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

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 Barnardo, 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.
The investigation implements the **principal aim of RE,** which 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.

<table>
<tr><td>Step 1: Select a key question</td><td colspan="3">1.8 How should we care for others and the world, and why does it matter?
Year group: Recommended Year 2
Strand: Living

Questions in this thread:
F6. What is special about our world?
L2.9 What can we learn from religions about deciding what is right and wrong?
U2.7 What matters most to Christians and Humanists?
U2.10 Green religion? How and why should religious communities do more to care for the Earth?
3.10 Does religion help people to be good?
3.11 What difference does it make to believe in…?
3.12 Is religion a power for peace or a cause of conflict in the world today?

Religions and worldviews:
Christians and Jewish people (other examples can be selected by the school)

Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</td></tr>
<tr><td>Step 2: Select learning outcomes</td><td colspan="3">• Use the learning outcomes from column 2 of the key question outlines on p.47
• Select learning outcomes appropriate for the age and ability of your pupils.
• Being clear about these outcomes will help you to decide what and how to teach.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td colspan="2">Exceeding</td></tr>
<tr><td>• 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).</td><td>• 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).</td><td colspan="2">• 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).</td></tr>
</table>

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Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify the learning outcomes. Pupils will:** • 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 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), '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; tzedakah (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. Draw 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). • Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden). • Investigate ways that people can look after the world and think of good reasons they this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees).

NOTE: This unit of work offers around 10 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above. Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory. Plan for pupils to revisit and build on their prior learning, applying it to the new context of exploring caring for others and the world.

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Step 4: Assessment: write specific pupil 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)
- Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.
- These 'I can'/'You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

Emerging	Expected	Exceeding
I can… You can… Can you…?	I can… You can… Can you…?	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)	• 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 Tzedakah (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)	• 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 Barnardo have put their beliefs into action (B1) • Give their own answer to the unit question, giving simple reasons for their answers (C1) •

Step 5: Develop teaching and learning activities

- Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.
- Don't forget the skills you want pupils to develop, as well as the content you want them to understand.
- Make sure that the activities allow pupils to practise these skills as well as show their understanding.
- Remember to incorporate opportunities to revisit and recall earlier learning as you go through this unit.

