© RE Today Services 2021

Key Question: U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions in ways that relate to commitment. The pupils will develop a rich knowledge of three key concepts from particular religions and develop their ability to interpret religious ideas in relation to personal commitment. Some teachers have noted the demanding character of this unit: it is interfaith RE which attends to the precise meanings of particular concepts and their expression in action. Content can be light, but the aim ifs for deeper understanding and thinking.

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">What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?

Year group: Recommended Year 6

Strand: Living

Questions in this thread:
1.8 How should we care for others and the world, and why does it matter?
3.11 What difference does it make to believe in…?

Religions and worldviews: Christians, Muslims and Hindus

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. It makes a good finish to Year 6 and can be taught as a kind of culmination to the study of these three religions in KS2.</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.73
• 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>• Describe what Ahimsa, Grace or Ummah mean to religious people (A1).
• Respond sensitively to examples of religious practice with ideas of their own (B2).</td><td>• Make connections between beliefs and behaviour in different religions (A1).
• Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).
• Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).
• Consider similarities and differences between beliefs and behaviour in different faiths (B3).</td><td>• Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).
• Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</td></tr>
</table>

© RE Today Services 2021 *Only for use in purchasing schools*

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:** • Discover and think about the meanings of some key ideas in three religions, building on prior learning: • Learn that **for Hindus being harmless** means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation. • Find out about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless? • Learn that **for Christians the idea of grace from God** means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything. Recall how this is illustrated by the story of the forgiving father/lost son (Luke 15: 11–32). • Make links between the idea of grace, Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7–9). • Ask some Christians about what they understand by grace from God, and find out what difference it makes to their lives. If they believe God forgives them for anything, does that mean that it doesn't matter if they do bad things? • Recall that **for Muslims, the worldwide Muslim community is called the Ummah**, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and in shared welfare through zakat. • Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally, drawing attention to some ways Muslims care for each other in one community. • Ask good questions about these three key concepts and find out some answers to them. • Discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change? • Make links between the three concepts: how are they similar and how different? Which has most impact and why? Weigh up the value and impact of these key ideas for themselves.

NOTE: This unit of work offers around **8-10 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.

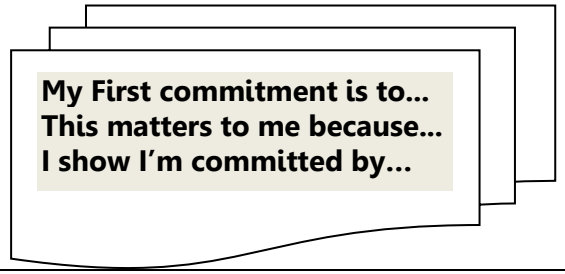
NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils.
Links were active and correct at time of publication, but they do not always last.

