <p>Questions of wonder: singing + caring</p> <ul style="list-style-type: none"> • Ask children to contribute some ideas through asking questions of wonder: <ul style="list-style-type: none"> ✓ I wonder if singing a caring song makes you feel kind? ✓ I wonder if we can use music to change the way we feel? ✓ I wonder if you were in one of our caring stories, what part you would like to play in the story? <p>Give children time and appreciation as they come up with answers to these questions. A good link to the performance aspects of the music curriculum can be made: there are some great songs to sing in this work. See the NAME website (National Association of Music Educators) for some ideas and links: www.name.org.uk</p>	<p>Pupils will be able to talk about the stories they are hearing and identify caring examples from the stories (L1)</p> <p>Give examples of when they have needed care and when they have given it, responding sensitively for themselves (L2)</p>	<p>The use of 'questions of wonder' is good to get children speculating about big ideas. Teachers need to leave space for thoughts to form - but are often surprised by the depth of responses.</p>
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Who is a neighbour to me? Learning from a Christian story			
<p>Pupils consider the meaning of Jesus' parable of the Good Samaritan</p> <p>Pupils think about the things anyone can do to show that they care, and the idea that leaving things undone or unsaid is missing a chance to care.</p>	<p>Who cares? Who should care?</p> <ul style="list-style-type: none"> • Talk to the children about next door neighbours and about being a good neighbour. What does it mean? Why do people who live close need to care for each other? What can we do to be good neighbours? • Tell Jesus' story of the Good Samaritan, in an exciting way. (You can find it in Luke 10). Ask children if they were acting in a play of this story, who would they like to be? Ask why Jesus made up this story. How did the Samaritan show he cared? Why did he care? Who in the story only cared for themselves? Notice with the children that the robbers were 'baddies' but the people who passed by were almost as bad! Who do the children think is a neighbour? • Act out a classroom version of this story, using a familiar context. E.g. one pupil has spilt milk on floor, 2 pupils have excuses for not helping to clear up (on the way to play / too busy with their own work / don't know where cloth is). The third child is different - and is not expected to help (older / from another class / opposite sex / EAL?) helps. Pupils think about who helped and how. Talk about what this story is about. What could people in the play have done differently? <p>Singing and building up other people: can anyone care like this?</p> <ul style="list-style-type: none"> • Play pupils the song 'Build Up' from the 'Fischy' CD of the same name. Sing it together, and enjoy the music making. Get some percussion going, and spend time practicing for a little performance for another class. The words include these: <i>Every word you say, every game you play</i> <i>Every silly face, every single place</i> <i>You can build up Or [1! 2! 3! 4! 5!] You can tear down</i> <i>Build up one another,</i> <i>Build up your sisters and brothers</i> <i>Build up one another! Build Up!</i> • Give every pupil three '5 ways' challenges: can they think of five ways they like to be 'built up' and five people who show they care by building them up? Can they think of five things they could do to build up other people this week? <p>Questions of Wonder: "I wonder what Jesus would think of our song?"</p> <ul style="list-style-type: none"> • Can pupils suggest any links or connections between the story of the Good Samaritan and the song 'Build Up'? Give them time and space to work out the connections and ask careful questions about their responses to deepen learning. 	<p>Talk about the idea that anyone they meet is a neighbour and that we should help anyone in need (L1)</p> <p>Recognise that a neighbour could be anyone we encounter who needs our help (L2).</p> <p>Respond to the music and story thoughtfully and sensitively for themselves (L2)</p> <p>Make links of their own between the story and their own lives (L3)</p>	<p>Some pupils may have very poor experiences of care. Teachers need to be sensitive to this</p> <p>For a good SEAL link, ask children to choose words from a word bank of emotions to go with the song and the story.</p> <p>For a good history link, think about how Florence Nightingale showed she cared. Her Christian convictions were central to her life and work.</p>

