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Key Question: U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?

This investigation enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity. Muslim and Christian examples are sometimes criticised by non-religious people: this critique is examined too. Pupils will gain a rich knowledge of some examples of religious architecture and of examples of religious charities. Of course, the rather polarising title can receive the response 'both matter', as the final lesson will show, but the controversy is good for the pupils' learning. This unit builds a strong sequential mode of learning on top of earlier work on 'holy buildings'.

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="2">Is it better to express your religion in arts and architecture or in charity and generosity?

Year Group: Recommended Year 6

Strand: Expressing

Questions in this thread:
3.7 How can people express the spiritual through the arts?

Religions and worldviews
Christians, Muslims and non-religious, e.g. Humanists

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="2">• Use the learning outcomes from column 2 of the key question outlines on p.70
• 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>Exceeding</td></tr>
<tr><td>• Respond with ideas of their own to the title question (B2).
• Find out about religious teachings, charities and ways of expressing generosity (C3).</td><td>• Describe and make connections between examples of religious creativity (buildings and art) (A1).
• Show understanding of the value of sacred buildings and art (B3).
• Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).
• Apply ideas about values and from scriptures to the title question (C2).</td><td>• Outline how and why some Humanists – and people within religions - criticise spending on religious buildings or art (A3).
• Examine the title question from different perspectives, including their own (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:** • Find out lots of information about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive; • Work in a small group and present to the class an example of the most impressive religious art or architecture. • Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. • Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity. • Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive. • Compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/ geometrical art vs representational art, narrative art from the life of Jesus and the art inspired by the text of the Qur'an). • Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice). • Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important. • Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?

NOTE: This unit of work offers around 8 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. The teaching and learning ideas are separated into seven different sections, each with its own learning objectives and outcomes. These sections do not necessarily constitute one lesson – teachers should decide how long their pupils need to spend on each section in order to fully grasp the concepts being taught.

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.

NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils.
Links were active and correct at time of publication, but they do not always last.

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…?
• Respond with ideas of their own to the title question • Find out about religious teachings, charities and ways of expressing generosity • Describe and recount two Muslim teachings about Charity and give an example of how these might affect the behaviour of a Muslim	• Understand different reasons why some buildings are sacred • Consider, discuss and weigh up different views about why mosques are important. • Consider, discuss and weigh up different views about why Christian sacred buildings are important. • Consider, discuss and weigh up different views about why religious art is important. • Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important • Recall and deploy information about religious buildings and charities. • Notice, list and explain similarities and differences between different sacred buildings. • Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. • Describe and make connections between examples of religious creativity in Muslim buildings • Describe why mosques matter to the Muslim community • Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture • Apply ideas about generosity from scriptures, Muslim and Christian, to the title question. • Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.	• Use a rich knowledge of worldviews to outline how and why some Humanists criticise spending on religious buildings or art • Examine the title question from different perspectives, including their own • Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?

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.

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?		

Pupils will learn to:
Express their own thoughts and feelings about some special places
 	
Understand different reasons why some buildings are sacred
 	
Find out about some great examples of religious architecture
 	
Notice, list and explain similarities and differences between different sacred buildings.
	Art and architecture or charity and generosity? Introduce the unit of work with the title question, and ask pupils to discuss it in pairs, then in class as a whole, then to write down their own viewpoint. They will refer to this later in the learning, so teachers should keep them carefully. Show this BBC clip as a stimulus to the whole sequence of lessons: www.bbc.co.uk/bitesize/topics/zkdk382/articles/zjqcf4j
	Special places. What do we think? Why do religious people value their holy buildings so much?
	• It is good to start this unit with a general development of the concept of sacred space. Read an extract from the early section of 'The Lion, the Witch and the Wardrobe' by C S Lewis, where some children discover a doorway through a wardrobe to the magical kingdom of Narnia (or you could use the movie clip).
	• Talk about the excitement of discovering new places. What could be behind the wardrobe door?
	• Ask pupils to think of a special place for them which they enjoy. Pupils can brainstorm their feelings when thinking about their special place. Link the emotional language used through PSHE/SEAL: excited, full of wonder, curious, inspired, amazed, anxious. With 'Talking Partners' explain the brainstorms to each other.
	• As a class, discuss places that are of special importance to different pupils. If they could go to one place on earth in their lifetime, where and why? Ask where the special places that they have been to are and what is special about them. Are they places to be alone in or to share with others? Is there a difference? Are our special places outdoors, or inside buildings?
	• Discuss what 'sacred' means and how special places for those with a faith are considered to be sacred places, places for worship.
	• Pupils to complete the sentences:
	  ○ A special place I'd love to visit is... because...
	  ○ A place where I feel very good is... because...
	  ○ A place that is sacred for others, but not for me is...
	  ○ Some people think the whole earth is sacred because... I think...
	  ○ I believe that religious buildings are all sacred / are not all sacred because…
	• Draw attention to some famous examples of spiritual and religious buildings and prepare pupils for the next part of the unit. What cathedrals, temples, mosques or other holy places do they know of? Why are these places there? Who loves them?
	
