

Year 5&6 Key Stage 2



RELIGIOUS EDUCATION

Resource File

Year 6 units of work - Moral maze





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Resource File Second Edition

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KS2 Introduction

Religious Education at Key Stage 2

Religious Education needs to be a vital part of learning because it allows people to think about the big questions in life and ways of answering them using a framework of different beliefs. It has close links with personal, social and emotional education and citizenship because all of these things address what makes us tick and how we live together.

RE encourages people not only to learn about religions but also to learn from religions, reflecting on their own thoughts, beliefs and opinions. It is a subject which gives people time to consider and develop their own ideas about critical issues and understand things of importance in the lives of others. It gives space for people to develop spiritually, morally and culturally.

The response section within each lesson in this file is intended to cover learning about religion and learning from religion. Learning about religion covers knowledge and understanding of religion and the different faiths; learning from religion includes how pupils apply and evaluate this learning, and express their own ideas, in the light of their own experience and that of others.

Pupils should leave Key Stage 2 with a developing understanding of Christianity and some of the other principal religions of Britain. They should also have explored the ideas of those who hold other world views. They should have an improved understanding of the beliefs, teachings and practice of religions in Britain.

In most schools RE is to be taught according to the locally Agreed Syllabus. Many locally Agreed Syllabuses require a time allocation for RE in Key Stage 2 of approximately 45 hours per year. The lessons in this Resource File are designed to last for 75 minutes. Together with trips to places of worship, talks from visitors and other experiences, this should support the time requirement of most locally Agreed Syllabuses.

RE is a vibrant subject enriched by art and artefacts, music and drama, philosophy, history and geography. When taught well throughout the curriculum, it forms the basis of the whole-school ethos of care, respect, knowledge and valuing of others, and is therefore vital for good spiritual, moral and social development.

The units of work in this Resource File should help you achieve the objectives set out in your locally Agreed Syllabus for RE. You will need to select the units (or parts of units) that support the objectives laid out in your own syllabus.

In each of the medium-term plans you will see references to the non-statutory Religious Education Council Requirements. You will need to replace these with the objectives from your own syllabus.

We hope this Resource File will act as a toolkit to support you in the teaching of your own Locally Agreed RE Syllabus.

Terminology used in this File

Throughout this file the term 'people' has been used alongside 'children' and 'pupils' for specific reasons. Firstly, it helps to include the adults that may be present in the classroom. The experiences and thoughts offered during the lessons are for them too. These lessons are opportunities for life long learning! Secondly, the term 'people' raises the profile of the youngsters we are working with: they are 'whole' people and treating them as such now will build their self-esteem and respect for each other.

Non Statutory framework for RE from the RE Council

Key stage 2

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

More specifically pupils should be taught to:

<p>Requirements Note: as this is not a statutory document, these are not legal requirements as in the national curriculum.</p>	<p>Examples and notes Note: the examples from religions and worldviews given below do not constitute a syllabus but illustrate what is meant in the first column</p>
<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p>	<ul style="list-style-type: none"> • Pupils enact stories and celebrations from Easter, Divali or Id ul Fitr, finding out about what the stories told at the festivals mean, for example, through welcoming visitors to talk about their festivals • Pupils experience thanking and being thanked, praising and being praised, and notice some ways Christians or Jewish people believe they can thank and praise God • Linking to English and computing, pupils recount a visit to a local church using digital photographs and find out about the meanings of symbols for God that they saw there.
<p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<ul style="list-style-type: none"> • Pupils choose their favourite ‘wise sayings’ from different sources or key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them • Pupils retell (for example through drama) two different stories about Jesus considering what they mean. They compare the stories and think about what Christians today could learn from the stories • Linking to English, pupils respond to stories from Hindu, Muslim or Jewish sources by identifying the values which different characters in the stories showed, and recognising the religions from which the stories come • Pupils ask and answer ‘who’, ‘where’, ‘how’ and ‘why’ questions about religious stories and stories from nonreligious worldviews.
<p>A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</p>	<ul style="list-style-type: none"> • Pupils choose to find out about the symbols of two different religious traditions, looking for similarities between the ways they use common symbols such as light, water, trees or rock • Pupils discover how and why Muslims wash, bow and pray in a daily pattern, noticing similarities to another religion or worldview • Pupils select examples of religious artefacts from Christianity or Judaism that interest them, raising lists of questions about them and finding out what they mean and how they are used in festivals and worship • Pupils hear three moral stories, for example from Christians, Hindus and humanists, and think about whether they are saying the same things about how people should behave.