© RE Today Services 2021 *Only for use in purchasing schools*

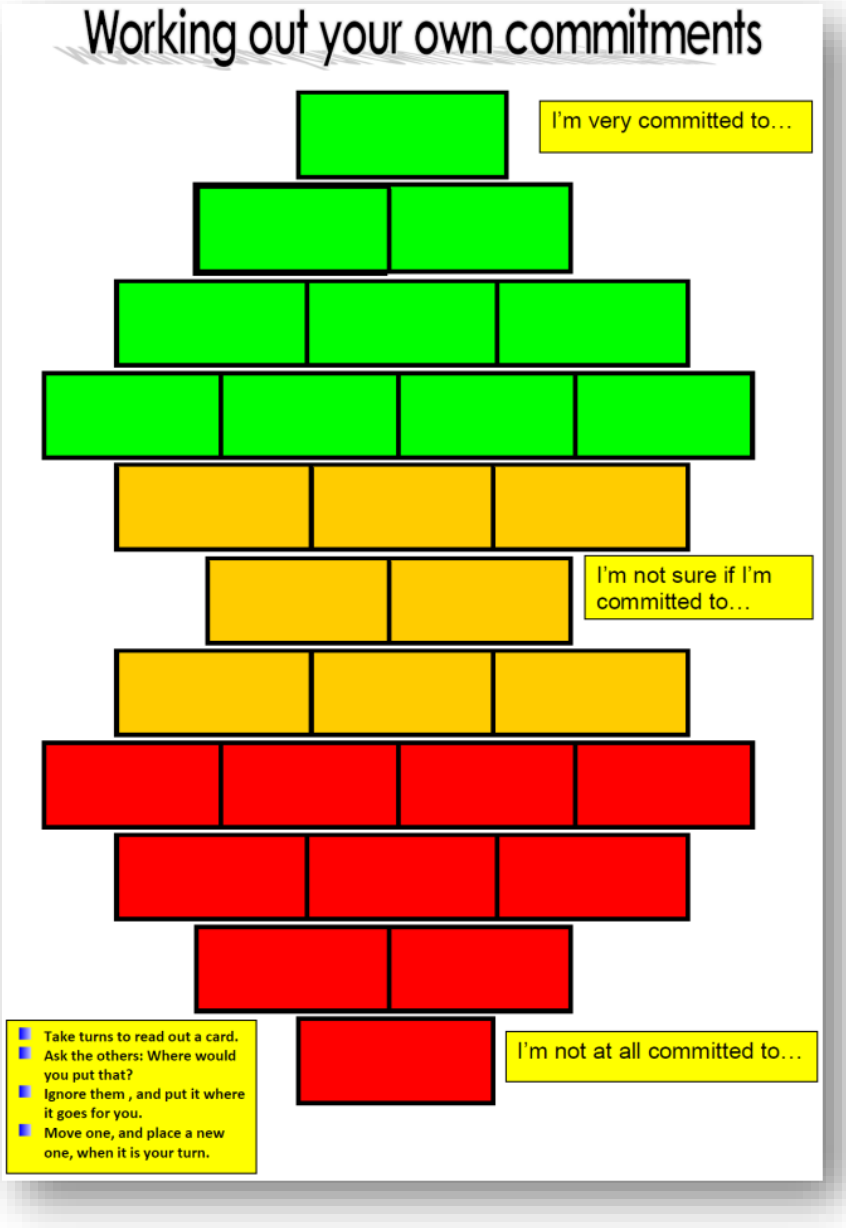
<table>
<tr><td>Step 4: Assessment: write specific pupil outcomes</td><td colspan="3">• Turn the learning outcomes into pupil-friendly ‘I can’ or ‘You can’ statements.
• You might adapt these specific outcomes to form ‘I can’ statements (for pupil self-assessment), ‘You can’ statements (for teacher assessment), 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.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td>• Describe what Ahimsa means to Hindu people
• Describe what grace means to Christian people
• Describe what the Ummah means to Muslim people
• Give examples of the meanings of big ideas in religion
• Describe links between Gandhi’s beliefs and the way he chose to live his life
• Describe a Christian inspirational person exemplified the idea of sacrifice.
• Respond sensitively to examples of religious practice with ideas of their own
• Give some examples of what difference religious commitments make to some people’s lives
• Describe 3 different ways in which the Muslim Ummah supports Muslim people all over the world</td><td>• Make connections between beliefs and behaviour in different religions
• Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions
• Describe the impact of some of Gandhi’s principles and show how his words can be used to address contemporary situations
• Explain the connection between the work of Hindu charities to the Hindu concepts of sewa (service) and ahimsa (harmlessness).
• Make connections between beliefs and behaviour in Christian religion
• Make connections between belief in the grace of God teachings and sources of wisdom in the three religions
• Outline the challenges of being a Hindu, Christian or Muslim in Britain today
• Consider similarities and differences between beliefs and behaviour in different faiths
• Describe some of the impacts of religious commitments on life.
• To debate and give reasons for decisions about a religious issue: what matters most in the worldwide Muslim community?
• Explain links between the stories of Jesus and the chosen leader using the concepts of grace, generosity and forgiveness.</td><td>• Explain similarities in ways in which key beliefs make a difference to life in two or three religions
• Explain the importance of the concepts of Ahimsa (to Hindus), Grace (to Christians) and the Ummah (to Muslims)
• Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas</td></tr>
<tr><td>Step 5: Develop teaching and learning activities</td><td colspan="3">• 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.</td></tr>
</table>