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Should we care for everyone?		
Pupils will learn: Give an example of what Jesus said about the importance of children Give simple examples of how people are unique and valuable Describe how it feels when people are not kind	**Is each person unique and important?** Christians believe that each person is valuable and unique. Share the story of people bringing children to Jesus. You could also share what Jesus says in Matthew 6:26 about how people are more valuable than birds. *People brought their small children to Jesus so that he could lay his hands on them to bless them. But the followers told the people to stop bringing their children to him. Jesus saw what happened. He did not like his followers telling the children not to come. So he said to them, "Let the little children come to me. Don't stop them, because God's kingdom belongs to people who are like these little children.* Mark 10:13-15 • Other religions and those who are not religious also believe that all people are valuable and unique. Ask pupils to draw an outline of a person and inside draw some of the things that make people both valuable and unique. Ensure pupils focus on internal and external characteristics. **As all people are valuable and unique how should we treat them?** • Ask pupils 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 pupils 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! **Caring and being cared for: how does it feel?** ▪ Play the track 'You are a Star' from the Fischy Music CD 'Build Up'. It includes these words: *"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"* ▪ Talk about this song, and about the caring and unkind things that it makes pupils think about. Discuss why music can sometimes cheer us, especially if it shows us that people care for us. Get pupils to work in groups to add an extra verse to the song ▪ Why would a world without caring be a sad place? Is caring for others a gift, a talent, something everyone can enjoy or do. **Notes**: The song 'You are a star' can be found on the album *Build up* by Fischy Music. Track taster www.fischy.com Lesson suggestions of non-religious ideas about importance of people https://understandinghumanism.org.uk/	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging** **Talk about how religions teach that people are valuable, giving simple examples (B1).** **Expected** **Re-tell Bible stories and stories from another faith about caring for others and the world (A2).** **Exceeding** **Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do Christians believe about caring for people?		
Pupils will learn: Consider questions such as what does this story teach about caring? Look for similarities and differences between different stories from the bible about caring Identify two examples of religious believers caring for people Give simple reasons why Jesus told the story of the Good Samaritan Give examples of what believers do as a result of learning from the Good Samaritan and/or Four friends and the paralysed man	**Who cares? Who should care?** • Talk to pupils 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 (or re-tell) Jesus' story of the Good Samaritan, in an exciting way. (Luke 10:25-37). Ask pupils 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 pupils think is a neighbour? (Note that this story occurs in Units 1.1 and 1.4 – so build on prior learning.) • Act out a classroom version of this story, using a familiar context. E.g. one pupil has spilt milk on floor, two 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? • Share other stories such as Four friends take the paralysed man to Jesus (Luke 5:17-26) and Jesus' Special friends (Luke 5:7-11) What do these stories show that Christians believe Jesus thought about caring? **Singing and building up other people: can anyone care like this?** • Play pupils the song 'Build Up' (see notes). Sing it together, and enjoy the music making. Get some percussion going, and spend time practising for a little performance for another class. The words include: *Every word you say, every game you play* *Every silly face, every single place* *You can build up Or [1! 2! 3! 4! 5!] You can tear down* *Build up one another,* *Build up your sisters and brothers* *Build up one another! Build Up!* • Give every pupil three '5 ways' challenges: can they think of five ways they like to be 'built up'/ five people who show they care by building them up/ five things they could do to build up other people this week? **Questions of Wonder: "I wonder what Jesus would think of our song?"** • 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. **Notes**: The song 'Build up' can also be found on the album *Build up* by Fischy Music. A taster of the track can be found at www.fischy.com	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging** **Talk about how religions teach that people are valuable, giving simple examples (B1).** **Expected** **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).** **Exceeding** **Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do some religions say about caring for other people?		
Pupils will learn: Describe how Jewish people might help people making links to the festival of Sukkot Find out more about Tzedakah Consider questions such as who needs our help? The links between the teaching in the Torah and caring Think of some ways Jewish people care for the world	**Looking after those who need help: Tzedakah** • Tzedakah is the Jewish idea of charitable giving to those who need help. For Jewish people this is part of making the world a better place, fairer and more just. For Jewish people this is following the teaching of God: *For there will never cease to be needy ones from the midst of the land, which is why I command you: open your hand to your fellow, to your poor and your needy in your land.* Deuteronomy 15:11 • Ask pupils to think about the 'land' you live in, your village, town or city and the wider country and world. Who might the Jewish community notice that needs help? What help might they be able to offer? • In unit F4: *Which times are special and why?* pupils have studied the Jewish festival of Sukkot. During this festival Jewish people create a booth and spend time living outside to remember the Israelites' escape from Egypt and their dependence on God as they made their way through the desert. Many people believe the festival of Sukkot is a time to remember those who are poor by giving meals and shelter and donating money (tzedakah). The Etrog (Citron fruit) and the Lulav (three types of bound leaves – traditionally myrtle, willow and palm) are shaken together in all directions to symbolise sweetness and goodness. • Give each pupil an outline of a citrus fruit e.g. lemon and a leaf. Ask them to write on the lemon some people that Jewish people might want to help at Sukkot and how they might help. Ask them to write on the leaf what Jewish people believe God teaches about caring for others. Give pupils suitable sentence starters according to their ability. • Shake the Etrog and Lulav and shout out who Jewish people might help. Visit the Sukkah made by the reception class in F4 and shake your Lulav. **Notes**: Information on Sukkot and Tzedakah can be found at https://tzedek.org.uk/our-work/	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging** **Talk about how religions teach that people are valuable, giving simple examples (B1).** **Expected** **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).** **Exceeding** **Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How have some people shown they cared? How is the golden rule an encouragement to care?		
Pupils will learn: Describe how Mother Teresa or Dr Barnardo have put their beliefs into action Consider questions such as what would it be like if everyone followed the golden rule?	**Stories of inspiring people who cared for others: encouraging each other to care.** • Use a story of Mother Teresa, Doctor Barnardo (or a similar famous or a local 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. Make sure you bring out that it was their beliefs that inspired them to do the things they did. They were great encouragers. Ask pupils who has encouraged them today? Who have they encouraged? • Pupils could act out the story, create 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 someone who is smelly and dirty? Why do people who care choose jobs like these? **Following the Golden rule: a rule for religious and non-religious people** • Prepare a golden box. In the golden box place a scroll on which you have written the Golden Rule: 'Treat other people as you would like them to treat you.' With suitable drama, share with pupils that there is one rule that both non-religious people and religious people share; some say it is the most important rule. Reveal and read the scroll. • Discuss with pupils what the rule means and what life would be like if people followed the rule. • The NATRE Spirited Arts competition has had 'The Golden Rule' as a category. Share with pupils some of the entries at https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/archive/2014/ Set pupils an artistic challenge. Can they create a picture that shows the Golden Rule being followed and either write or explain what their picture is about? You could have a mini class competition, or alternatively create a group artistic representation of the Golden Rule. • Ask pupils to act out some scenes where people do not obey the Golden Rule: - Someone has some sweets (healthy ones, of course) and refuses to share. - Someone pushes others out of the way to get to the front of the queue. - Some children whisper about another child and laugh about her. - A child leaves all his stuff on the living room floor for his mum to clear up.	**These activities will help pupils to work towards achieving the following outcomes:** **Emerging** **Talk about how religions teach that people are valuable, giving simple examples (B1).** **Expected** **Identify ways that some people make a response to God by caring for others and the world (B1).** **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)** **Exceeding** **Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).**