	Notes: NB: later in the unit, pupils can be asked to justify or amend the statements they make here in the light of their learning and thinking. They will be finding out about why sacred buildings like cathedrals, mosques or churches matter so much to the people who create them. They will be considering if such buildings are 'worth the effort' and 'worth the money'.
		These activities will help pupils to work towards achieving the following expected outcomes:
		Emerging:
		• Respond with ideas of their own to the title question (B2).
		Expected:
		• Describe and make connections between examples of religious creativity (buildings) (A1).
		• Show understanding of the value of sacred buildings and art (B3).
		• Apply ideas about values and from scriptures to the title question (C2).
		Exceeding::
		• Examine the title question from different perspectives, including their own (C1).

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES

How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?

Pupils will learn to:

Understand why mosques matter to the Muslim community

Find out about some great examples of Muslim architecture and present their reasons for choosing those they find most impressive;
Work in a small group and present ideas to the class about Muslim architecture.

Consider, discuss and weigh up different views about why mosques are important.

Muslim Architecture: Beauty in design in mosques and calligraphy, for the praise of Allah

Remind pupils that our title question asks if art should be less important than giving to charity.

- Ask pupils what they know about mosques, Muslims and the Muslim community. Explain that in Islamic art and architecture there are no images of Allah and for many Muslims no image of humans because they mislead rather an enlighten us. Instead geometric and natural pattern is used to create beauty.
- Teach pupils that the first two mosques in the UK were built in 1889, in Liverpool and Woking (useful website: www.wokingmosque.org.uk/ Over the last 125 years, more and more mosques have opened: there are about 2100 (there are about 50,000 Christian congregations, as a point of comparison). They serve the Muslim community, which was about 4.8% of the people in the UK, about 2.7 million people (according to the 2011 Census. Look out for the 2021 Census results for how this may have changed). Look at websites and pictures of mosques near your school, if a visit is not possible.

Why does Britain have more than 2100 mosques? Thinking skills

Here are 9 possible answers, or part answers to the question. Put them on cards to discuss and rank.

Every religion has a holy building of its own, and Muslims like to build their own buildings to worship Allah.	**Muslim people have moved to Britain from all over the world in the last 50 years. They have opened mosques to keep their communities strong.**	**The Prophet Muhammad built mosques wherever he went, so Muslim followers today do the same. It is about following the Prophet's example.**
There are thousands of British Muslims born and bred in this country. They give generously to help the poor, and also to build local mosques.	**If you are a small or minority community, religion is a way of 'sticking together' and a mosque matters as a focus for this.**	**The Prophet said "Whoever builds a mosque for Allah – though it be the size of the ground nest of a sandgrouse – Allah will build for him a house in Paradise."**
Praying together is easier than praying on your own.	**Any community likes to have a place to meet and share their life. A mosque is for the whole Ummah to share.**	**The mosque is a symbol of Muslim identity and belonging.**

These activities will help pupils to work towards achieving the following expected outcomes:

Emerging:
- Recall information about religious buildings and charities (A1).
- Respond with ideas of their own to the title question (B2).

Expected:
- Recall and deploy information about religious buildings and charities (A1).
- Describe and make connections between examples of religious creativity (buildings and art) (A1).
- Show understanding of the value of sacred buildings (B3).
- Apply ideas about values and from scriptures to the title question (C2).

Exceeding:
- Examine the title question from different perspectives, including their own (C1).