© RE Today Services 2021 *Only for use in purchasing schools*

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?		
Pupils will learn to: Use a speaking and listening strategy to clarify their own commitments and understand others' commitments; Think for themselves about what difference religious commitments make; Describe some of the impacts of religious commitments on life.	**Everyone's Committed: a speak and listen game for learning about commitment** **(a different approach would use this game towards the end of the unit)** ▪ Use a set of game boards and cards that list many commitments including some religious ones. See the board, rules and cards on the next page: copy these to A3 size, one per group of 4. ▪ Ask pupils in groups of three or four to play the game in discussion for 30 minutes: they will create a pattern of commitments showing the things pupils in the group care about most, and they will talk over the commitments that others hold, but they reject. ▪ Ask pupils to say why they have selected the ones that they put in the first group: what makes these commitments most important? What difference do these commitments make? ▪ Talk as a class about which five commitments a Christian might put top of the list, and why. You could compile the answers to this on the whiteboard. There will be many different valid answers. Ask pupils if they can suggest which 5 would have been Jesus' top commitments. ▪ Ask pupils to complete a writing task that identifies their own five top commitments and suggest some simple reasons why they hold these. Ask them to identify the impact of the commitments on what they do: e.g. 'I'm committed to looking after my rabbits, so I clean their hutch even though it is smelly.' 'I'm committed to God, and this shows because I go to Church, and I also try to be kind to people.' ▪ **Introduce the three big concepts** which pupils are going to study like this: ○ Muslims are committed to being part of the global 'Ummah', the worldwide Muslim family. They stick together, they are one under Allah. ○ Christians are committed to believing or trusting in God's grace, or generosity. They think 'God forgives everyone who truly repents'. ○ Hindus are committed to Ahimsa, or harmlessness. They try to live life without killing or harming anything that lives.  	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Respond sensitively to examples of religious practice with ideas of their own (B2).** **Expected:** • **Make connections between beliefs and behaviour in different religions (A1).** • **Consider similarities and differences between beliefs and behaviour in different faiths (B3).** **Exceeding:** • **Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).**

© RE Today Services 2021



Loving my family	Doing what my mum says	Being kind to my friends
Getting better at football	Being a better dancer	Helping people less fortunate than me
Caring for my animals	My future	Getting a lot of money
My God	Going to bed on time	Doing my homework
Being part of the community	Never being racist	Looking after my brother and / or sister
Getting a brilliant job	My music: so I practise a lot	My art: so I practice a lot
Being a generous person	Being a happy person	Being a good person
Being a friendly person	PlayStation, X-Box and Wii	Listening to wise advice
Making the world a better place	Worshipping at my holy place	Eating a good diet

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do Muslim people build their community, the Ummah, by following their Prophet?		
Pupils will learn to: Retell the life story of Prophet Muhammad (pbuh). Show sensitivity toward Muslims beliefs about the drawing of non-figurative images. Consider how the practice of Islam in Britain today, including local practice, follows the example and teaching of the Prophet Muhammad, and is part of the global Ummah, or community. Understand the life and significance of the Prophet Muhammad for the Muslim community / Ummah in Britain today.	**Who was the Prophet? Why does his life matter so much to Muslims? How does following the Prophet unite the Ummah?** Build on prior learning (e.g.L2.1, L2.4, L2.5, U2.5, U2.6) • Plan to teach pupils the **life story of the Prophet** in an engaging way – this might use clips from the Muslim movie, "The Messenger", or by way of a web quest, or using sequencing cards that tell part of the story. Emphasise that all Muslims learn and love these stories, and see them as a uniting 'grand story' for the Ummah. • **6 key headings may give shape to the story**: Early Life, The Night of Power, The Night of Ascent, The Town of the Prophet; The Road to Makkah; The Farewell. • **A line of Messengers.** Explain the importance of Prophet Muhammad for Muslims as the last messenger of God. Other messengers include Adam, Abraham and Jesus – link to Jewish and Christian shared history. Explain why the work has not included drawing the Prophet, acting out his story or making models of Allah: Islamic teaching forbids this because it is so misleading. Consider how sharing these Prophets and their stories unites Muslims in one Ummah, community. • **Why is Prophet Muhammad so important to Muslims?** Why are they committed to following his examples? Create class mind-map or ask pupils to rank statements in order of importance: Allah spoke to him, the Qu'ran was revealed to him, he is a role model of how best to live, he rededicated to Ka'bah to Allah, he created one multiracial community of Muslims, he spread to work of Allah, he is the last and final prophet, he is an example to all Muslims. Pupils might rank these reasons in explaining the continued significance of the Prophet. **How do British Muslims show their commitment to following the Prophet?** • Move on to enable a study of a Muslim family or community, looking at relationships, roles and responsibilities in families, mosques and the wider Ummah (Muslim community). Study of the use of the *masjid* (mosque). How do these things show that Muslims are following the Prophet? How do these things reinforce the Muslim sense of community? • Consider how celebrating major Muslim festivals, eg *Id-ul-Fitr, Id-ul-Adha, Laylat-ul-Qadr* (the Night of Power) shows the value of stories of the Prophet, and unites the community. • Think about why different traditions of Islam exist, eg *Sunni*, *Shi'ah* and what differences and similarities exist between them. Study of issues of Islamic identity through, eg work based on video (such as BBC's 'My Life My Religion), or a web quest, or a Muslim visitor; • Describe how *Muslims* contribute to the wider community, eg the Muslim Education Trust, the Islamic Foundation, Islamic Relief, Muslim Hands. **Summarise what the work has shown** about how British Muslim communities follow the Prophet today. Why do so many Muslims commit themselves to this? How does following the Prophet contribute to uniting the Ummah?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Describe what Ummah means to Muslim people (A1).** • **Respond sensitively to examples of religious practice with ideas of their own (B2).** **Expected:** • **Make connections between belief in Ummah, teachings and sources of wisdom in the Muslim religion (A1).** **Exceeding:** • **Consider and evaluate the significance of the key ideas studied, in relation to their own ideas (B3).**