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	How do they feel when they are not treated fairly? What would be different if everyone obeyed the Golden rule? **What can inspire people to care more?** • 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. **What can we do?** • Having studied the teachings of two religions and non-religious people 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. **Notes**: The song 'We all need encouragement' can also be found on the album Build up by Fischy Music. A taster of the track can be found at www.fischy.com The story of Mother Teresa can be found at http://www.loyolapress.com/saints-stories-for-kids.htm?cId=77288 The story of the life of Dr Barnardo http://request.org.uk/people/significant-people/thomas-barnardo/ and a 10 minute film that you may want to watch with pupils but watch it for yourself to judge its suitability www.bbc.co.uk/programmes/p015jf2y Lots of ideas for exploring the Golden Rule can be found in *RE Ideas Community* https://shop.retoday.org.uk/9781910261194	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?		
Pupils will learn: Some people look after the world because God is a creator Describe different ideas about what God might be like from reading the creation story Share their own creative ideas about what the creation story says about God Give their own answer to the unit question, giving simple reasons for their answers	• Pose the question: how do we find out what Christians believe about the creation of the world? Answer: by, for example, asking them questions, looking at their sacred stories etc. • Telling the Bible story is the focus in this lesson. Decide at what point you want to begin this – it might come first, or it may be better to look at a leather Bible with gold leaf edges as an artefact first and talk about why the Bible is special to Christians and how Jews and Christians share the stories of Genesis. • Develop active tasks which immerse your pupils in a full understanding of what Christian sacred texts say. Much can be gained from looking at, and talking through, different re-tellings, but an examination of an accurate translation is also important. This could run over two or more lessons, for example: 1. a simple evocative telling, such as Steve Turner's poem 'In the Beginning' (in book form and as a poem) Lion Publishing, 2. a more developed story, as in Bob Hartman's Lion Storyteller Bible, 3. an accurate Bible text appropriate for your class, see www.biblegateway.com and select from the translations available, e.g. NIV, NIRV, NLT. • Explain that some Christian people believe this is an accurate description of how the world began but many more Christians see these accounts as more like parables or symbolic accounts that tell, in a story form, that God brought the universe and all that is in it into being, and sustains his creation, and that God is a wise, caring Creator who is interested in people and all life. **A creative way through the story** • Use Kate Neal's art from the 'Picturing Creation' pack (RE Today), or similar. Show pupils a presentation of works of art that explore the 'seven days' of creation. Read the text with pupils and for each picture ask the big and mysterious questions. • Emphasise to pupils that this story is loved and retold by many millions of Jewish and Christian people. • Set some creative work for pupils to pick up examples of what they find most amazing, mysterious, 'wow' or beautiful from nature. • Why do they think Christians and Jewish people thank God for the earth and all its creatures?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging** **Recognise that some people believe God created the world and so we should look after it (A2).** **Expected** **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).** **Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).** **Exceeding** **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).**

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	We have spoiled God's good earth'. What might this idea mean to Christians? • "God saw everything that had been made and it was good" [Genesis]. This assumes an accurate text has been explored and the key point raised. In some texts after each 'day' of creation God finds it 'good' and after the act of human creation, he declares it to be 'very good'. If the text has shown this, it would be worthy of exploration with pupils. • If God does exist, if this Creator God looked now at the world he made now, would he still feel the same? Brainstorm in groups. Can they come up with at least three examples of good things about the world today, and three examples of bad things about the world today? • In their groups, the pupils create a good and bad collage about the state of the earth today. Talk about these in circle time and see what the class agree about. Who can make the world more beautiful again? Think together about little actions that preserve the beauty of the earth. Think about why people who are Christians should care about the earth, and why we should all care. **The world is broken: What might this idea mean to Jewish people?** • Explore the account of Adam and Eve in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but act as God's representatives on God's creation, to care for it, as a gardener tends a garden). Ask pupils to draw images to show how humans should treat the world. • Explain to pupils that Jewish teaching includes a phrase, *tikkun olam* which means to heal or mend the world. It is one of the duties of being Jewish. Remind the pupils of the ideas of who Jewish people might help in the 'broken world' in the learning on Tzedakah • Share information about the festival of Tu B'shevat (new year for trees). Share this story *A wise rabbi was walking along a road when he saw a man planning a tree. The rabbi asked him, 'how many years will it take for this tree to bear fruit?'* *The man answered that it would take seventy years.* *The rabbi asked, 'Are you so fit and strong that you expect to live that long and eat its fruit?'* *The man answered, 'I found a fruitful world because my forefathers planted for me. So, I will do the same for my children.' The Midrash* **So, how should we treat people and the world?** Ask the pupils to create something; a poem, some writing a poster, drama or art to answer the unit question NOTE: lots of ideas for exploring ideas of tzedakah, Tu B'shevat and *tikkun olam* can be found in RE Ideas: Fairness and Justice https://shop.retoday.org.uk/9781905893980	

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