


L2.4	Disciplines		Concept	Phase	Vocabulary	
How might your worldview lead you to do hard things for good reasons?	Theology		Personal Responsibility 	Lower LKS2	Sacrifice	Tzedakah
	Philosophy	X			Fasting	Zakat
	Human & Social Science	X			Sawm	Pilgrimage
	History				Ramadan	Hajj
					Lent	Non-violence
					Charity	Worldview
					Resist	Sacred

Important Substantive Knowledge	Prior Knowledge	Future Knowledge
<ul style="list-style-type: none"> • Sacrifice and making hard choices are important parts of many worldviews. • The Five Pillars are of spiritual significance to those with Muslim worldviews. The pillars are faith, prayer, charity, fasting and making the pilgrimage to the holy city of Makkah. • Sawm (fasting) is especially important for those with Muslim worldviews during Ramadan. • Many people with Christian worldviews fast during Lent by giving something up. • Many people with religious and non-religious worldviews make choices around the food they eat for special reasons, for example, ahimsa (doing no harm) is a guiding concept for those with Hindu worldviews. • many people with religious and non-religious worldviews engage in charity work, for example, Tzedakah is a Jewish belief in doing things to help others. • Pilgrimage can be an important part of religious worldviews. For example, Christians visit Canterbury and Muslims make the hajj to Mecca. • Quaker worldviews are especially characterised by non-violence and finding ways to live at peace with others. 	<p>This links back to:</p> <ul style="list-style-type: none"> • K1.2 unit and the influence of sacred texts on individual worldviews • K1.3 Prayer and dedication to a deity within worldviews 	<p>This links to future learning:</p> <ul style="list-style-type: none"> • U2.6 unit and how ideas about life after death impact on choices now • K3.2 unit on ethics and morality within worldviews & the origins of these ideas • K3.3 unit and diversity of lived expression for those inhabiting similar worldviews

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CHECK POINT

Begin the unit by reminding pupils what we mean by worldviews (individual, communal and organised). Share the core concept for the unit with them and indicate which main disciplines they will be using to study the worldviews case studies in this unit. Allow pupils time to reflect on the main enquiry question at the first worldviews checkpoint and remember to pause again mid-unit for another worldviews checkpoint.

Sub-Questions from Unit Map				
Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
1. What might be some reasons people choose to do hard things in life?	Different worldviews	<ul style="list-style-type: none"> • Make use of the SACRE 'Worldviews Introductory Lesson' for KS2 if this is your first time teaching this syllabus to pupils at this phase. Explain that this unit will be about exploring the aspects of a worldview that can be difficult and challenging, such as food choices, charity work/giving and special journeys (pilgrimages). • Begin with a silent debate. Pose the question: Why do people choose to do hard things in life? on large sheets of paper. Pupils move silently around the room making notes on the paper - adding their ideas and responding to the ideas of others. You might also ask questions as teacher based on their responses. • Hold a brief class discussion about possible answers to this question that have been revealed through the silent debate. • Share with pupils a range of examples of things which people choose to do which are hard (see SACRE resource for some examples). Pose the question: Why might people chose to do these hard things? Discuss. • Point out that some reasons can be very individual whereas some can be influenced and shaped by a community. • Point out that where you are in the world, the time period, the culture you are part of, the religious / non-religious beliefs you hold, will all be contributing factors to the hard things undertaken too. Basically, your worldview will help shape the things you choose to do and perhaps most especially, the difficult and challenging things. • Point out that sometimes reasons for doing hard things can be to do with abstract ideas like love, forgiveness, peace, justice, faith. • Share examples from your own life of things you have chosen to do which were hard. What were your reasons for choosing to do these hard things? Some rather general examples might be - learning to ride a bike, going to university and becoming a teacher! You could add some even more personal examples from your life if you feel comfortable sharing these or just create some hypothetical examples. 	<p>Know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace.</p> <p>Know that individuals can hold worldviews that are personal for them and/or are communal worldviews influenced and shaped by a local community.</p> <p>Know that individuals and communities may express the same concept in different ways (as individual and communal worldviews).</p>	N/A

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Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • Invite pupils to complete the resource sheet where they draw one thing they do / have done that they think is hard. Underneath, invite pupils to write about what they do / have done and their reasons for this. • Reflect on the sub-question for this lesson. Discuss some motivations for doing hard things and the value in being challenged. 		
2. What does it mean to make sacrifices in life?	Various worldviews (global)	<ul style="list-style-type: none"> • Discuss what pupils think the term sacrifice means. Share a dictionary definition: To give up something that is valuable to you in order to help another person. • Sacrifice can take many different forms and many things can be sacrificed. These are the main types of sacrifice: time, resources, comfort, desires or even a life. We will learn a bit about each type by exploring some examples. Read this article about St. Guinefort (a dog). https://www.independent.co.uk/life-style/holy-days-uk-religion/saint-guinefort-b2150137.html Pose the question: What did the knight sacrifice? Discuss. Establish he sacrificed the life of his faithful hound. Pose the question: Why did he sacrifice this? Discuss. • Watch this video about a young boy. https://www.youtube.com/watch?v=gW8e3pZ80_Y Pose the question: What did he sacrifice? Discuss. Establish he sacrificed his own resources (money) and his own desires (what he might have wanted to spend the money on). Pose the question: Why did he sacrifice these things? Discuss. 	<p>Know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace.</p> <p>Know that individuals can hold worldviews that are personal for them and/or are communal worldviews influenced and shaped by a local community.</p>	N/A