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How does it feel to be a part of the Muslim Ummah? What difference does it make?		
Pupils will learn: About 4 different ways in which the Muslim Ummah supports Muslim people all over the world To think about the nature of community, making links to their own communities To debate and give reasons for decisions about a religious issue: what matters most in the worldwide Muslim community?	**Teach pupils four ways of sharing** in the worldwide Ummah, the global Muslim community. 1. **Zakat and Qurbani:** Muslims are asked by their religion to give some of their money to help those less fortunate, as a sign of thanks to Allah, who is the Giver of All, the Satisfier of All Needs, the Generous One (3 of the 99 Beautiful Names of Allah).Zakat, the third pillar of Islam, requires Muslims to give £1 from every £40, 2½%. Qurbani is the giving of a sacrifice (for example of an animal or of money) to show submission to Allah. These practices bring the Ummah together: everyone is involved, the richer help the poorer, everyone remembers God. **2.** **Charity across the world:** one example is http://oneummah.org.uk/about-us/ This is a small charity based in Middlesbrough, UK, which runs projects to help people in Britain and abroad, including running soup kitchens and foodbanks for poor people in Britain and providing clean water, building schools, supporting refugees and re-uniting separated people in areas of war. The 'Ummah' is not a national community – it is bigger than any nation. Charity expresses belief in one Ummah by linking those with money and generosity to those in need anywhere on earth. 3. **The Hajj: a wish for all Muslims.** Muslims cannot all go on the Hajj to Makkah. There are 2 billion Muslim people, and only about 3 million per year go to Makkah for the Hajj. But there is unity in aspiring to go, and in facing the Kaaba every time Muslims pray, so the Ummah is strengthened by the fact that the Kaaba is the centre of the world for all Muslims. Teach pupils about the place of Makkah in the life of the Prophet and in Muslim life today using stories and artefacts. **4.** **Stories of the Prophet and the words of the Qur'an**: Allah says: "You have been the best of communities brought forth for humankind: commanding good, forbidding evil, and believing in Allah." (Sūrah Āl `Imrān: 110). It means that the early Muslim Community had three purposes, to say what is good, to say what is evil and unite around shared belief in Allah. **Task: What matters most? What can we ask?** • Ask pupils to check their understanding of the four aspects of the Ummah taught above. Ask them to write an explanation of what the ummah means to Muslims using quotes from religious text and examples of action. **Notes**: All religions have a community dimension to them, which is expressed in shared practice – community is reinforced by shared festivals, worship, stories, and often by shared language and traditions. These forms of community life are all part of what it means to be in the Muslim Ummah. Do make connections to other religions wherever this will help your pupils.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Describe what Ahimsa, Grace or Ummah mean to religious people (A1).** • **Respond sensitively to examples of religious practice with ideas of their own (B2).** **Expected:** • **Make connections between beliefs and behaviour in Islam (A1).** • **Make connections between belief in the Ummah and teachings and sources of wisdom in Islam (A1).** • **Outline the challenges of being a Muslim in Britain today (B2).** **Exceeding:** • **Consider and evaluate the significance of the key ideas studied, in relation to their own ideas (B3).**