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	• Put these on cards, and ask pupils to cut them up, and rank them: which give the best explanation of the reasons for the number of Mosques in our country? Ask pupils to add a sentence to each one, saying why it is a good explanation (or not). **Beautiful mosques** • Ask pupils to select, cut and paste 6 mosque pictures from flickr www.flickr.com/search/?q=mosque&f=hp has about ¾ million to choose from. They should choose, copy, paste and comment upon 6 different designs that they like. Ask pupils to write 5 words that describe the beauty of each of the pictures they chose. Ask them to complete the sentences: 'I think this one is beautiful because…' 'I think Muslims might find this a good place to pray because they might thin / feel / remember / experience…' • Accurate vocabulary: teach pupils to remember and use Islamic terminology correctly, for example minaret, dome, mosque, muezzin, mihrab, wudu. Also use the vocabulary of spirituality: 'a sense of the presence of God', 'experiences of awe and wonder'. • **Which idea is best? Ranking.** Ask them to express their own views on the relative strength of these four ideas: 1. *"A mosque should be beautiful because it is for a beautiful activity: praying to the Creator of beauty is easier in the beautiful surroundings."* 2. *"Mosques are not an alternative to giving money for the poor: Muslims do both because worshipping Allah and helping the needy are both really important."* 3. *"God hears your prayer anywhere. No special place is needed to pray. A clean heart, a clean body and a clean prayer mat are all you need. So Muslims today should spend less on mosques and more on feeding the poor."* 4. *Prophet Muhammad [PBUH] said that whoever builds a mosque on earth, God will build them a house in Paradise, so it is a good way to prepare for life after death."* **Notes**: If a visit to a local mosque is possible, careful preparation and well set interactive tasks will make the most of it. See the guidance from 'Learning Outside the Classroom' on sacred space at: www.lotc.org.uk/what-is-lotc/where-lotc/sacred-spaces/ Examples of mosques in the UK and around the world are also found in the extensive picture pack, Picturing Islam, Picturing Muslims by Stephen Pett and Lat Blaylock. Find out more here: www.retoday.org.uk/school-support/publications/samples/picturing-islam/	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES

Muslim calligraphy, painting and poetry: what is inspiring?

Pupils will learn to:

Find out about some great examples of Muslim creativity and present their reasons for choosing those they find most impressive.

Remember and deploy accurately key words about Muslim ideas about God.

Notice, list and explain similarities and differences between Muslim poetry and art.

Study Islamic belief about Allah / God with pupils, through a poem and some art works

Remind pupils that our title question asks if art should be less important than giving to charity.

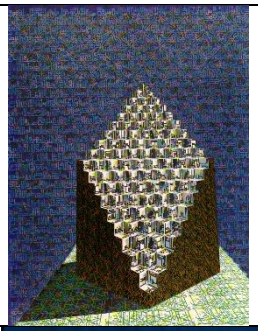
- Use the 99 Beautiful Names as a way to understand what Islam teaches. Teach / remind pupils that Muslims make beautiful writing, but no pictures of Allah. Use the NATRE searchable database of pupil writing (http://old.natre.org.uk/db/profile2a.php) to see what young British Muslims say about their beliefs.

Muslim Poetry: Al Ghazali on God, Muslim Art: Yasmin Kathrada and Ahmed Moustapha

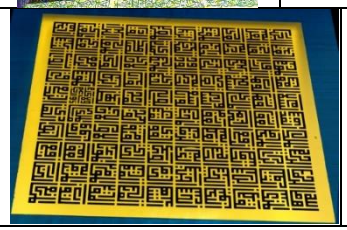
- Use the poetic lines of Al Ghazali (born 1058CE, over 950 years ago) to explore Muslim belief about Allah. Pupils might record them being spoken, whispered or shouted: which works best to make sense of them? Ask pupils which lines they agree with, disagree with and don't understand. Ask them to create up to twelve lines of poetry that state their own key beliefs. Good examples can be found, free, here: https://www.yumpu.com/en/document/view/6335650/spirited-poetry-a-competition-for-creative-re-national-association-

"He in his essence is one, without any partner.
Single without any similar
Eternal without any opposite.
Separate without any like
He is one, prior with nothing before him
From eternity without any beginning
Abiding in existence without any after him
To eternity without an end
Subsisting without ending
Abiding without termination
Measure does not bind him
Boundaries do not contain him."