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		<ul style="list-style-type: none"> Use this article to read about two more examples of sacrifice. https://www.ipsleyacademy.co.uk/wp-content/uploads/sites/3/2020/04/Example-stories-of-Modern-Sacrifice.pdf <ol style="list-style-type: none"> Read about the Mountain Man. Pose the question: What did he sacrifice? Discuss. Establish he sacrificed his own time and his own comfort. Pose the question: Why did he sacrifice these things? Discuss. Read about Jordan Rice. Pose the question: What did he sacrifice? Discuss. Establish he sacrificed his own life. Pose the question: Why did he sacrifice his own life? Discuss. <ul style="list-style-type: none"> Pupils complete a worksheet where they explain one thing they have sacrificed in their lifetime and their reason for doing this. Invite some pupils to share their work. Reflect on the sub-question for this lesson and consider this question too: Who does sacrifice benefit? Discuss. 	Know that individuals and communities may express the same concept in different ways (as individual and communal worldviews).	
3. What is the spiritual significance of fasting in Muslim worldviews?	Muslim Worldviews	<p>This will likely take several lessons:</p> <ul style="list-style-type: none"> Discuss what pupils think the term 'fasting' means. Share a dictionary definition: The practice of eating little or no food for a period of time, especially for health, ritualistic, religious or ethical purposes. Briefly discuss pupils's own experiences of going without certain foods for health reasons (e.g. dairy free diet) or for ethical reasons (e.g. being vegetarian). Meet a Muslim girl, Sara, and learn more about Ramadan for her by watching this BBC Teach video: https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-ramadan-and-aid/z7bt7yc. Alternatively, or in addition, you might also invite a Muslim visitor to speak about their experience of fasting as part of their Muslim worldview. 	Know that ritual and practice may seem hard and challenging but are often expressing a belief and are not just hard for the sake of it.	Make connections between responses given in surveys and interviews within and across worldviews.

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • Explain that in this lesson we are going to focus on the spiritual significance of fasting for Muslims. Explain that the Five Pillars of Islam are the core beliefs and practices of Islam. The Five Pillars of Islam provide a structure for Islamic daily spiritual life. The pillars are: faith in One God, prayer, charity, fasting and making the pilgrimage to the holy city of Makkah. • Explain that the Fourth Pillar of Islam is called Sawm and involves fasting during the month of Ramadan. Ramadan is the month when the words of the holy Qur'an are believed to have been revealed to Prophet Muhammad (PBUH). People with Muslim worldviews who choose to fast give up food and drink during daylight hours. They eat and drink after sunset and before sunrise. Make sure pupils understand that not all Muslims fast. There are rules allowing the young, sick and elderly to not fast and there are also some people who feel they are 'culturally' Muslim but do not follow spiritual practices associated with Islam. • Give pupils the video questions below on the SACRE resource sheet. Pupils should watch the video one more time and make video notes – answering these questions. Pause the video as needed for writing time or to discuss each question together. <ol style="list-style-type: none"> 1. What are the main reasons for fasting according to Sara? Self discipline and reminding what life is like for others who are less fortunate and do not have enough food. 2. Why is Sara not required to fast? She is 11 years old so she does not have to fast until she is a bit older. Sara has decided to practise in readiness. 3. What happens at sunset during Ramadan? Muslims break their fast with a special family meal called Iftar. 4. When is Ramadan and how long does it last? Ramadan falls in the 9th month in the Islamic calendar - meaning it occurs a little earlier each year in the UK. Ramadan lasts for about 30 days so is referred to as 'the month of fasting'. 5. What happens at the end of Ramadan? The celebration of Eid ul Fitr. 	<p>Know that organised worldviews such as religious traditions can begin as a result of historical events or the influence of one key person.</p>	<p>Observe rituals taking place and draw conclusions about significance and meaning.</p>

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • If you have Muslim pupils in your class / school, they could share their personal experiences of Ramadan and how their religious worldview leads them to do hard things for good reasons. Alternatively, or in addition, share the story Ramadan Moon by Na'ima B Robert and Shirin Adl to find out more about what Ramadan is like. • Explain that most of the world's 1.6 billion Muslims observe the holy month of Ramadan each year. It is the most important month on the Islamic calendar. Why do so many Muslims take part? Explain that there are many valuable reasons for Sawm, for example: obeying God and exercising self-discipline; becoming spiritually stronger; appreciating God's gifts, which may otherwise be taken for granted; developing empathy for the poor; giving thanks for the Qur'an, which is believed to have been revealed in the month of Ramadan; sharing fellowship with other Muslims locally and around the world. You might contact your local mosque/masjid and find out how the local Muslim community typically celebrate Ramadan and Eid-al-Fitr, the festival that is celebrated at the close of Ramadan. • Spend some time finding out about the meals shared before dawn and after sunset and consider a little diversity of foods and practices: Suhoor: During Ramadan, many Muslims try to eat a simple meal called suhoor just before dawn, to sustain their energy through the day. There is no particular food eaten at suhoor – individual families eat a variety of foods according to the culture in which they live. In the UK, it is typical to eat foods that release energy throughout the day, such as bananas, other fruits and wholegrain cereals. The idea is to keep it simple and eat enough nourishing food to feel sustained throughout the fast without being indulgent. 		