Who do we care for, and who cares for us? Learning from a Muslim story

<p>Most pupils will be able to explain the way that people were helped in the stories</p> <p>Some pupils will be able to relate the story to a particular religion</p> <p>A few pupils will be able to say why the religions teach people about caring for others</p>	<p>Choose and tell story of care from the Islamic tradition, such as this one:</p> <ul style="list-style-type: none"> • Umar Ibn Al Khattab inherited a piece of valuable land, the most expensive thing he had ever owned. He wondered what he should do with this good fortune, and how it would be best to use the inheritance. Umar asked the Prophet Muhammad (PBUH) what he should do with the land. The Prophet suggested he keep the land, but give all the benefits that came from it as charity, to help people less fortunate than himself. Umar was delighted with this idea. He ‘gave’ the land to Allah forever, and he donated all the money that ever came from the land to set free slaves, to help travellers and to provide gifts to poor people. • This is an early example of Waqf, the Muslim tradition of giving to Allah a piece of land or property that then benefits others in need forever. This is the inspiration behind the British Muslim charity ‘Islamic Relief’. Many contemporary stories of care come from this charity. www.islamic-relief.org.uk Teachers might find one story of international relief to tell from the website. <p>Choose and tell a ‘hadith’, a story of the Prophet, such as this one:</p> <ul style="list-style-type: none"> • A man who could not decide how to be good came to the Prophet Muhammad [PBUH] and asked him: ‘Who should I care for the most? Who should I consider most?’ The Prophet replied: ‘your mother’. And after her, then who? He asked. The Prophet replied ‘Your mother!’ He asked for a third time. Again, the Prophet replied: ‘Your mother.’ • Play children the song ‘Your mother’ by Yusuf Islam, and talk about the story and song. Why did the Prophet give the same answer three times? Talk about all the ways our families (mums, dads, carers, even brothers and sisters) care for us and show that they do. Does this make it easy to care for them in return? What could we learn from the story and song about the Prophet? How do we show our love to our mothers, and others who care for us? Make a list. <p>Questions of wonder</p> <ul style="list-style-type: none"> • Ask some big speculative questions: <ul style="list-style-type: none"> ✓ Why do mums care for their children? ✓ Why do children love their families? ✓ Where does the love in our lives come from? ✓ Who should help those who are poor and have no money? Why? <p>Give time and space for children to come up with a range of answers. Remind them that our work in RE is often about trying to think really deeply together.</p>	<p>Recognise that telling a story can show people a way of behaving that they might like to copy (L1)</p> <p>Recount and outline of a Muslim story (L1)</p> <p>Respond sensitively to the ideas in Muslim stories with their own thoughts (L2)</p>	<p>Throughout this work, the sensitive topic of family relations will be considered.</p> <p>Good teachers know well how to make sure the topic is inclusive and sensitivities are respected.</p> <p>Family life comes in many forms, and all of them matter</p>
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Who should you care for? Learning from a Sikh story			
<p>Pupils learn from thinking about this Sikh story that even if others say we should leave someone out, or not care for them, we might choose to care anyway.</p> <p>Pupils get a chance to think carefully about the causes of care and of conflict in their own lives.</p>	<p>Ask pupils to start with to think: are there any people we should not care for?</p> <ul style="list-style-type: none"> Introduce the word ‘enemy’ carefully. Some people have no enemies. But lots of people can think of someone they do not care for, and do not like. Do the children know any examples from traditional stories of people who were enemies? Or from Disney? <p>Why did Bhai Ghanaiya care for his enemies?</p> <ul style="list-style-type: none"> Tell pupils this story: During a battle some Sikhs came to Guru Gobind Singh, their leader, with a complaint. “A water-carrier named Ghanaiya is giving water to the enemy soldiers. He’s helping them, and he should just help us!” Guru Gobind Singh called Ghanaiya to appear before him and asked him if that was true. Ghanaiya replied: “No, it’s not true. I have been going round the battlefield giving water to every person who looks like you, guru, and to me, everyone looks like you. I see the guru in every person.” Guru Gobind Singh realised that when Ghanaiya saw injured soldiers on the field, he did not see Sikhs or non-Sikhs; he saw the Guru in every man. The Guru gave Ghanaiya medicine and bandages and sent him back out to give the injured aid in addition to water. Guru Gobind Singh also said that from then on Ghanaiya would have the title “Bhai”, so that everyone would know he was doing a noble thing, not a bad thing. Explore together the specific examples of caring shown in the story and what the story teaches Sikh people. Why did Ghanaiya care? Does it have a lesson for us as well? Pupils could re-enact the story, hot seat the lead character, draw pictures of the scenes or create a cartoon to show the main point of the story in a different way. Can pupils think why this religious story is told to the followers of Sikh religion? Use the song ‘When I needed a neighbour’ (or a similar song) to think about ways to help people. The Sikh story of Bhai Ghanaiya illustrates this point. <p>Questions of wonder:</p> <ul style="list-style-type: none"> You might put some ‘big questions’ from the story on large sheets of paper. Ask pupils to spend a minute in silence, thinking about these questions, then pair and share their thoughts as a prelude to some circle time discussion. They might choose some single words to write on the question sheets that will be part of their answers. Questions could include these: Why do people have enemies and fight? What stops a fight? What could turn an enemy into a friend? Is the story of Bhai Ghanaiya like any other stories I know? Which ones and why? Can an enemy become a friend? Look at www.bhaikanhaiyaji.com for some additional resources. 	<p>Recognise that telling a story can show people a way of behaving that they might like to copy (L1)</p> <p>Recount and outline of a Sikh story (L1)</p> <p>Respond sensitively to the ideas in Sikh stories with their own thoughts (L2)</p>	<p><i>Using narrative approaches to stories like this drawn from the literacy strategy can help both of these curriculum areas, but don’t let the RE learning slip away and be replaced by phonemes!</i></p> <p><i>The story of Bhai Ghanaiya is similar to stories of Florence Nightingale and Mary Seacole - but predates them by about 200 years.</i></p>