© RE Today Services 2021 *Only for use in purchasing schools*

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?		
Pupils will learn to: Identify some of the values that Gandhi showed in his life Make links between Gandhi's beliefs and the way he chose to live his life Describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations Use religious vocabulary to describe aspects of lives and teachings of inspiring leaders and inspirational people, giving examples of how these have influenced the lives of followers.	**Disagreements and arguments:** Divide the class into small groups and discuss the following questions: • Who do you argue with? • What do you argue about? • When do you think you are treated unfairly? • How do you resolve your disputes? Listen to people's feedback. If it does not come out in discussion, ask if anyone has ever used violence, for example with brothers, sisters or friends, to get their own way. **Share the story of Gandhi and discuss the concept of ahimsa**. You could show a short extract from the film *Gandhi* showing his non-violent principles. Explain that he was a Hindu who believed in and was committed to the principle of ahimsa, meaning harmlessness or non-violence. Discuss the inspirational characteristics that Gandhi showed during his life: patience? Determination? Team leadership? Imaginative ideas? Universal love in action? **Share + discuss quotes from Gandhi: what do they mean? How do they show his vision for changing the world?** • *"In a gentle way you can shake the world."* • *"If all Christians acted like Christ, the whole world would be Christian."* • *"First they ignore you, then they laugh at you, then they fight you. Then you win."* • *"An eye for an eye and everyone shall be blind."* • *"Whenever you are confronted with an opponent, conquer him with love."* • *"Be the change that you want to see in the world."* Discuss some of the situations that people find difficult, or think are wrong around the school. You might note that Gandhi is not universally admired, and was 'of his time'. Asha Kowtal, and Pandurang Shastri Athavale might also be suitable for study. **Widen out people's thoughts to the whole world.** Are there any situations that they think are unfair in the world? How would applying the quotes or principles of Gandhi help? Ask pupils to choose one of the situations that you have discussed and split a piece of A4 paper into 3 pieces. Draw a picture of their situation on the top third of the paper. Use speech bubbles or a short description to help describe clearly what is happening in the picture. In the middle of the paper ask them to write a quote from Gandhi that would help to improve the situation. If anyone cannot find a suitable quote they could describe how they think Gandhi would have improved the situation. At the bottom of the piece of paper ask them to draw the improved situation **Notes**: Quotes from Gandhi can be found on many quote websites including www.saidwhat.co.uk/quotes/favourite/mahatma_gandhi Further activity ideas for work on Gandhi can be found in Special People (Developing Primary RE series), RE Today Services. This publication includes further quotes from Gandhi and some information about his life.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Describe what Ahimsa means to Hindu people (A1).** • **Respond sensitively to examples of religious practice with ideas of their own (B2).** **Expected:** • **Make connections between beliefs and behaviour in Hindu religions (A1).** • **Outline the challenges of being a Hindu in Britain today (B2).** **Exceeding:** • **Explain similarities in ways in which key beliefs make a difference to life in Hindu religion (A1).**

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do Hindus show their commitment to ahimsa through acts of service or sewa?		
Pupils will learn to: Describe what 'sewa' means and what some acts of sewa may be. Investigate and interpret how one charity is inspired by teachings related to sewa in Hinduism. Respond thoughtfully to the Hindu concept of sewa and the work of Sewa UK. Clearly connect the work of Sewa UK to the Hindu concepts of sewa and ahimsa.	**Selfless Service: Ahimsa is about harmlessness, but is positive too: about serving others generously** ▪ Discuss with pupils the very last time that somebody did something kind for them. What was it? Why do they think the person performed the act of kindness? Do people need to have a motive to perform a kind act? ▪ Ask pupils to recap their learning about Gandhi and ahimsa. Explain that another incredibly important idea to Gandhi was that of 'sewa' and ask if anyone has heard of the term before (some may have heard of it in either a Sikh or Hindu context). Sewa is selfless service to humanity. Service to God (in Hindu life, the gods and goddesses) may include worship. Service to humans may include giving money to charity or looking after those in need. Acts of sewa towards fellow human beings may be long, short, big, small, loud or quiet, but must always be selfless – acts of kindness without expectation of anything in return. Teachers might like to get pupils to think of a long, short, big, small, loud and quiet act of sewa. **A charity committed to sewa: not just being harmless, but being helpful** ▪ Ask pupils to quickly list charities that they know of. Once completed, see whether any religious charities were listed. Introduce Sewa UK www.sewauk.org/ as a Hindu charity. ▪ Allow pupils time to explore different parts of the website including current and past projects and charity through adventure. Perhaps provide pupils with a website-based scavenger hunt activity to check they have read all of the literature thoroughly. Ask them to consider questions such as: 1) What sort of projects is Sewa UK involved in? (Choose three examples you find interesting) 2) Would somebody who supported Sewa UK's projects or joined in with them be carrying out an act of sewa? 3) Why might a Hindu who was committed to sewa support Sewa UK? Does Sewa put harmlessness into action? 4) How do you think this charity's work might be inspired by the idea of sewa in Hinduism? (answers should be about more than just the charity's name!) 5) What do you think 'Service to Humanity is Service to God' means? 6) What is good about Sewa UK? How does the charity apply the idea of harmlessness or ahimsa? 7) Would somebody who is not Hindu consider supporting this charity? Why? Pupils could create a TV, radio or internet advert to raise support for Sewa UK. They should explain the excellent work the charity does and how it can help people carry out acts of sewa, and live in a positive harmless way of life. **Notes** In Hindu communities, sewa is often seen as part of dharma (duty), and puts the ideal of ahimsa into action Charities from other religions such as Christian Aid, Islamic Aid and Tzedek are all religious based charities and have good websites if you wish pupils to compare examples from more than one faith. Sikhs also use the word 'sewa' to speak of their commitment to selfless service.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Describe what Ahimsa means to Hindu people (A1).** • **Respond sensitively to examples of religious practice with ideas of their own (B2).** **Expected:** • **Make connections between belief in ahimsa and teachings and sources of wisdom in Hindu religion (A1).** • **Outline the challenges of being a Hindu in Britain today (B2).** **Exceeding:** • **Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).**