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<p>Iftar: When night falls, many Muslims break their fast with a meal called iftar. Other Muslims break their fast with dates or water before having their meal later, as this is what the Prophet Muhammad did. Families and communities often come together in celebration for the evening meals of Ramadan.</p> <ul style="list-style-type: none"> • Scroll down this website page to share the section on dates. Then you might look at some examples of Iftar meals from around the world to see diversity: see. • To draw the learning together, watch this BBC Newsround video about Ramadan (March 2023) here and reflect on the sub-question for this lesson. 		
<p>4. Why is fasting important in Christian worldviews?</p>	<p>Christian Worldviews</p>	<p>This will likely take several lessons:</p> <ul style="list-style-type: none"> • Study the picture The Temptation in the Wilderness by Briton Riviere (here). Pose the questions: Is it a happy or sad picture? Why? What title would you give it? Discuss. • Study the picture Jesus ministered to by Angels by James Tissot (here). Pose the questions: What do you notice 1st, 2nd, 3rd? Can you see any connections between this and the first picture? Discuss. The figure in white robes is Jesus. Both pictures show different scenes from a story in Jesus' life. • Let two pupils play a game of tug-of-war with a rope. Consider how it feels to be pulled in two directions. For many with Christian worldviews, this is what they experience temptation like; God is trying to pull them in the direction of doing right and Satan is trying to pull them in the direction of doing wrong. Christianity teaches that the Devil even tempted Jesus! This story can be found in the Gospels - Matthew 4:1-11, Mark 1:12-13 and Luke 4:1-13. 	<p>Know that sacred texts can be interpreted literally, symbolically, metaphorically, analogically, spiritually.</p>	<p>Make simple interpretations of sacred texts.</p> <p>Be able to do 'engaged looking' at sacred art to explore the theological significance of religious artwork and to explore the manner in which the historical-social-geographical context of the art/architecture shapes its meaning.</p>

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		<ul style="list-style-type: none"> • Important background: After his baptism, Jesus seems to go to the desert to be alone with God. The place where Jesus was alone with God for more than a month is believed to be in the mountains near Jericho. This place is bleak and rocky. Jesus was in the desert for 40 days. Fasting (going without food) was a common way to concentrate on prayer and devotion to God. Jesus purposely made himself open and vulnerable to God in this way. Jesus had to decide the direction that he would take in his ministry. He sought God's direction. Sensing a possible victory over someone who was weak and hungry, Satan attacked. Jesus answered every attack by quoting Scripture written during the time when the Israelites were in the desert (on their way to the Promised Land). • Share the story of Jesus' three temptations in the desert using this link. Use the section titled 'The Story'. Discuss the three temptations. • Pose the question: Which parts of the story do the artworks relate to? Discuss. • Consider the thoughts Jesus might have had about whether to give in to each temptation. Pupils can complete the resource sheet by writing detailed thought bubbles for each of the temptations Jesus faced. • Pose the questions: What is Lent? What do many Christians do during Lent? Discuss what pupils know already. • Invite visitors with Christian worldviews (such as from your local church) to talk about Lent, what they do to observe it and what they choose to fast and why. If you have Christian pupils in your class / school, they could share their personal experiences of Lent and how their religious worldview leads them to do hard things for good reasons. 		

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		<p>Explain that Lent is usually universal for many different types of churches. Lent is observed in: Anglican, Eastern Orthodox, Lutheran, Methodist, Moravian, Oriental Orthodox, Church of the East, United Protestant and Roman Catholic traditions of Christianity. You could watch this video to see what Lent means to some Catholic pupils. If pupils need more understanding, this video is also useful.</p> <ul style="list-style-type: none"> • Pose the same questions again: What is Lent? What do many Christians do during Lent? Discuss and reflect on the sub question for this lesson. 		
<p>5. Are food choices always for spiritual / religious reasons?</p>	<p>Muslim Worldviews</p> <p>Hindu Worldviews</p> <p>Jewish Worldviews</p> <p>Humanist Worldviews</p>	<p>This may take several lessons:</p> <ul style="list-style-type: none"> • For those with worldviews that align with organised worldviews, such as religious traditions, there are often rules or principles that affect what and when people eat. As you work through the worldview case studies below, be sure to emphasise the diversity that exists regarding decisions about food/diet. Where possible, use visitors from your local community to share their own decisions about food diet and possibly some examples of the food they eat. <p>Muslim Worldviews</p> <ul style="list-style-type: none"> • A key belief of many with a Muslim worldview: It is their duty to look after the world as it is Allah's creation. How might people who hold this belief live their lives when it comes to food? Share predictions. • A key belief of many with a Hindu worldview: Total non-violence in thoughts, words, and actions; a respect for all life. How might people who hold this belief live their lives when it comes to food? Share predictions. 	<p>Know that sacred texts are interpreted by individuals and communities (hermeneutics).</p> <p>Know that ritual and practice may seem hard and challenging but are often expressing a belief and are not just hard for the sake of it.</p>	<p>Make connections between responses given in surveys and interviews within and across worldviews.</p> <p>Observe rituals taking place and draw conclusions about significance and meaning.</p>

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • A key belief of many with a Jewish worldview: G-d appointed the Jews to be his chosen people in order to set an example of holiness and ethical behaviour to the world. How might people who hold this belief live their lives when it comes to food? Share predictions. • We are going to listen to a Muslim, a Hindu and a Jewish person and find out about their food choices. These three people were asked: How does what you believe affect what you choose to eat? See SACRE resources and watch the video. Discuss. • Explain how many Muslims decide what they should eat and drink: Most Muslims believe it is their duty to look after the world as it is Allah's creation. This idea is called Khalifah. The Qur'an details what Muslims can and cannot eat. Food that can be eaten is called 'halal' or 'permitted' and food that should not be eaten is called 'haram' or 'forbidden'. For example, any meat from a pig is haram, and drinking any alcohol is forbidden. Any animal that is used for meat must be looked after and then killed following the laws of Islam. For some Muslims – for example, Shi'a Muslims – there may be extra foods that they consider to be haram. 	<p>Know that individuals can hold worldviews that are personal for them and/ or are communal worldviews influenced and shaped by a local community.</p> <p>Know that an individual worldview may deviate from an organised worldview as life is lived out.</p> <p>Know that individuals and communities may be expressing the same concept in different ways (as individual and communal worldviews).</p>	