Requirements Note: as this is not a statutory document, these are not legal requirements as in the national curriculum.	Examples and notes Note: the examples from religions and worldviews given below do not constitute a syllabus but illustrate what is meant in the first column
<p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<ul style="list-style-type: none"> • Pupils find out about what people with different religions and worldviews do to celebrate the fruitfulness of the earth (e.g. in Harvest festivals, and in generosity to those in need), responding to questions about being generous • Pupils discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all • Linking to PSHE, pupils make lists of the different groups to which they belong and consider the ways these contribute to human happiness.
<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<ul style="list-style-type: none"> • Pupils learn about the daily life of a Muslim or Jewish child (eg from a teacher's use of persona dolls), and make an illustrated list of signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities. Pupils make a list of the ways they show how they belong as well • Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? • Pupils watch a short film about the Hindu creation story and talk about different stages of the cycle of life.
<p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<ul style="list-style-type: none"> • Pupils use a set of photos or a list of religious items they have encountered in key stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion • Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol, humanist) to present ideas or write about two different religions or worldviews about which they have learned.

<p>Requirements Note: as this is not a statutory document, these are not legal requirements as in the national curriculum.</p>	<p>Examples and notes Note: the examples from religions and worldviews given below do not constitute a syllabus but illustrate what is meant in the first column</p>
<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	<ul style="list-style-type: none"> • Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and worldviews, expressing ideas of their own and commenting on some ideas of others • Pupils ask and answer a range of ‘how’ and ‘why’ questions about how people practise their religion • Linking to ‘Philosophy for Children’, pupils think about and respond to ‘big questions’ in a classroom enquiry using a story of Adam and Eve or a video clip of children asking questions about God as a stimulus.
<p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p>	<ul style="list-style-type: none"> • Pupils discuss stories of co-operation from different traditions and sources and make a ‘Recipe for living together happily’ or a ‘Class charter for more kindness and less fighting’ • Linking to English and PSHE pupils could play some collaborative games, and talk about how the games put the teaching of the ‘Golden Rule’ into action • Pupils notice and talk about the fact that people come from different religions, responding to the questions-‘How can we tell? How can we live together when we are all so different?’
<p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<ul style="list-style-type: none"> • Pupils respond to a quiet reflection or a guided visualisation by choosing one value they think the world needs more of today from a list of values, and by illustrating their choice in different media • Linking to English, pupils could ask questions about goodness, and write sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean • Pupils look at how different people have expressed their ideas about God, and think and talk about their own ideas about God.

Assessment for learning

‘Assessment for Learning is the process of seeking and interpreting evidence for use by their learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.’

Assessment Reform Group 2002

Assessing progress in RE should allow people to be actively involved in their learning as well as helping you to adjust your teaching. Seeing what they have learnt and now know enables people to motivate themselves and raise their self-esteem.

Assessment for Learning is useful because it has the capacity to improve pupils’ learning. Effective feedback allows pupils to identify what the next steps in their learning are and work out how to achieve them. It also allows them to consider the skills they have already gained. It is important for children to be aware of learning objectives and be involved in developing success criteria as this helps them understand the skills they need to develop. Using success criteria, pupils can often find it easier to identify and achieve the next steps in their learning.