© RE Today Services 2021 *Only for use in purchasing schools*

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What did Jesus teach about God's grace and forgiveness?		
Become familiar with Jesus' story of the Lost Son and its teachings about forgiveness and grace, from Luke 15. Think about examples of Jesus teaching on forgiveness and the generosity of God. Understand what Jesus did and taught, saying why it is remembered all these years later Empathise with someone who has suffered or who might need or desire forgiveness, showing their understanding Consider ideas about what God is like: Is God full of grace and forgiveness?	**What did Jesus think and say about grace and forgiveness?** ▪ Recall Jesus story about forgiveness, the Lost Son (from Luke 15 – also encountered in unit 1.4 and L2.2. Build on prior learning). Give pupils a 'feelings graph' to fill in: at each key point ask pupils to say what each key character (father and both brothers) is feeling and why. ▪ **'The pig boy and the pig-headed boy'** is one title for the story. What does this title mean? Do both the boys need their father to be generous in different ways? Do they both need to change? **Talk about grace in the story:** ▪ Who was wrong? What might have happened to end the story? Who was forgiven? What effect did that have on their life? What was the response of the person? Of others nearby? Was the dad unfair? Does being fair mean treating both his sons the same? Teach the class that this story for Christians is about God the Father, who always loves his children, no matter what. It shows Christians what to believe about God's generosity, or grace. **God as the 'loving father'** ▪ Tell pupils that many Christians think God is like the dad in the story. Ask if they can see some similarities. When God sees us do something wrong, he doesn't stop us. But if we ask then he does forgive us. Is that fair or generous? For Christians, this is what 'Grace' means, and it's a very important part of what they believe about God. Do we all need forgiveness sometimes? Do we all need grace? Did the son trust in his dad's grace? ▪ Look carefully at the account of Jesus being crucified, and his saying 'Father, forgive them, they don't know what they are doing'. What did people crucified usually say to those who killed them? What does it mean to 'practice what you preach'? Did Jesus do this? ▪ Write a short poem about forgiveness or grace. Or create a story of your own to show what grace means. ▪ An additional task could teach pupils about the story of **Coventry Cathedral,** bombed by the Nazis in 1940, but 'risen again' as a symbol of forgiveness and always active in reconciliation projects. A visit might be a great learning experience! This shows that the impact of believing in the grace of God might be to practice grace yourself, to be forgiving and to seek reconciliation. 	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Describe what Grace means to Christian people (A1).** • **Respond sensitively to examples of religious practice with ideas of their own (B2).** **Expected:** • **Make connections between beliefs and behaviour in Christian religion (A1).** • **Make connections between belief in the grace of God teachings and sources of wisdom in the three religions (A1).** • **Outline the challenges of being a Christian in Britain today (B2).** **Exceeding:** • **Consider and evaluate the significance of the key ideas studied, in relation to their own ideas (B3).**