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<p>Hindu Worldviews</p> <ul style="list-style-type: none"> • Explain how Hindus decide what they should eat and drink: Decisions about what to eat for people following the Hindu dharma often start from the important Hindu concept of ahimsa. Ahimsa is all about non-violence. It is also about being caring and compassionate in their lives. Many Hindus believe that all living things come from the supreme being of Brahman and have a spark of the divine in them. For many Hindu people the idea of non-violence means respect for all living things, plants, animals and humans. For many Hindus this means being vegetarian. Other Hindus choose to eat some fish and meat due to the Hindu tradition they follow. Other Hindus are vegetarian and also do not eat eggs, onions or garlic. Very few Hindus will eat beef as the cow has a significant place in the Hindu dharma. <p>Jewish Worldviews</p> <ul style="list-style-type: none"> • Watch this video from Pennine Learning. Explain how Jewish people decide what they should eat and drink: Within Judaism there are a series of laws about food in the Torah; the name for these are 'kashrut'. The dietary laws are designed as a call to holiness. The ability to distinguish between right and wrong, good and evil, pure and defiled is very important in Judaism. Imposing rules on what you can and cannot eat ingrains that kind of self-control. Food that can be eaten is called 'kosher' and food that should not be eaten is called 'treif'. The majority of people who are Orthodox Jews will follow all of these food laws, but some other Jewish communities will make up their own minds about the food laws. People who are Jewish but not religious may not follow any of these rules but might still avoid some foods because they think it is part of their identity. 		

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		<ul style="list-style-type: none"> • Put pupils into groups of three and give each group a copy of three interviews (one Muslim, one Hindu, one Jewish) about food choices (see SACRE resource titled ‘Worldviews Interviews on Food Choices’). Ask each child to read one interview and summarise what they have found out using the Food Question Grid resource sheet. Pupils can then explain to the rest of the group what they found out from their interview. • Discuss similarities and differences between and within the religious worldviews studied. <p>Humanist Worldviews</p> <ul style="list-style-type: none"> • Some non-religious people identify as being Humanist (make sure pupils understand that not all non-religious people are Humanists but all Humanists are non-religious). Humanists see the universe as a natural phenomenon with no design behind it (no God). They are typically atheists and agnostics (revisit these terms from unit K1.5). Humanists often talk about how important it is for individuals to engage in ‘free thinking’- to think for themselves and act for others. • A key belief of Humanists is: Moral decisions are made with a concern for Humans and other animals. How might people who hold this belief live their lives when it comes to food? Share predictions. • Explain how Humanists decide what they should eat and drink. Sometimes the word ‘Humanism’ makes people assume that the Humanist approach to life is only concerned with the welfare of human beings. In reality, Humanists most often believe that they should consider the impact of their choices and actions on non human animals. Humanists usually try to use evidence, empathy, and a concern for the happiness and wellbeing of sentient life when considering ethical questions. This means they will typically try to minimise the suffering of other animals. However, Humanists may disagree on how far their obligations stretch. 		

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		<ul style="list-style-type: none"> • Explain the difference between vegetarian and vegan. • Pupils could read page 3 of this document (missing out ‘Other uses of animals’) in their groups to learn about vegetarianism and veganism for Humanists and to appreciate how there is diversity within this worldview of the expression of key concepts. • Reflect on the sub-question for this lesson. 		



Pause to allow the pupils to do another worldview check point at this stage in the unit. You may wish to refer to the Pupil Worldview Passport or pose your own suitable reflection question based on the main enquiry question.

<p>6. Why do some Christians choose to do charity work as part of their worldview?</p>	<p>Christian Worldviews</p>	<ul style="list-style-type: none"> • Jesus told his followers that the greatest commandment was to love God and to love your neighbour as yourself (Mark 12:31). Conduct a Silent Debate. Pose two questions: Who is your neighbour? and What does it mean to love your neighbour as yourself? on large sheets of paper. Pupils move silently around the room making notes on the paper - adding their ideas (writing, drawing, adding questions) and responding to the ideas of others. Hold a class discussion about possible answers to these questions. • Share The Parable of the Sheep and Goats (Matthew 25:31–46), such as through the video here or using your own Bible resources. Pose the question: What was Jesus trying to teach people? Discuss how this parable strongly encourages Christians to take action to help those in need. In this parable, Jesus explains that a life worthy of the reward of Heaven must involve actively helping people in need. Jesus explains that helping a person, no matter how low in status the person may be, is just the same as helping Jesus himself. For many people with Christian worldviews, charity is therefore very important. 	<p>Know that sacred texts are interpreted by individuals and communities (hermeneutics).</p> <p>Know that sacred texts can be interpreted literally, symbolically, metaphorically, analogically, spiritually.</p>	<p>Be able to explain the meaning of short passages of text (exegesis).</p> <p>Make simple interpretations of sacred texts.</p>
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		<ul style="list-style-type: none"> • Explain that many people with Christian worldviews are involved in charity work where they can put this teaching into action. Discuss what pupils think charity means. Watch this video: What is charity? Explain that there are local, national and international charities. <p>Local Charity Work</p> <ul style="list-style-type: none"> • Charity work is often one of the hallmarks of communal worldviews, where local faith communities work as a group to make a tangible difference in the lives of those in need. We are going to hear from some local Christians and find out what charity work they are involved in and why they choose to do this volunteer work for their local area. See SACRE resources to watch a video of those with Christian worldviews sharing their charity actions. Choose two Christians and invite pupils to take video notes on the resource sheet. Pause and discuss the video as needed. You might also find out about charities local to you or with whom your school has already forged a partnership. <p>International Charity Work</p> <ul style="list-style-type: none"> • Charities are not just local. They can be a global expression of organised worldviews such as religious traditions and many bear the name of the religion in the title e.g. Christian Aid, Islamic Aid etc. We are going to learn a little about two international charities. If possible, invite representatives from local churches (Protestant and Roman Catholic) to talk about these two charities, what they do and how they feel a Christian worldview is expressed through supporting them. • Christian Aid was set up after World War Two to help refugees in Europe. It now works in disaster zones around the world. Every year, during Christian Aid Week, the organisation asks each household in the UK to give money to help continue its work to end poverty throughout the world. Christian Aid projects often use the skills of local people to improve life for the community. Watch this video on their website to gain an overview of their work and purpose. Invite pupils to take video notes on the worksheet. Pause and discuss the video as needed. 	<p>Know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace.</p> <p>Know that individuals can hold worldviews that are personal for them and/ or are communal worldviews influenced and shaped by a local community.</p> <p>Know that individuals and communities may be expressing the same concept in different ways (as individual and communal worldviews).</p>	<p>Make connections between responses given in surveys and interviews within and across worldviews.</p>