Thinking about the weekend in the family: what can we learn from Jewish people?

Pupils will learn about the ritual practice of Shabbat through a song.

They will be asked to think about how family care is shown when families make time together.

Enquiry skills are developed through asking pupils to come up with questions of their own.

Listen and learn: a song about Shabbat

- Ask pupils who they would like to share a quiet, restful meal with every week. The children might plan a meal - who would they invite, what would they eat, and what would make a nice occasion?
- This example of Jewish music come from 'Two Candles Burn'. This can be found online via www.twocandles.com This song expresses the value of the family: a place where we care for others and are cared for ourselves, where food and rest are shared.
- Music in the Jewish community: Hear some songs used a the Friday night meal that starts Shabbat / Sabbath rest in a Jewish family. Talk about the songs we like to sing atand listen to at home, and teach the children that Jewish people like to make a day a week for rest.

Two candles burn includes these words:

"Two candles burn
A glass of kiddish wine
Its Friday night
And everything is fine
The bread is cut
A piece for everyone
This Shabbat night
It's the end of the working week
Now is time to rest"

Things that help Jewish people to be restful	Things that help me to be restful

- Talk about the ways in which giving time to each other is a sign of care, and makes for relaxation. Ask children to create a page of images, on the left, all the things that make a restful time for Jewish people on Shabbat, on the right, things that help them to relax, rest, and care in their own families.

Questions of wonder

- Ask the children to think while they are making these pages about the questions they would like to ask Jewish people about their Shabbat and their family life. Collect the questions, and ask the children: I wonder how we could find out about the answers to these questions. The website for the Jewish Way of Life (www.jwol.org.uk) is an excellent starting point.

Recognise that some religious people have special ways of behaving, relaxing, resting and being a family (L1)

Recount the outline of what they have learned about the Jewish Shabbat (L1)

Respond sensitively to ideas about rest and relaxation as a way of caring for each other in the family (L2)

The 'Jewish Way of Life' materials is available on a free CD to any school, and offers lots of good learning and visual material as a gift from the Jewish community to the RE classroom. See the website for details.

Get some nice Jewish bread in for this lesson: tasting always makes RE more memorable.