Informally, assessment is taking place all the time, but it is possible to make a more formal assessment through detailed marking, discussion, focused observations or annotated photographs at some point in a unit of work. This often occurs towards the end of a unit but can be equally useful at the beginning or in the middle of a unit. It could be more formal still, about twice a year, assessing both learning about religion and learning from religion.

Assessment for Learning can be enhanced by:

- sharing learning objectives;
- using pupil-friendly or can do statements;*
- clear and appropriate task setting;
- using a variety of activity types that appeal to all learners.

When assessing, *Just achieving*, *Achieving* and *Achieving well* are appropriate summaries to describe how a child is achieving within a level.

A class tick list to record those who achieved the objectives, those who did not achieve the objectives and those who went beyond the objectives could be used to record results. Other comments could be made in a child’s RE book.

Good assessment activities are those:

- where people know what is expected of them
- that are integrated into planning;
- with open-ended questions;
- with open-ended activities;
- with clear tasks that allow people to achieve across an appropriate number of levels;
- with self-evaluation opportunities;
- that allow self-assessment.

Assessment opportunities are included in each of the units of work. More specific suggestions for assessment during the units are found in the medium-term plans. Assessment questions are posed throughout the weekly lessons.

* Can do or pupil-friendly statements, which you could adapt to your own Agreed Syllabus, can be found on the Better RE Site <http://betterre.reonline.org.uk/assessment/cando.php>.

Year 5&6 Long Term Plan

Autumn term		Year 5	Year 6
Religion and the individual	Living right	Life's big questions 1. Ultimate questions 2. Is there a God? 3. Communication 4. Stewardship 5. Rules for life – a Hindu story 6. Rules for life – a Buddhist story 7. Answers	Moral maze 1. Jonah's dilemma 2. Actions and beliefs 3. Religious dress 4. Moral choices 5. Solving a dilemma
	Growing up (Rites of passage)	Marriage 1. Relationships 2. Love 3. Christian wedding 4. Jewish wedding 5. Arranged marriage 6. Sikh wedding 7. When relationships go wrong	What happens when we die? 1. Questions and answers 2. Body and soul 3. Reincarnation 4. Judgement 5. The Christian funeral 6. The Adhan 7. A non-religious response
Spring term		Year 5	Year 6
Religion in the family and community	Believing	Christianity or Islam <i>Christianity</i> 1. The Christmas story 2. The calling of Matthew 3. The two builders 4. A miracle 5. The Beatitudes 6. The Lord's Prayer 7. The church <i>Islam</i> 1. The final prophet of Islam 2. The Bilal mystery 3. The five pillars of Islam 4. Islamic prayer 5. The Qur'an 6. Good advice	Hinduism or Islam <i>(see Year 5 for Islam)</i> 1. A supreme power 2. Trimurti 3. Scriptures 4. Gods and goddesses 5. Living things 6. Worship
	Belonging	<i>Christianity (continued)</i> 8. The church 9. The parable of the talents 10. Metaphors 11. Easter 12. Reflecting on learning Islam (continued) 7. A mosque 8. Hajj 9. What is zakah? 10. Fasting and feasting 11. Should Ahmed go to war? 12. Learning from Islam	<i>Hinduism (continued)</i> 7. Worship 8. Dharma and karma 9. Important times 10. Pilgrimage 11. Divali 12. Reflecting on learning

Summer term		Year 5	Year 6
Religion and the world	Rights and respect	Justice 1. It's not fair! 2. Who can bring justice? 3. Forgiveness 4. Prayers for justice 5. Fair trade 6. Sheep and goats	Race and diversity 1. Discrimination 2. Racism 3. Rosa Parks 4. Martin Luther King 5&6. A multi-faith centre
	Responsibility	Poverty and wealth 1. Bible teachings 2. Points of view 3. Money for charity 4. An honest wage 5. The cost of living	Belief * 1. What is belief? 2. Comparing beliefs 3. Christian beliefs 4. How do our beliefs change? 5. Sharing beliefs



Moral Maze

About this unit

Dilemmas and trying to make reasoned decisions about them form part of all our lives from birth. Religion can offer answers to a dilemma and a support system whilst you are working through it. Many religions also provide role models in people of faith who have faced their own dilemmas.