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		<ul style="list-style-type: none"> • The Catholic Agency for Overseas Development (CAFOD) works to fight poverty and injustice around the world. It works through churches in places that have suffered natural disasters, aiming to give people the skills to help themselves. Watch this video on their website and invite pupils to take video notes on the worksheet. Pause and discuss as needed. • Pop-up adverts (or pop-ups) are forms of online advertising on the World Wide Web. Discuss where pupils have seen them and what for. Pop-up ads can be used by charities to gain more donations or more volunteers. Share some tips for pop-ups from here. Ask pupils to work in pairs to design their own pop-up advert for one of the charities (local or international) they have learnt about today. Their advert should try to encourage more donations or more volunteers. Pupils' previous video notes should make this task easier. Reflect on the sub-question for this lesson. 		
7. Do other worldviews also include charity work?	Jewish Worldviews Muslim Worldviews	<p>This will take at least two lessons:</p> <p>Jewish Worldviews</p> <ul style="list-style-type: none"> • Meet a Jewish lady to learn about Tzedakah by watching this video. Explain that Tzedakah is the Jewish concept of charitable giving to those who need help. Important point: while many people think of Tzedakah as charity, the word actually means 'justice', specifically, doing the right things by helping people or causes in need. For many people with Jewish worldviews this is part of making the world a better place, fairer and more just, and a way of following the teaching of God. The fifth book of the Torah - Deuteronomy 15:11 states: "For there will never cease to be needy ones from the midst of the land, which is why I command you: open your hands to your fellow, to your poor and needy in your land." Discuss what this means. If you need a recap on what Torah is, you could use this video from Pennine Learning. 	<p>Know that sacred texts are interpreted by individuals and communities (hermeneutics).</p> <p>Know that sacred texts can be interpreted literally, symbolically, metaphorically, analogically, spiritually.</p>	<p>Be able to explain the meaning of short passages of text (exegesis).</p> <p>Make simple interpretations of sacred texts.</p>

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • There are lots of ways to do tzedakah, but the most common way is giving money to the poor or other worthwhile causes. Tzedakah can also include donating food, clothing, and other necessities, or volunteering one’s time to assist the needy. • Now find out about a local Jewish person engaging with charitable work they are involved in and why they choose to do this volunteer work for their local area (see SACRE resources) Discuss as needed. • Explain that traditional Jewish law regulates the collection and disbursement of Tzedakah in an attempt to assure fairness in both functions. Few mathematical formulas are offered, but Judaism provides guidance on how much to give, how to minimize embarrassment to the recipient, and how to set priorities among competing demands for assistance. The so-called “ladder of Tzedakah” expounded by the medieval thinker Maimonides, one of the best-known Jewish sources on this subject, emphasises the importance of anonymous, generous giving, and on helping those in need become self-sufficient. • Introduce pupils to Mitvah Day using this website. Invite pupils to plan their own ‘mitzvah’ related to the school community- what could they do and who would it benefit? <p>Islamic Worldviews</p> <ul style="list-style-type: none"> • Recap how the Five Pillars of Islam are the core beliefs and practices of Islam (see sub-question three where the focus was on Sawm- fasting). The Five Pillars of Islam provide a structure for Islamic daily spiritual life. The pillars are faith, prayer, charity, fasting and making the pilgrimage to the holy city of Makkah. 	<p>Know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace.</p> <p>Know that individuals can hold worldviews that are personal for them and/ or are communal worldviews influenced and shaped by a local community.</p> <p>Know that individuals and communities may be expressing the same concept in different ways (as individual and communal worldviews).</p>	<p>Make connections between responses given in surveys and interviews within and across worldviews.</p>

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • Explain that the Third Pillar of Islam is called Zakat and involves charitable giving. For every sane, adult Muslim who owns wealth over a certain amount – known as the nisab – he or she must pay 2.5% of that wealth as Zakat. “...and those in whose wealth there is a recognised right, for the needy and deprived” (Qur’an 70:24-5). You could watch this video about Zakat. • The payment of Zakat formulates healthy impact on the giver, recipients and society at large. It purifies the assets of the giver, restrains the person’s greed for material goods, and creates the virtue of sharing wealth with others. Zakat also satisfies the recipients needs and alleviates his suffering. Zakat is a revolutionary concept with the potential to ease the suffering of millions around the world. Picture this: if just the ten richest people in the world paid Zakat – that would be a staggering £7.7 billion! The power of that money in tackling poverty would be huge. • Now find out about a local Muslim person engaging with charitable work they are involved in and why they choose to do this volunteer work for their local area (see SACRE resources) Discuss as needed. • At Islamic Relief (an international charity) they try to use the Zakat of those with Muslim worldviews in the most effective way possible to relieve the suffering of the world’s most vulnerable people. Check out their website here. • Invite pupils to create a new charity that both those with Jewish Worldviews and Muslim Worldviews could support, taking into account what they have learned and the reasons and goals behind both Tzedakah and Zakat. Who would the charity help? In what way? Why? Pupils should make connections to the shared teachings, beliefs and values of those with Jewish worldviews and those with Islamic worldviews, reflecting on the sub question for this lesson. 		