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why did Jesus share bread & wine with his disciples, the night of his arrest? How did Jesus show the meaning of grace?		
Pupils will learn to: Explore the significance of the Last Supper Consider the idea that Jesus came to show humanity God's grace, or generosity, and lived like a servant, not as a ruler or king Describe some links between the Last Supper and the Holy Communion To think about the meaning of the concept of grace: generosity which is more than we deserve. Explain examples of how Jesus showed grace or generosity in the last week of his life.	**How did Jesus show grace?** • Give pupils some examples of how Jesus showed grace or generosity in the stories of Holy Week and Easter. You could include: submitting to his arrest / healing the ear of a soldier as he was arrested / praying forgiveness on his crucifiers / caring for his mother while he was dying / forgiving Peter for denying him. Ask pupils first to discuss how Jesus showed grace or generosity in these incidents from the story, then to rank the examples: which shows grace most effectively? Which is the best example? **What was the meaning of Jesus' last meal with his friends?** ▪ **Foot washing.** Tell the story of Jesus washing the disciples' feet. How would you show your friends that you wanted to serve them, not rule over them? A drama activity could be linked to Jesus washing the disciples' feet. Explain that this story is in John's Gospel instead of the story of the bread and wine. What did Jesus want his disciples to do after he was dead? Help pupils to find out about churches that celebrate washing of the disciples' feet. ▪ In 2016, His Holiness Pope Francis washed the feet of migrants from different religions on Maundy Thursday, to show that he welcomed people of different religions. Talk about this action – find a picture – and ask: did the Pope show grace? ▪ **Jesus' Last Supper.** Tell the story of the Last Supper, drawing out pupils' own experiences of sharing special meals together, e.g. birthdays, weddings, school parties. Explain that Jesus seemed to know he was going to die, and he showed the disciples a way of understanding what he was doing, and a way of remembering him – which has lasted nearly 2000 years! You might watch a video of the Eucharist (BBC 'My Life My Religion Christianity' is good) ▪ Talk about the Last Supper and explain what Jesus was telling his disciples. Talk about the fact that Jesus came to be a servant, and that Christians believe they should follow his example. The story is in Mark 14:12–26. A generous person doesn't always make others do things for them Jesus said 'If I, your Lord and Master, have washed your feet, then you also ought to wash each other's feet.' ▪ **Working from paintings.** Reproductions of traditional and modern paintings from different cultures can be used to support the teaching about the Last Supper (John 13:1–17). Find two paintings of the washing of the disciples' feet, and two paintings of the bread and wine and consider with pupils how the artists refer to key concepts. What do the paintings show us about God, generosity, grace, kindness, community and love? A labelling activity, using these key concepts and asking pupils 'Where in the picture can you see generosity? Why do you say that?' is remarkably effective. ▪ **Media comparison:** Another excellent visual learning activity compares a painting, a photo and a video sequence with the text of the Last Supper. Pupils in pairs decide which one represents the Bible story best and why. Which one shows the idea of grace most clearly? ▪ **Enacting and writing:** It might be a good learning experience to sit and look at fresh broken bread and a goblet of blackcurrant juice as the learning goes on. Would this link to an art activity? It can work very well as a focused reflection activity for pupils. The purpose is not to simulate the Eucharist, but to give pupils time and space to imagine what the ritual is like, and understand the symbols, emotions and ideas of the Eucharist for themselves. Ask pupils to write about the meaning of the symbols and the emotions of the experiences.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Describe what Grace means to Christian people (A1).** • **Respond sensitively to examples of religious practice with ideas of their own (B2).** **Expected:** • **Make connections between beliefs and behaviour in the Christian religion (A1).** **Exceeding:** • **Consider and evaluate the significance of the idea of grace in relation to their own ideas (B3).**