This unit will give pupils the opportunity to hear about people of faith and the dilemmas they have faced. Different religions offer believers support and teaching whilst they are considering the solution to a dilemma. The children will have the opportunity to consider some moral dilemmas and explain how they would solve them.

Prior learning: Before embarking on this unit, pupils should have learnt about the belief systems of the religions featured within it.

Lesson length: The lessons are designed to last approximately 75 minutes.

Expectations

At the end of this unit most children will:

- Be able to describe the sources and beliefs that help believers of particular religions solve some moral dilemmas.
- Be able to describe the particular sources, ideas and beliefs that help them personally solve some moral dilemmas.

Some children will have made less progress and will:

- Be able to show how being a religious believer might affect a decision about a moral dilemma.
- Be able to suggest the values and commitments that help them personally solve particular moral dilemmas.

Some children will have progressed further and will:

- Be able to explain the challenges presented by moral dilemmas and explain how specific sources and beliefs support the solving of moral issues.
- Be able to describe the particular sources, ideas and beliefs that help them solve some moral dilemmas and explain how the decisions made affect their lives and those of people around them.

Links with other areas of the curriculum

This whole unit focuses on the importance of decision making in the face of moral and ethical dilemmas which clearly links to the citizenship and PSHE curriculum.

There are links to spirituality with the work on specific religious figures who feel they are led to behave in particular ways.

The whole unit addresses the heart of the moral curriculum.

This unit involves writing scenes from stories and a dilemma tracker story. These aspects could be taught jointly with some literacy objectives highlighted. This could increase the time the children have to focus on the task.

Unit vocabulary

Dilemma, drugs, equal, five Ks, Guru Gobind Singh, headscarf, influences, kippah, Mughal, peer pressure, prophet, religious symbol, respect, skullcap, sources of authority, stealing, topi, topknot, tracker story

Computing opportunities

Within this unit there is work using e-mails. This work could be completed allowing pupils to e-mail their responses to the teacher. If the class have e-mail partners in another school the dilemmas could be discussed with them.

Unit resources

<p>Images</p>	<ul style="list-style-type: none"> • Interactive CD: 'Religious symbols'
<p>Books</p>	<ul style="list-style-type: none"> • Additional sources of information on religious teaching (books, the Internet, interviews) (optional)
<p>Music/audiovisual</p>	
<p>Artefacts</p>	
<p>General resources</p>	<ul style="list-style-type: none"> • Resource sheet 1: 'Jonah and the big fish' • Individual whiteboards • Resource sheet 2: 'Feelings graph for Jonah and the big fish' • Resource sheet 3: 'Jonah's dilemma mobile' • Resource sheet 4: 'My dilemma mobile' • Resource sheet 5: 'Bhai Kanhaya and Guru Gobind Singh' • Resource sheet 6: 'Newspaper article' • Resource sheet 7: 'Belief cards' • Resource sheet 8: 'Strong beliefs' • Interactive whiteboard • Resource sheet 9: 'Dilemma e-mails' • Resource sheet 10: 'Information cards' • Resource sheet 11: 'Blank e-mails' • Resource sheet 12: 'E-mail writing frames' • Resource sheet 13: 'Dilemma tracker story'