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
<p>8. Why do some people make hard journeys for spiritual reasons?</p>	<p>Christian Worldviews</p> <p>Muslim Worldviews</p>	<p>This will take at least two lessons: Part 1 focused on Christian pilgrimage and Part 2 on Muslims pilgrimage.</p> <ul style="list-style-type: none"> • Explain that in many worldviews, but especially those aligned with organised religious worldviews, there is a special journey to a special place that holds spiritual significance for the individual and connects them with the wider organised worldview. This journey is often challenging and makes demands on the body (physical) as well as the soul/spirit (spiritual). • Begin by considering whether some places are more special than others. Invite pupils to begin by considering a special journey culminating in a special place for them. This could be visiting a family member in a different location, a religious journey linked to a faith tradition they belong to or a special holiday destination. Invite them to create a quick map from home to this place, showing how they travel, anything they see or do along the way and some emojis showing how they feel. It should be a quick doodle rather than a big piece of artwork at this stage. Revisit the idea of special places and introduce the concept of 'sacred'- what does this word mean? Does everyone agree on the meaning of this word? Are the journey and place they have recorded in their doodle examples of 'sacred'? <p>Christian Pilgrimage</p> <ul style="list-style-type: none"> • Discuss what pupils think the term pilgrimage means. Share this definition. A person who journeys to a sacred place for religious reasons. • Many pilgrimages involve going on a journey to other countries, but we actually have significant pilgrimage sites in Britain too. Visit the Canterbury Cathedral website here to explore one of those sites and its history. Share with the class the section titled: 'What is Pilgrimage?' to increase understanding of the term pilgrimage. Scroll down to the sections titled 'Journey' and 'Rituals'. The terms 'shrine' and 'blessing' are also defined here. 	<p>Know that reasons for belief in God and the supernatural can vary and that people will turn to logic, reason, revelation and tradition as they talk about and try to justify those beliefs.</p> <p>Know that routine and repetition are often important to worldviews and can be observed (e.g. the cycle of festivals, the routine of ritual) via ethnographic study.</p> <p>Know that pattern and place are often central to worldviews and can be studied via observation.</p>	<p>Explain simple philosophical arguments for/ against ...</p> <p>Make connections between responses given in surveys and interviews within and across worldviews.</p> <p>Make connections between a place and how this impacts upon the body e.g. through a guide book for a place of worship.</p>

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<p>Explain that for centuries pilgrimage was one of the greatest adventures on earth, involving epic journeys across the country and around the world. Simon Reeve retraced some of the exciting adventures of our ancestors. Watch the opening of his video here (Play up to 1 min 42 secs). You might invite any pupils in your class / school who have personal experiences of pilgrimage to share these too.</p> <ul style="list-style-type: none"> • Locate Canterbury on a map of England here. Use the Canterbury Cathedral website again (see above) and share with the class the section titled: 'Why Canterbury?'. Two saints are mentioned – St. Alphege and St. Thomas Becket. Get the pupils to research what a saint is (preferably using Ipads as available) and discuss as a class. • Share this information about St. Alphege: St Alphege was an 11th century Archbishop of Canterbury whom the invading Danes captured and held to ransom in 1011. He insisted that no ransom was paid so the Danes took him with them to Greenwich, where they eventually killed him. • Share this information about St. Thomas Becket: St. Thomas Becket was chancellor of England (1155–62) and Archbishop of Canterbury (1162–70) during the reign of King Henry II. His career was marked by a long quarrel with Henry that ended with his murder in Canterbury Cathedral. He is venerated as a saint and martyr in the Roman Catholic Church and in the Anglican Communion. • Explain that Canterbury Cathedral has been a major pilgrimage destination for many centuries and it was the murder of Archbishop Thomas Becket in 1170 and his subsequent canonisation in 1173 that made Canterbury Cathedral the third most important site of Christian pilgrimage in the world, after Jerusalem and Rome. 	<p>Know that ritual and practice may seem hard and challenging but are often expressing a belief and are not just hard for the sake of it.</p> <p>Know that places can encourage actions and reactions from people's bodies in response to the ideas they encounter.</p> <p>Know that history and religion can combine to be expressed in specific ways in specific geographical areas.</p>	<p>Classify local history in relation to religious worldviews.</p> <p>Observe rituals taking place and draw conclusions about significance and meaning.</p>

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • Put the pupils in pairs with iPads to use this brilliant digital pilgrimage experience resource. This resource spans the earliest years of pilgrimage in the decades immediately following the martyrdom of Thomas Becket through to the time of Chaucer. It is inspired by the lives of real pilgrims and characters depicted in the stained-glass windows and also brings to life the fictional pilgrims created by Chaucer in ‘The Canterbury Tales’. From the start of the journey to arriving at the Cathedral, this resource allows you to make your own decisions about how you travel, who you travel with and how you pass the time. Real items from the Cathedral’s and wider collections have also been introduced to add a direct and tangible link to the past and actual pilgrims who made this journey. The choices you make about your journey will place you either on an early medieval pilgrimage (in the late 12th century) if you choose the option ‘I like to go quickly’ or a later medieval pilgrimage (in the late 14th century) if you choose the option ‘I like to take my time.’ You can embark on as many journeys as you like, so can explore all five characters, from both the 12th and 14th centuries. • Simon Reeve has retraced the exciting adventures of our ancestors. Simon embarked on a 400 mile journey to Canterbury from the north of England. Watch this video of him finally arriving at Canterbury Cathedral (play from 54 mins 40 secs to the end) and discuss. • Use the website again (see above). Share with the class the section: ‘A modern welcome.’ How does the cathedral mark a person’s pilgrimage with them? Discuss how priests are available to offer a pilgrim blessing to those who are setting out and to offer prayers of thanksgiving for those arriving. Reflect on the sub-question for this lesson. 	<p>Know that organised worldviews such as religious traditions can begin as a result of historical events or the influence of one key person.</p> <p>Know that ritual is an important aspect of many festivals and may include clothing, food and the use of artefacts.</p>	