How have some people shown they cared?			
<p>Pupils will identify some ways that the stories they hear show helpfulness and care</p> <p>They have opportunities to relate the person's caring approach to their religious belief</p> <p>Pupils get the chance to reflect on the idea of God 'calling' people to care</p>	<p>Stories of inspiring people who cared for others: encouraging each other to care.</p> <ul style="list-style-type: none"> • Use a story of Mother Teresa or Doctor Barnardo (or a similar famous person) to illustrate how some people have shown their care to people in a very specific way. These are stories of people who cared in exceptional ways, and were good at helping others to care too. They were great encouragers. Ask the children who has encouraged them today? Who have they encouraged? • Pupils could act out the story, make a picture or collect pictures to make a montage of people needing help (e.g. homeless, hungry, refugees etc). • Pupils could talk about what it might be like to do a 'job' like that. Would they like to help someone being sick or dying or smelly and dirty? Why do people who care choose jobs like these? <p>Can music make us care more?</p> <ul style="list-style-type: none"> • Listen to (or sing along with) the song 'We all need encouragement' from the CD 'Build Up' (Fischy Music). The song opens up the idea that with encouragement, we can do anything better, and those who care for us give us that encouragement. The chorus line is: 'We all need encouragement, I do believe, We all need encouragement, like the air we breathe.' • Talk about who encourages us, and how we can help each other to be better at caring. Pupils might like to think about ways they can show they care at home. They might like to sing the song together. <p>Questions of wonder:</p> <ul style="list-style-type: none"> • Concentrate here on the question of who cares? Many of us care for our own families, and our friends, but some special people seem to be able to care for those no one else is bothered about. • Review the unit and the stories and music children have listened to, and think about what makes some people specially good at caring. You might ask pupils to listen to the song again quietly, and think about the ways they can be encouragers and carers. 	<p>Pupils will be able to describe how some people give 'extra special' care because of their religious beliefs (L3)</p> <p>Pupils will be able to make links to their own lives, their own need for encouragement and their ability to give encouragement (L3).</p>	<p>Families are all different. Some pupils may be 'looked after' or refugee and have issues about personal care or family background. This unit can open up such issues sensitively.</p>

What did we learn about caring from the music and stories we used?

<p>Pupils have the opportunity to sum up their work, to join in performing a song, to think for themselves about music, caring and religious stories and select their favourite parts of the work.</p>	<p>Looking back at our work in RE on caring and music</p> <ul style="list-style-type: none"> Remind children of the stories and songs about caring from different religions which they have thought about. Tell them that they are going work with a partner to make a CD cover for a new CD of music that helps us to care. They will need some pictures, a list of songs, perhaps a sentence that says what they think of each song, and their own thoughts and ideas. CD covers have a little ‘blurb’, a title, a list of songs, and some well chosen pictures. Give them an outline to use, and plenty of time to think and talk about it. You are looking for sensitive responses, descriptions, and links between the music and the topic of caring. The CD could be called ‘Songs to help us care’ or the children can choose a better title. Listen to the pupils’ reasons for selecting their chosen words and pictures on their CD covers for evidence of their deeper thinking. <p>An optional extra:</p> <ul style="list-style-type: none"> Plan and carry out a caring event in school, e.g. a ‘Thank you’ tea party for some school helpers or volunteers - make cakes and thank you cards, write invitations and provide something to eat and drink, sing some of the unit’s songs, show any pictures made or work done on this topic; Alternatively, children could make a card or small gift for an elderly neighbour or someone in hospital (it may be possible for a couple of children to deliver these in person); or hold a teddy bears’ picnic and invite some younger pupils from nursery and reception and share songs and games with them; or organise a small fund raising event and donate the money to a local charity. Pupils reflect on what they did and how they felt about it. Link this activity to SEAL goals and PSHCE. 	<p>I can say how I helped someone else and how they felt about giving this care (L1)</p> <p>I can suggest ways of showing care to people who need help (L1)</p> <p>I can respond sensitively to the needs of others (L2)</p> <p>I can retell two religious stories and suggest meanings from them (L2)</p> <p>I can make links for myself between religious teaching and my own life (L3)</p>	<p><i>Health and safety issues about visits and visitors: make the usual preparations</i></p>
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