Moral maze

Lesson	Learning objectives	Religious Education Council Requirements	Teaching and learning suggestions	Success Criteria	Assessment for Learning	Cross-curricular links:
1 Jonah's dilemma	<p>Learning about:</p> <ul style="list-style-type: none"> To understand the influences in Jonah's life and how those influences affected the way that Jonah solved his dilemmas. <p>Learning from:</p> <ul style="list-style-type: none"> To understand that we will all face dilemmas in life and consider the influences that will help us make our choices. 	A1, A2, B2, B3, C1, C3	<ul style="list-style-type: none"> Introduce the concept of a dilemma. Share the story of Jonah and ask pupils to note down the most significant points of the story. Pupils complete the feelings graph for the story. Discuss the decision points in the story and pupils create a decision mobile. Pupils make a personal dilemma mobile. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will have described the influences in the life of Jonah and shown how they affected the decisions that Jonah made. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will have given examples of dilemmas we might face in our own lives and explained who and what the influences are that would affect our choices. 	<ul style="list-style-type: none"> How do you solve your own dilemmas? Can pupils identify the dilemmas Jonah faced and explain what influenced his decisions? Can pupils express the beliefs that affect their own decision making when faced with a dilemma? 	<p>Citizenship and PSHE: the importance of decision making.</p>
2 Actions and beliefs	<p>Learning about:</p> <ul style="list-style-type: none"> To explain how the water carrier's beliefs led him to act as he did despite influence from other people. <p>Learning from:</p> <ul style="list-style-type: none"> To learn that standing up for your beliefs and doing what you think is right can be challenging. 	A1, A2, B1, B2, C2, C3	<ul style="list-style-type: none"> Discuss the beliefs pupils have that they want to defend. Tell the story of Bhai Kanhaya. Pupils draw or write about the two significant scenes in the story. Discuss how pupils would ensure that they stick to their own beliefs. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will have explained the water carrier's beliefs and considered how he managed to remain true to them despite the pressure he was under. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will have thought about and described a time when their beliefs have been challenged by those around them. 	<ul style="list-style-type: none"> How can your beliefs affect your actions? Can pupils suggest ways that they would try to stick to their own beliefs? 	<p>Citizenship and PSHE: the discussion of beliefs and staying true to them in the face of peer pressure.</p>
3 Religious dress	<p>Learning about:</p> <ul style="list-style-type: none"> To understand that people from different religions and people without a belief in God can have different views on important subjects. <p>Learning from:</p> <ul style="list-style-type: none"> To understand that sometimes it is difficult to stick to one's deeply held views. 	A1 A3, B2, B3, C2, C3	<ul style="list-style-type: none"> Discuss the law in France which makes it illegal to wear religious symbols in educational establishments. As a class, write a set of 12 deeply held beliefs on cards. In pairs, rank the cards according to how deeply the pupils hold a particular view. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will have explained some of the views that people from different religions might have on a particular issue. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will have explained situations where it might be difficult to stick to one's beliefs and explained some techniques someone might use to enable them to do so. 	<ul style="list-style-type: none"> How do you stand up for your beliefs? Are pupils able to explain the importance of wearing certain symbols in different religions? Are pupils able to express their opinions on whether people should be able to wear religious symbols in educational establishments? 	<p>Citizenship and PSHE: the study of children's rights and human rights in the context of the row over the French law.</p>