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<p>Muslim Pilgrimage</p> <ul style="list-style-type: none"> • Explain that this lesson focuses on the spiritual significance of pilgrimage for Muslims. Recap how the Five Pillars of Islam are the core beliefs and practices of Islam. The Five Pillars of Islam provide a structure for Islamic daily spiritual life. The pillars are faith, prayer, charity, fasting and making the pilgrimage to the holy city of Makkah. Explain that the Fifth Pillar of Islam is called Hajj and involves pilgrimage. Muslims go on a pilgrimage to Makkah (sometimes also spelt Mecca) – the holiest city for the religion Islam. All physically fit Muslims who can afford it should make the visit to Makkah, in Saudi Arabia, at least once in their lives. Every year around 2 million Muslims from all over the world converge on Makkah. • Locate Makkah in Saudi Arabia on a map. Explain that in Makkah Muslims can visit the Ka’bah also known as ‘The House of Allah’. Show pupils a picture of this huge cube-shaped building, covered in a black and gold cloth in the middle of a courtyard in the holy mosque (Al Masjid Al Haram – The Sacred Mosque). Explain that the Ka’bah was first built by Prophet Ibraheem (pbuh). It is the place where Muslims first worshipped Allah (God). During the Hajj the pilgrims perform acts of worship, and they renew their faith and sense of purpose in the world. Invite Muslim pupils in your class / school to share any personal experiences of pilgrimage to Makkah. A great idea for a class story is Two Pigeons on a Pilgrimage (A hajj Story) by Rabia Bashir. It also has activities in the back for pupils to complete. • Meet a Muslim girl, Sara and learn more about Hajj by watching this BBC video - What is hajj? from the My Life, My Religion Series. Pose the questions to pupils: Where do you dress in the same way as others? Why? How do you feel? Discuss. Pose the question: What do the white robes worn at Hajj signify? Discuss. 		

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<p>The Hajjis or pilgrims wear simple white clothes called Ihram which promote the bonds of Islamic brotherhood and sisterhood by showing that everyone is equal in the eyes of Allah. You might use this website to explain the history of hajj and the series of rituals Muslims perform during Hajj.</p> <ul style="list-style-type: none"> • Give pupils copies of this article about pilgrims being advised to avoid ‘too many selfies’ in front of the Ka’bah (see SACRE resources). Invite pupils to read the article. Discuss why many people do take selfies and why many people are against it. Pupils should prepare for a class debate about this by completing a worksheet where they list reasons for and against selfies at sacred sites. Put the debate topic on the board: People should avoid selfies in front of the Ka’bah. Hold a class debate. • Remind pupils that in the valley of Mina is the Jamaraat Bridge – the location of the ritual of the stoning of the devil. Pilgrims commemorate the time Ibraheem stoned the devil that came between him and Allah’s command. Invite pupils to consider the question: What do you want to drive out of the world? Why? Discuss. • Reflect on the sub-question for this lesson. You might return to the discussion around what is ‘sacred’ and the pupils’ earlier doodles. If you have time, pupils might transform their doodles into artwork, really considering the idea of ‘sacred’ within their own worldview whilst reflecting on what this idea might mean in terms of place and journey for those with differing worldviews. 		

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
<p>9. What is non-violence and how is it expressed in some worldviews?</p>	<p>Religious Worldviews</p> <p>Non-religious Worldviews</p>	<ul style="list-style-type: none"> • Explain to pupils that non-violence is often a central concept in worldviews for individuals and whole communities. Use the Teach Peace Pack: Nonviolence in Action: Mama Zepreta’s House as a way in to learning about the concept of non-violence here. Share the introduction with the class. Use the separate presentation (with photos from each part of the story) alongside the playscript from the link above. Share the discussion points and the conclusion with the class. • Ask the pupils to work in pairs to research about one person famous for non-violence. Pupils can use websites and videos and make notes. Examples from the past might include: Mahatma Gandhi Rosa Parks Nelson Mandela Martin Luther King, Jr The women’s suffrage movement (including Sikh suffragette Princess Sophia Duleep Singh) Black British abolitionist, Mary Prince More modern-day examples might include: Malala Yousafzai (see SACRE resources for an article about her) Greta Thunberg (see SACRE resources for an article about her) Marcus Rashford see SACRE resources for an article about him) • Invite pupils to work in pairs to turn their notes into a fact file. They must include information about the person’s religious or non religious worldview and their beliefs, how their beliefs led to peaceful protests, the difficulties they faced along the way, and how they achieved positive change through non-violence. 	<p>Know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace.</p> <p>Know that individuals can hold worldviews that are personal for them and/ or are communal worldviews influenced and shaped by a local community.</p> <p>Know that history and religion can combine to be expressed in specific ways in specific geographical areas.</p>	<p>Explain simple philosophical arguments for/ against ...</p> <p>Classify local history in relation to religious worldviews.</p>