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How can the life of a great Christian person show us the meaning of grace?		
Pupils will learn to: Become familiar with Christian examples of grace and generosity as exemplified in the life story or stance of a modern Christian or a saint. Describe how the Christian person chosen exemplified the idea of sacrifice. Make links between the stories of Jesus and the chosen leader using the concepts of grace, generosity and forgiveness.	**Who is inspired by Jesus example of commitment?** ▪ Research the life of a Christian e.g. Dr Noel Chavasse, Martin Luther King, Jackie Pullinger, Gladys Aylward, Mother Teresa, Corrie Ten Boom, Desmond Tutu, John Wesley, a local example - using books, video, visitor, web. Teachers will make this work come alive if they do some great story telling. The story of Noel Chavasse can be found free and ready to use at www.westyorkshiredales.anglican.org/ww1REresourcesforschools ▪ Present their findings to a group or the class, orally or in writing. What did the person do that was difficult or unusual in the circumstances? What did they sacrifice? What helped them to maintain that commitment? What words/phrases describe their action or qualities? In what ways is this person a good follower of Jesus? How did this person put Jesus' ideal of grace, or generosity into action? How did they live generously? ▪ Pupils are asked to consider how they might behave in similar situations. There are always dilemmas at the heart of great life stories: what dilemmas did these people face, and what helped them to live generously? Illustrate these using word art or design a calligram (the free online formatter 'WordChef' is useful here). ▪ Focus particularly on how commitment, grace and forgiveness is seen in the stories by asking: Who was committed to what in this part of the story? What happened to show grace (generosity) to people in this story? Is there an idea about forgiveness in this story? If you believe in the grace of God, what difference does it make to how you behave? ▪ Link to some key verses from Christian scripture. Tell the pupils that Saint Paul teaches Christians how to make sense of the sad stories of Easter and of the idea of God with sayings like these: "You know the grace of our Lord Jesus Christ. Although he was rich, he became poor for our sakes, so that you could become rich through his poverty." 2 Corinthians 8:9 **Prayers and meditations** ▪ Ask pupils to choose either a prayer or meditation, and write imaginatively: what might the hero they have found out about have prayed or thought at the beginning, middle and end of the story? Can they use the concepts of grace, forgiveness or generosity in the prayers they write? Pupils share the prayers they have written for the chosen hero, and create a display of 'Grace in Great Lives'. **Supported self-study** ▪ Supported self-study in RE can make excellent links with the literacy curriculum, and both use and develop pupils' enquiry skills and team working skills. A presentation – spoken, or visual – is a possible outcome.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Describe what grace means to Christian people (A1).** • **Respond sensitively to examples of religious practice with ideas of their own (B2).** **Expected:** • **Make connections between beliefs and behaviour in Christianity (A1).** • **Make connections between belief in grace and the teachings and sources of wisdom in Christianity (A1).** • **Outline the challenges of being a Christian in Britain today (B2).** **Exceeding:** • **Consider and evaluate the significance of grace in Christianity in relation to their own ideas (B3).**

© RE Today Services 2021

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES

What have we learned from the Muslims, Christians and Hindus about their commitments to the Ummah, to Ahimsa and to Grace? How are these religions similar, and how are they different?

Pupils will learn to:
Understand similarities and differences between big ideas for Christian, Hindu and Muslim people;

Use concepts like 'more important' or 'less significant' to describe the impact of beliefs and commitments on life for myself

Clearly explain the impact of my own beliefs and commitments and those of others

Explore and express ideas of their own about commitments

Who's committed to what? What difference do 'big beliefs' make?

- Remind pupils about the work on Muslim, Hindu and Christian ideas about Ummah, Ahimsa and Grace. Ask them how people in these three religions show their beliefs and commitments. Who did they think showed their commitments, and how, and why?
- Give them a list, or set of word cards on the floor. You could use these words:

Allah	**Ummah**	**Vegetarian**
Sewa	**Self-Control**	**Family**
Worshipping	**Jesus Christ**	**Ramadan**
Prayer	**Diwali**	**The Bible**
Charity	**Holy Communion**	**The Quran**
The City of Makkah	**Church**	**Peace**
Forgiveness	**Mosque**	**Love**
Kindness	**Mandir**	**Goodness**
Grace	**Generosity**	**The Prophet**
Ahimsa	**Holiness**	**Muhammad** (PBUH)
gods and goddesses	**Harmlessness**	

Ask pupils to sort them in different ways:

- First, which are the top beliefs and commitments of Hindus, of Muslims, of Christians and which of two religions, or all three? Why? Which are hardest to classify?
- Second, what would a Hindu, Muslim or a Christian's top 4 beliefs and commitments be? How does it show? Why are these ones so important?
- Third, what would their own top 4 beliefs and commitments be? Why? How do these commitments show?
- After discussion, pupils might create piece of structured written work to show their final answers: why do the concepts of Ahimsa, Ummah and Grace matter? What meanings and examples did they learn?

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

Emerging:

- **Describe what Ahimsa, Grace or Ummah mean to religious people (A1).**
- **Respond sensitively to examples of religious practice with ideas of their own (B2).**

Expected:

- **Make connections between beliefs and behaviour in different religions (A1).**
- **Consider similarities and differences between beliefs and behaviour in different faiths (B3).**

Exceeding:

- **Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).**
- **Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).**

© RE Today Services 2021 *Only for use in purchasing schools*