Moral maze

Lesson	Learning objectives	Religious Education Council Requirements	Teaching and learning suggestions	Success Criteria	Assessment for learning	Cross-curricular links:
4 Moral choices	<p>Learning about:</p> <ul style="list-style-type: none"> To understand how some of the beliefs held by people of faith will affect how they resolve a moral dilemma. <p>Learning from:</p> <ul style="list-style-type: none"> To consider and express personal values when confronted with a moral dilemma. 	A1 ,A3, B2, B3, C2, C3	<ul style="list-style-type: none"> Share the supermarket dilemma with the class. Discuss the three e-mail dilemmas and look at the ideas from different religions. Pupils write three e-mails to respond to one of the dilemmas, one from themselves and two from members of different religions. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will have explained how religious beliefs affect the moral choices that people make. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will have explained their values and the reasons for their decisions when resolving a particular moral dilemma. 	<ul style="list-style-type: none"> How do people's beliefs guide them in solving dilemmas? Can pupils use the beliefs of the religions studied to express an appropriate response to the dilemmas? 	<p>Computing: e-mail.</p>
5 Solving a dilemma	<p>Learning about:</p> <ul style="list-style-type: none"> To consider how believers from different religions will come to the resolution of a moral dilemma. <p>Learning from:</p> <ul style="list-style-type: none"> To describe and discuss a moral dilemma and justify a personal response to it. 	A1, A2, A3, B2, B3, C1, C2, C3	<ul style="list-style-type: none"> Pupils create a dilemma and write a tracker story or comic strip to show resolution and possible consequences. Sentence starters to show the sources and beliefs that lead people to make decisions about a dilemma. 	<p>Learning about:</p> <ul style="list-style-type: none"> Pupils will have described and provided justification for a religious response to a moral dilemma. <p>Learning from:</p> <ul style="list-style-type: none"> Pupils will have described and justified a personal response to a moral dilemma, explaining the influences that affected their decision. 	<ul style="list-style-type: none"> How might believers from different religions respond to a dilemma? 	<p>Literacy: the dilemma tracker story could be used to achieve literacy objectives.</p>



Lesson 1 Jonah's dilemma

The big picture

This lesson looks at the story of Jonah and the big fish. The story shows Jonah facing several dilemmas. He has to decide whether to follow God's instructions, whether to save the sailors and sacrifice himself, and whether to go to Nineveh.

The class will have the chance to look at the dilemmas faced, the decisions made and the lessons learnt by Jonah. They will then have the chance to think about dilemmas they have faced, how they solved them and what they learnt from the experience.

Learning objective

Learning about

- To understand the influences in Jonah's life and how those influences affected the way that Jonah solved his dilemmas.

Learning from

- To understand that we will all face dilemmas in life and consider the influences that will help us make our choices.

Success criteria

Learning about

- Pupils will have described the influences in the life of Jonah and shown how they affected the decisions that Jonah made.

Learning from

- Pupils will have given examples of dilemmas we might face in our own lives and explained who and what the influences are that would affect our choices.

Religious Education Council Requirements

A1, A2, B2, B3, C1, C3

Resources

- **Resource sheet 1:** 'Jonah and the big fish'
- Individual whiteboards
- **Resource sheet 2:** 'Feelings graph for Jonah and the big fish'
- **Resource sheet 3:** 'Jonah's dilemma mobile'
- **Resource sheet 4:** 'My dilemma mobile'

Vocabulary

Dilemma, influences, prophet

Key questions ?

How do you solve your own dilemmas?

What dilemmas did Jonah face and what influenced his decisions?

Introduction

Ask the class to think about some of the decisions they have had to make today: what to have for breakfast, who to play with at break time, how to answer a certain question in maths, etc. What did they decide? Were these difficult decisions to make?

Explain that in this series of lessons you are going to look at some of the more difficult decisions we have to make in our lives. We often call these difficult decisions dilemmas. What sort of thing do they think we might consider to be a dilemma? You may want to record these on a display, to

which you can add further dilemmas as the class considers them during this series of lessons.

Introduce the learning objective: 'In this lesson we will hear the story of a prophet who had some difficulties deciding how to solve his dilemmas. We will look at some of the difficulties he had, and think about some of the solutions he could have chosen.'

Activities

Stimulus

Tell the story of Jonah (Jonah chapters 1 to 3) as outlined on **Resource sheet 1**. Ask the class to record the key points of the story with a partner on their whiteboards. As a class, decide on the eight or ten most significant points in the story. Ask people to work in their pairs to write these on to a feelings graph (**Resource sheet 2**). Bring the class together and discuss why different parts of the story are high or low points for Jonah. Where are the decision points in the story?

Response

As a class, identify the points in the story when Jonah faced a dilemma. Discuss how Jonah tries to solve each one.

Key questions ?