Al Ghazali



Ahmed Moustapha's painting has 99 small cubes, each one written beautifully with one of the beautiful names of Allah. Find out lots more on his website: www.fenoon.com/artist/artist.html



Yasmin Kathrada's painting in gold on glass is like a mirror. See lots more of her work here: www.wonderstreet.com/yasmin-kathrada

Two examples of Muslim art based on the 99 Names are a superb way to study 'Islamic rules' art and explore the similarities and differences between different artists. Other examples could be used too. Keep reminding the pupils to consider the main question of the investigation: art and architecture express the religion, but do charity and compassion express it better?

More ideas in Picturing Islam, Picturing Muslims

These activities will help pupils to work towards achieving the following expected outcomes:

Emerging:
- Respond with ideas of their own to the title question (B2).

Expected:
- Recall and deploy information about religious buildings and charities (A1).
- Describe and make connections between examples of religious creativity (buildings and art) (A1).
- Show understanding of the value of sacred buildings and art (B3).

Exceeding:
- Examine the title question from different perspectives, including their own (C1).

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES

How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art?

Pupils will learn to:

Find out about some great examples of religious art and present their reasons for choosing those they find most impressive;

Work in a small group and present to the class an example of the most impressive religious art.

Apply ideas about worship and belief for themselves in a creative activity, using Christian scripture

Exploring the art of the life of Jesus

Remind pupils that our title question asks if art should be less important than giving to charity. Check their recall of earlier learning.

- **Art exhibition.** Use 12 - 16 high quality images of art work from the life of Jesus. Contemporary global examples are best. Display these around the classroom, perhaps in chronological order, from Bethlehem to Jesus' last days – on table tops, each one framed with a large blank sheet of paper is good. Ask pupils to begin with one work, and start by labelling the picture. They move to a second picture, and write down what they like about it. At a third table, they write a question they would like to ask. At the fourth, and answer to one of the questions, at the fifth, the emotions that go with the picture – and so on. (RE Today's package 'Picturing Jesus Fresh Ideas' is one way of doing this alternatively art can be found using an image search on the internet)
- **Gallery Catalogue.** Ask pupils at their last stop to review all the images they have been looking at and go round again, labelling their three favourites 'GOLD / SILVER / BRONZE'. Give each group of three one picture that they rate highly to work with further. They read the Bible story that inspired the painter, and find out about the painter and how the picture came to be made. They write a 'Gallery Catalogue' page, saying all they have about the picture in about 150 words. They tell the rest of the class what is great about their picture in a 'show and tell' lesson.
- **Concepts to connect.** Ask pupils which of these 6 concepts connect to their pictures: Worship / Generosity / Loving God / Spiritual Power / Salvation / Love. Talk about the meaning of the concepts first. Encourage pupils to speculate ideas in think pair share and then hear them all as a class. Are the artists worshipping as they paint? Are they expressing beliefs about God and Jesus in their art?
- **Creativity for everyone.** Tell pupils that churches commission artists to make work for them sometimes. They are going to be the artists, and take a Bible verse for a commission. Provide a selection of short Bible quotes for pupils to use to make a work of art of their own, and link with the art curriculum to give time and resources to the task. Quotes might include these (some are much harder than others, so match them to pupils' abilities, give them a choice, discuss the meanings and symbolism carefully):

Jesus said 'I am the bread of life'	**Jesus said 'I am the Good Shepherd'**	**Jesus said: 'Do to others what you want them to do to you.'**
Jesus said 'This bread is my body. This wine is my blood. Remember me when you eat and drink'	**'The angel said: 'Peace on earth and good will to all, because today a saviour is born in Bethlehem.'**	**'Christ died, once for all, the good for the bad, so that he might bring us to God'**
'In the beginning was the Word. And the word became human, and lived with us.'	**Jesus said 'Love the Lord your God and love your neighbour as you love yourself.'**	**'The angel said: Jesus is not here. He is risen. Don't look for the living among the dead.'**

- **RE Art Gallery.** Arrange for the art works your class make to be displayed as a gallery or in a class book. Invite younger pupils to come and see the work, or use it for parents to see what happens in RE – find an audience! Get pupils to evaluate this lesson: is the art worth something, not in terms of money, but in relation to the skills and self expression they put into it? Remind them of the title question and keep considering – is art and creativity valuable and well as charity and generosity?

These activities will help pupils to work towards achieving the following expected outcomes:

Emerging:
- Respond with ideas of their own to the title question (B2).