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • Invite some pupils to share their fact files with the class. • Discuss how these people have/had their own personality, upbringing and experiences. These all affect/ed their worldview, so that they respond/ed to their experiences in their own distinctive and courageous ways. Invite pupils to reflect on the sub-question for this lesson. Who do they feel inspired by and why? 	<p>Know that organised worldviews such as religious traditions can begin as a result of historical events or the influence of one key person.</p> <p>Know that individuals and communities may be expressing the same concept in different ways (as individual and communal worldviews).</p>	
<p>10. Why is non-violence historically so important to Quakers and how is it expressed today?</p>	<p>Quaker Worldviews</p>	<ul style="list-style-type: none"> • Meet Anthony Manousos – a peace activist by watching this video. • Explain that for the religious group Quakers, non-violence is key and a very central aspect of any worldview aligned with Quakerism. Explain that the Quaker movement began in 17th century England. Frustrated by the spiritual shortcomings they perceived in the Church of England and other Protestant denominations, early Friends such as George Fox set out to revive “primitive Christianity” by going back to the roots of Jesus’ teachings around non-violence, simple living, God’s concern for the marginalized, and everyone’s capacity for immediate and equal access to God’s Spirit. Explain that though they named themselves the Religious Society of Friends, opponents mocked them as “Quakers,” for the way their bodies often shook when they were overcome with spiritual energy. Embracing the insult and making it their own, the Quakers became one of the most distinctive religious movements in modern Western culture. 	<p>Know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace.</p>	<p>Explain simple philosophical arguments for/against ...</p> <p>Make connections between responses given in surveys and interviews within and across worldviews.</p>

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • Explore more about the history of the Quaker commitment to peace, which goes back to their roots in 17TH century England. Put this quote in the middle of big sheets for each table group (see SACRE resource). “All bloody principles and practices we do utterly deny,” George Fox and other early Friends wrote to the British monarch Charles II in 1660, “with all outward wars, and strife, and fightings with outward weapons, for any end, or under any pretence whatsoever, and this is our testimony to the whole world.” Table groups read and discuss it, then annotate around it to unpick its meaning, consider the pros and cons of this view and if they are for or against it. Discuss as a class. • Explain that this was a period of intertwined political and religious unrest, and many wondered if Friends’ oppositional beliefs would lead them to outright rebellion against church or state. On that front, the Quakers assured them: “The spirit of Christ, which leads us into all Truth, will never move us to fight and war against any man with outward weapons, neither for the kingdom of Christ, nor for the kingdoms of this world.” • Visit this website to learn more about how beliefs shape how Quakers live. Unlike many other religious worldviews, Quakers don’t have a fixed creed because they have found that the search for truth can lead them to new expressions of values as well as confirming existing ones; so ‘truth’ becomes more nuanced over time as more is revealed and understood. They call these values ‘testimonies’. Today Quakers focus on equality, peace, truth, justice and simplicity, and how they relate to one another. Their testimonies encourage them to work for a more just, peaceful and sustainable world. It’s not always easy to live this way, but as Quakers they try to encourage each other to keep trying. 	<p>Know that individuals can hold worldviews that are personal for them and/ or are communal worldviews influenced and shaped by a local community.</p> <p>Know that history and religion can combine to be expressed in specific ways in specific geographical areas.</p> <p>Know that organised worldviews such as religious traditions can begin as a result of historical events or the influence of one key person.</p>	<p>Classify local history in relation to religious worldviews.</p>

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • Scroll further down to share the paragraph titled 'Peace'. Quakers are perhaps best known for their peace testimony. It comes from the belief that love is at the centre of existence and that all human life is of equal worth. It has led Quakers to refuse military service and work creatively for peace. This has ranged from practical work in areas affected by violent conflict to developing alternatives to violence at all levels. This could be personal or international. • Watch the video on the same website page to meet some more Quakers and learn about Quaker faith in action here. • You might also briefly visit this website page to learn more about the work of Quakers today or share the book Sometimes People March by Tessa Allen. Alternatively, you can watch a video of it here. Think about the different ways of 'resisting' shown here. • Explain to pupils that people can 'resist' in many ways. You may need to explain that word to pupils further. Pose the question: How can people resist? Create a class list: Marching with signs, using voices (speeches), using words (books), songs, art, meetings. It also mentions taking a knee. How many of these examples have pupils seen themselves? Discuss how 'resistance' isn't always easy - sometimes problems seem too big but the message to others in these activities is that there is more power together in numbers when looking for change. • Pose the question: What is something that you care or worry about in your community? Discuss local, national, global concerns. Pose the question: How might you share this with the world? Discuss. • Ask pupils to create one thing from this list in response to something they feel they really care about as part of their personal worldview: a sign for a march, a speech, a poem, a song, a piece of art, or a series of questions and discussion points for a meeting. Teacher are reminded of the need for political impartiality (see government guidance here). 	<p>Know that individuals and communities may be expressing the same concept in different ways (as individual and communal worldviews).</p>	

Sub-Questions	Worldviews Case Studies	Suggested Resources/Approaches	Relevant Disciplinary Knowledge	Relevant Disciplinary Skills
		<ul style="list-style-type: none"> • Invite some pupils to share their piece of work and talk about their own personal worldview in relation to their work. 		



Remember to pause at the end of the unit for pupils to a) consider how they might now answer the enquiry question from their own positionality and their own personal worldview and b) how this question might be answered by those with different worldviews

Assessment:	Understanding Worldviews	Disciplinary Knowledge	Disciplinary Skills
	<ul style="list-style-type: none"> • Pupils understand that worldviews aren't just made up of good, easy things. 	<ul style="list-style-type: none"> • Pupils know that sacred texts are interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually. • Pupils know that important concepts and beliefs can be drawn from several different places in a sacred text. • Pupils know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace. • Pupils know that an individual worldview may deviate from an organised worldview as life is lived out. 	<ul style="list-style-type: none"> • Pupils are able to engage in simple exegesis of sacred texts, making simple interpretations of what they may mean. • Pupils are able to make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about God/the Divine). • Pupils are able to make links between sacred texts and the contexts in which people live. • Pupils are beginning to explain simple philosophical arguments for/against ... • Pupils can explain how communal worldviews might differ from or express organised worldviews differently, using ethnographic study as a method.