*What influenced Jonah to make his decisions?
Is it always the same influences for each decision?*

Lead the class towards understanding that Jonah makes better decisions when he is concentrating on particular influences to help him solve his dilemma

Key questions ?

*What are Jonah's solutions to his dilemmas?
What are the alternative solutions?*

Ask the class what they think Jonah has learnt from his dilemmas.

Ask the class to complete a decision mobile for one or more of Jonah's dilemmas in the story. Use the shapes on **Resource sheet 3** to help people record their ideas and create the dilemma mobile.

Plenary

Discuss with the class any dilemmas that they have faced themselves. Be aware that some people may not want to share these with the whole class.

Key questions ?

*What were the influences on them?
Did they consider alternative solutions?*

Anyone who feels able should write anonymously about their dilemma for your display or make a mobile of their own dilemma (**Resource sheet 4**).

Differentiation

(By grouping) less able people should be able to access all parts of this lesson. It may be more suitable for them to work in pairs when filling in the dilemma mobile.

Extension

More able people will be able to reflect on how a person of no faith or another faith would have responded to Jonah's dilemmas. Would they have chosen different solutions?



Name:

Date:

Jonah and the big fish

One day God spoke to Jonah: 'Go to Nineveh. In this city they are doing many evil and terrible things. Tell them if they do not obey my commandments I will destroy them.'

Jonah was petrified and so decided to disobey God and run as far away as possible. He made a journey down to the port and paid his fare for a boat heading to Tarshish. Jonah hoped to be able to completely flee God.

Once he was on the boat he went down to his cabin and fell into a deep sleep. He was exhausted. As he slept the seas became more and more stormy until eventually the sailors were terrified. The boat was being buffeted around and was in serious danger of sinking. Each of the sailors prayed to their own god asking for a solution; the cargo was thrown overboard; but nothing caused the ever-worsening storm to abate.

The captain eventually came into Jonah's cabin and shook him hard until he woke up. He begged Jonah to pray to God to find some kind of solution to their terrible situation.

Jonah blurted out, 'But I can't pray to God because it's him I am trying to run away from.' The sailors soon realised that it was Jonah who was causing the problem, but they weren't sure what to do. They asked Jonah what the solution was. 'Throw me over the side,' he said.

At first the sailors couldn't bring themselves to throw him over and persevered in trying to row the boat to shore. However, all their efforts were in vain and the storm seemed to get worse.

Eventually they realised that they had to throw Jonah overboard. As they threw him over they prayed for forgiveness from God. As Jonah was pitched overboard God sent a large fish which swam



Name:

Date:

beside the ship and swallowed Jonah. That very moment the waves subsided and the boat ceased tossing and turning.

Jonah sat inside the big fish wondering what to do next; if it hadn't been so dark he might have been able to see a way out. And as he sat, he prayed to God, 'Lord, thank you for saving me from the swirling seas. Thank you, Lord, for thinking that I am worth saving.' As he lay inside the belly of the fish, hearing strange sounds

and fearing the worst, he became more and more scared.

After three days and nights the fish vomited Jonah on to the beach. As he lay on the beach listening to the calm lapping waves and feeling the hot sun, Jonah could not believe how good God had been to him. His prayers had been heard and answered.

Suddenly Jonah heard God speaking to him again. This time Jonah agreed to go and speak to the people of Nineveh.



Name: _____

Date: _____

Feelings graph for Jonah and the big fish



Events in the story of Jonah and the big fish

Positive feelings



Negative feelings





Name: _____

Date: _____

Jonah's dilemma mobile

Jonah's dilemma was...

Jonah's solution was...

An alternative solution could have been...

Another alternative solution could have been...

Jonah learnt...