Expected:
- Describe and make connections between examples of religious art (A1).
- Show understanding of the value of art (B3).
- Apply ideas about values and from scriptures to the title question (C2).

Exceeding::
- Examine the title question from different perspectives, including their own (C1).

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES

Can a Christian place of worship be a building for the 'glory of God'? What does this mean?

Pupils will learn to:
Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive;

Work in a small group and present to the class an example of the most impressive religious art or architecture.

Notice, list, remember and explain similarities and differences between Christian and Muslim sacred buildings, using the correct words.

What does it mean to make a building 'for the glory of God'?

- Show pupils some examples of Christian Cathedrals. There are, for example, 44 Anglican cathedrals in England (so you can use a local example), and many more globally. Many have virtual tours. You might start here: www.easterncathedrals.org.uk/links/anglican-cathedrals.php. You can ask the Flickr website for photos of Cathedrals: there are over 3 million. These buildings have been created, often over many hundreds of years, to make space for people to worship God and to express in architecture a Christian sense of the grandeur of God and the value of spiritual life. They are places for wonderful music, weddings and funerals, everyday prayer, community life and – most importantly – worship. Ask pupils to select 4 photos they really like and cut and paste them into their work, adding comments about what they find admirable or impressive.
- Tell pupils the story of Christchurch Cathedral in New Zealand, a beautiful building destroyed in 2011 by an earthquake. What should the Christians of Christchurch do next? Should they rebuild 'to the glory of God' Ask pupils in 3s to speculate their designs for a rebuilt cathedral, then show them what was made – a very ecological and earthquake proof 'cardboard cathedral'. In what ways is this 'for the glory of God'? Information and pictures here: www.cardboardcathedral.org.nz/
- Show pupils the 'Tree Cathedral' – a cathedral grown in Milton Keynes. Talk about what this natural 'green' place of worship means and why people love it. http://theparkstrust.com/parks/tree-cathedral
- Ask pupils to consider these 4 Christian ideas and prepare to write about why cathedrals matter to people who are Christians, and what cathedrals say about belief in God.

"Ancient buildings which have been the space for God's glory for centuries are treasures held in trust for the future. Love and care for these stones!"	**"It is never the building that glorifies God, but the heart of a worshipper – but the buildings create space for the heart to respond. Beautiful buildings make worship easier."**
"In Christianity's green future, cathedrals will get to be cheaper. Maybe more 'Tree Cathedrals' will be grown and used."	**"God is glorified where human hearts are filled with love. Sell the buildings! Feed the poor. Worship anywhere you want."**

- In groups, set pupils a design challenge. If they were a team of architects, and a Christian community came to ask them to design a 21st century space 'for the glory of God' what would they design? This can be a one lesson activity, or can develop into an extended project. The concept is what matters.

Notes: RE Today's 'Picturing Christianity' pack – book, photocards and disc for the whiteboard – has all you need for these lessons at your fingertips. https://shop.retoday.org.uk/9781910261057

These activities will help pupils to work towards achieving the following expected outcomes:

Emerging:
- Respond with ideas of their own to the title question (B2).
- Find out about religious teachings, charities and ways of expressing generosity (C3).

Expected:
- Describe and make connections between examples of religious creativity (buildings and art) (A1).
- Show understanding of the value of sacred buildings and art (B3).
- Apply ideas about values and from scriptures to the title question (C2).

Exceeding::
- Examine the title question from different perspectives, including their own (C1).

