

Key Stage 2 RE Resource: Can Christian Aid and Islamic Relief change the world?

Activity summary	Global learning opportunities	Links to Welsh national exemplar framework for RE	
		Skills	Range
<p>This work is based on the resources Can Christian Aid and Islamic Relief change the world? on the Christian Aid website.</p> <p>The unit includes an extensive set of teaching and learning activities enabling pupils to consider what two different religions are doing to support social justice and why they think social justice is an important way to put their beliefs into action. The unit shows how Muslims and Christians respond to global issues of fairness and social justice.</p> <p>Pupils:</p> <ul style="list-style-type: none"> • understand some of the two charities' projects, and identify links between faith and action in their work • begin to understand how the two charities can co-operate and similarities and differences between them • express their ideas about the impact of social action by religious and belief based organisations • express their views about the teaching and example of Muslim and Christian charities on how to change the world for the better • begin to compare the merits of approaches based on charity and social justice. 	<p>GLP-W themes and outcomes:</p> <ul style="list-style-type: none"> • Poverty and development • Enquiry and critical thinking. <p>ESDGC themes:</p> <ul style="list-style-type: none"> • Wealth and poverty • Identity and culture. <p>Global Goals:</p> <ul style="list-style-type: none"> • SDG 1 (No poverty) • SDG 17 (Partnership for the goals). 	<p>Pupils should be given opportunities to:</p> <p><u>Engage with fundamental questions</u></p> <ul style="list-style-type: none"> • ask, discuss and respond to fundamental questions • interrogate a range of evidence to consider the issues raised • use evidence to present and support arguments and opinions. <p><u>Explore religious beliefs and practices</u></p> <ul style="list-style-type: none"> • explore and make links between religious beliefs, teachings and practices • describe and begin to explain the impact that religion has on the lives of believers • identify similarities and differences across religions. <p><u>Express personal responses.</u></p> <ul style="list-style-type: none"> • express and begin to justify their own feelings and opinions • demonstrate how what they have learned has impacted on their own views/ideas • consider, appreciate, empathise with and respect the viewpoints of others • use ICT and other means to gain access to information. 	<p>Human experience</p> <ul style="list-style-type: none"> • authority and influence: how forms of authority such as sacred texts, religious leaders and codes guide and influence people's lives • relationships and responsibility: how the importance of personal relationships and responsibility to others is demonstrated by religions <p>Search for meaning</p> <ul style="list-style-type: none"> • knowledge and experience regarding the non-material/spiritual: how religious/spiritual experience is developed and understood, e.g. lifestyle, commitment.

Development You could:

- develop this unit through further investigations into the activities of faith- or non-faith NGOs in development and poverty reduction, perhaps linked with other subjects such as **PSE** or **geography**, for example by:
 - investigating the work of other development NGOs linked to religious communities, such as [Tzedek](#), or [Cafod](#), perhaps linked to a common theme such as fair trade
 - investigating charities linked to specific religious teaching such as the Christian [Request](#) site
 - investigating the countries the NGOs work in, the types of programme and how they worked with people
 - applying their own ideas about justice and fairness to the work of other NGOs, for example [Oxfam](#)
- look in depth at one measure of poverty, for example hunger, and explore using the [World Food Programme statistics](#). Just imagine what would happen to a country or region if all children were well fed, what would be the positive (and any negative?) impacts?

Literacy opportunities

Oracy

Element: Developing and presenting information and ideas

Aspects :

- Collaboration and discussion.

Reading

Element: Locating, selecting and using information

Aspect:

- Reading strategies.

Element: Responding to what has been said

Aspects:

- Comprehension
- Response and analysis.

Writing

Element: Organising ideas and information

Aspects:

- Meaning, purposes, readers
- Structure and organisation.

Critical Thinking opportunities

- ask and respond to a range of questions
- explain and reason, and think about evidence
- assess or evaluate information
- express a point of view and understand that people have different points of view
- consider different voices and points of view, and be able to change one's point of view.

Acknowledgements: This case study is adapted from work by [NATRE](#) for the Global Learning Programme.