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How and why do Muslim charities try to change the world?		
Pupils will learn to: Discuss Muslim ideas (e.g. from scriptures and from charities with an Islamic character) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity. Consider why Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive. **CONTINUED**	**Learning about Islamic Relief / Muslim Aid – two of the biggest Muslim charities in the UK** • Teachers will find it helpful to spend ten minutes preparation looking at Muslim charities in the UK online. Start here: www.muslimcharitiesforum.org.uk/ • Ask pupils to think about why Muslims might try to make the world better by trying to lessen or stop poverty and injustice. After they have made their suggestions, show them the following two quotations: *'Whoever saved a life, it would be as if he saved all humanity' Qur'an 5.32* *'It is our duty to help others - that is why helping the poor and destitute is emphasised again and again in the Qur'an. The rewards for being charitable are enormous: charity purifies our wealth and Allah, Most High, has promised us a great reward for being charitable towards our fellow human beings' (Muslim Aid website)* • Ask students what it means to 'be charitable'. What sorts of things can people give? Why should they? Why should we? Next, explore with pupils what the Qur'an teaches e.g. *'Be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah: for Allah sees all that you do.' (Qur'an 2:110)* *'So establish regular prayer and give regular charity; and obey the Apostle; that you may receive mercy.' (Qur'an 24:56)* *'For those who give in charity, men and women, and loan to Allah a beautiful loan, it shall be increased manifold (to their credit) and they shall have (besides) a liberal reward.' (Qur'an 57:18)* • **How would life change if…** Look at some sayings and teachings of Islam about the Ummah (the worldwide community of Muslims), Zakat (the pillar of charitable giving) and wealth and poverty, and consider what difference they would make to life today if everyone followed them. This will include the practices of Zakat in some detail: £1 out of every £40 is given charitably to those less fortunate. The aim is to enable pupils to make a link between actions and beliefs. • **Money can't buy…** Ask pupils to suggest some things people believe about the way we should live (encourage them to be realistic – what do they think really matters most today in people's lives?) Make a list of these suggestions. What matters more than money to them? And to Muslim people? • **Finding out about two of the biggest UK Muslim charities.** In pairs, they use the websites of Islamic Relief and Muslim Aid to research answers to the 8 questions below. Give them about 30 minutes online, and ask them to make a document by cutting and pasting words and images that are relevant to their questions. When they have done this, they can print off one copy, and pair up with	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • Find out about religious teachings, charities and ways of expressing generosity (C3). **Expected:** • Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). • Apply ideas about values and from scriptures to the title question (C2). **Exceeding::** • Examine the title question from different perspectives, including their own (C1).

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	a team who have looked at the other charity to share their findings. What makes the two charities similar? What do they admire about the work of the charities? • **8 Questions to answer about a Muslim charity** (these provide an opportunity for group discussion and / or individual written work: both important in setting high standards in RE) A. List some of the ways the charity helps people in need. Can you think of 5 or more? B. Who supports this charity? C. Why do you think they give their money? D. What does the charity do to make a difference for people who are very poor? Does it work? E. Where in the world does the charity give help? Make a list. F. Does the charity follow the teachings of Islam? In what ways? G. What do you think is good about the charity? Make a list. If you were devising an internet campaign from Islamic Relief (or another Muslim charity) to get more donations to respond to a particular disaster, what web pages, emails, and other resources would you use? How would you make the fundraising successful? What images, messages, encouragement and other ideas? Design the campaign, and share it with the class. **Notes:** The UK's Muslim Charity Forum links Muslim charities in Britain, which between them have a voluntary income of over £150 000 000. Begin to research the two large Muslim charities referred to above at: www.muslimaid.org/what-we-do/education/ or at: www.islamic-relief.org.uk/about-us/what-we-do/ The Humanist critique of religious spending on art and architecture often suggests this money would be better used to feed the poor. But the Muslim response says it is because of Allah's command and mercy that Muslims want to feed the poor – a 'both / and' approach. This is also mirrored in Christianity, and many other religions. Non-religious and plural charities of course do similar fine work.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How and why does Christian Aid try to change the world?		

Pupils will learn to:
 	
Think about how Christian beliefs and actions might suggest that God is concerned with justice.
 	
Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?
	Learning about Christian Aid
	Remind pupils that our title question asks if art should be less important than giving to charity.
	• Listen to a story of Jesus about wealth and poverty, asking and answering questions about Christian attitudes to wealth and poverty. E.g. Matthew 19:16-30 - 'The Rich Young Ruler'
	• Look at some sayings of Jesus about helping people, fellowship and generosity (e.g. *The Good Samaritan*, Luke 10:25-37). Respond by applying the ideas: what would happen if everyone did this? How would the world change if everyone followed the teaching of Jesus? Why don't we?
	• Investigate and report on some projects of Christian Aid and its partners to change the world, asking & answering questions such as:
	  ○ Does Christian Aid make a difference?
	  ○ Who supports Christian Aid? Why?
	  ○ Does Christian Aid put Jesus' teaching into action?
	  ○ What do you think is good about the charity?
	• Either: Use the Christian Aid website to explore the charity's work. If pupils have already done the lesson above on Muslim charities, then use the same questions and process: www.christianaid.org.uk/learn) Use the real life stories to discover the work of two Christian Aid partner projects. Pupils write a report on a project, stating what they think it has achieved and whether it is a good use of donors' money. They should also consider how these projects put Jesus' teaching into action.
	• You might also review the Christian Aid project 'Swords into Ploughshares' with the Christian Council of Mozambique, where prayer, worship and scripture led to peace making. Web resources http://learn.christianaid.org.uk/News/ournews/guns_into_art.aspx also https://britishmuseum.withgoogle.com/object/throne-of-weapons). Pupils can write a report on the project, stating what they think it has achieved and whether it is a good use of donor's money, and a good response to the message of the Prophets, to envision a future where arms are turned into something peaceful. Pupils can do this themselves: can they take a picture of a grenade, a rifle or a handgun and make something peaceful out of it, as the young sculptors of Maputo did?
	Notes: You could use this short selection of Bible texts: Jesus taught his followers: 'Blessed are the peacemakers, they shall be called God's children. Love your neighbour, and do good even to those who do you wrong. Forgive and you will be forgiven. If a poor man asks you for your coat, give freely, and trust in God. You can't serve both God and money: you will love one and hate the other!'
		These activities will help pupils to work towards achieving the following expected outcomes:
		Emerging:
		• Respond with ideas of their own to the title question (B2).
		• Find out about religious teachings, charities and ways of expressing generosity (C3).
		Expected:
		• Recall and deploy information about the work and motivation of Christian Aid (A1)
		• Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).
		• Apply ideas about values and from scriptures to the title question (C2).
		Exceeding::
		• Use a rich knowledge of the charity to weigh up the impact of some Christian Aid projects (A1).
		• Examine the title question from different perspectives, including their own (C1).

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES

What matters more to Christians & Muslims: art and architecture or generosity and charity? What matters more to you?

Pupils will learn to:

Deploy a rich knowledge of art and charity from Islam and Christianity to debate and argue about the title question in the unit.

Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important and valuable, alongside charity and generosity.

Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?

What have we learned from this unit of work?

- Recap using retrieval methods the learning pupils have done about holy buildings, art and charity. What can they remember? What was most interesting? What has changed their thoughts (give pupils the opening statement they wrote at the beginning of the unit. Do they want to add to it, or to change it?)?
- In English, pupils write persuasively and debate issues. Ask them to use these skills in the nest section of the work. The motion for debate could be 'Muslims and Christians should sell their mosques and churches and give the money to their charities to help hungry people.' Watch this clip to set up the debate and writing from the BBC: https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zmx8bdm
- **A good argument.** Ask pupils to develop written reasons and arguments for and against: the table below may help them, but it is best to let them develop their own reasons first. All pupils should be asked to find reasons on both sides of the argument – key skills in RE: understanding what others think; disagreeing respectfully.

Religious people should sell their buildings and art works to help the poor because…	**Religious people should not sell all their places of worship and art to help the poor because…**
➢ Doing good matters more than worshipping God. ➢ Humanists say we can be 'good without God'. I agree. ➢ If you believe in God, then it should show by how you treat others generously. ➢ Art and architecture may be nice, but they don't save lives. ➢ Jesus Christ and the Prophet Muhammad both said that we should treat others how we want to be treated. ➢ In Britain there are 50,000 congregations and 2100 mosques. It is more than we need, so we could sell some of them to feed the poor.	➢ It is worshipping God that makes religious people more generous. ➢ If there were no mosques or churches, the communities might be weaker, and give less to charity. ➢ Even if you are very poor, you might still want to worship. People in refugee camps make churches and mosques! ➢ Art and architecture are ways to glorify God. They go along with charity and compassion, not against them ➢ Some people are inspired by art to give generously. ➢ Art and architecture are 'something beautiful for God'. That's good.

- Arrange the debate as you would in an English lesson. Prepare during the debate for the extended writing.
- Ask pupils after the debate to do a piece of extended writing that uses the reasons given above and explores their own ideas in response to the big question of the unit.

These activities will help pupils to work towards achieving the following expected outcomes:

Emerging:

- Respond with ideas of their own to the title question (B2).

Expected:

- Recall and deploy information about religious buildings and charities (A1).
- Show understanding of the value of sacred buildings and art (B3).
- Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).

Exceeding::

- Outline how and why some Humanists and some religious people criticise 'big spending' on religious buildings or art (A3).
- Examine the title question from different perspectives, including their own via well thought out debating and writing (C1).

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