The image shows five fish-shaped mobile pieces arranged in a zig-zag pattern. Each fish is a simple line drawing with a dorsal fin, a tail, and a mouth. A black dot is placed on the top of each fish's body, serving as a pivot point for a mobile. The text on each fish is as follows: the top-right fish says 'Jonah's dilemma was...'; the middle-left fish says 'Jonah's solution was...'; the middle-right fish says 'An alternative solution could have been...'; the bottom-left fish says 'Another alternative solution could have been...'; and the bottom-right fish says 'Jonah learnt...'.



Name: _____

Date: _____

My dilemma mobile

●
My
dilemma
was...

●
My solution was...

●
An alternative
solution could have
been...

●
Another alternative
solution could have
been...

●
I
learnt...



Lesson 2 Actions and beliefs

The big picture

In every gurdwara there is a langar, a free kitchen/dining hall where anyone of any gender, religion or colour can come and share a meal. The provision of the langar is part of the Sikh belief that everyone is of equal value and worth. This lesson also demonstrates the Sikh belief in equality.

The story used as a stimulus in this lesson happened during the time of Guru Gobind Singh who lived between 1666 and 1708. This story shows how standing up for what you believe to be right can be difficult and challenging. It is used as a basis for a discussion of peer pressure.

Learning objective

Learning about

- To explain how the water carrier's beliefs led him to act as he did despite influence from other people.

Learning from

- To learn that standing up for your beliefs and doing what you think is right can be challenging.

Success criteria

Learning about

- Pupils will have explained the water carrier's beliefs and considered how he managed to remain true to them despite the pressure he was under.

Learning from

- Pupils will have thought about and described a time when their beliefs have been challenged by those around them.

Religious Education Council Requirements

A1, A2, B1, B2, C2, C3

Resources

- **Resource sheet 5:** 'Bhai Kanhaya and Guru Gobind Singh'

Vocabulary

equal, Guru Gobind Singh, Mughal

Key questions ?

How can your beliefs affect your actions?

Can you think of any ways that you would try to stick to your own beliefs?

Introduction

Ask everyone to tell a partner about one belief that they have that is really important to them and that they won't change their mind about, no matter what. Talk about one of your own beliefs as an example, such as being against cruelty to animals.

Once people have explained their belief to a partner, ask them to write it on their individual whiteboards. Read out a few suggestions. Suggest some challenging situations where people might have to stick up for their beliefs, for example, they come across some of their friends being cruel to a cat and are pressured to join in.

Key questions ?

Do they join in? Do they walk away? Or do they try to stop their friends being cruel or perhaps go and tell an adult what they have seen? How far does the class think they would go to defend their beliefs?

Introduce the learning objective: 'In this lesson we will hear about a man who stood up for his beliefs even though many around him tried to persuade him to behave in a different way. You will have the opportunity to reflect on why he acted as he did and think about times when you have been influenced to act against your beliefs by the people around you.'

Activities

Stimulus

Ask the class to close their eyes while you tell them a story. Explain that while you are telling the story you would like them to imagine it running through their heads as if they were watching a film.

When everyone is settled and sitting comfortably begin to tell the story of Bhai Kanhaya and Guru Gobind Singh (**Resource sheet 5**). Stop the story where Bhai Kanhaya has tended to the needs of the first two men and is looking at the injured soldiers on the battlefield. Ask everyone to open their eyes and describe the scene that they can see to a partner. What do they think Bhai Kanhaya is going to do next? Ask them to explain their ideas to their partner.

Settle the class down again and ask them to close their eyes and try to picture the rest of the story as you tell it. Stop the story again as Bhai Kanhaya is brought before the Guru. Again, ask people to describe the scene they see to a partner. What do they think the Guru will say to Bhai Kanhaya?

Read the end of the story.

Response

Ask the class to either draw or write the scenes at the two points when you stopped the story and they talked to their partners.

If they choose to draw the scenes ask them to annotate each character in their picture, showing their thoughts. If they have time they could also write a speech bubble for each character.

If they are going to write a description of the scenes then they also need to clearly write the thoughts and the speech interaction between each of the characters.

Whichever task they undertake, ask them to show clearly the pressure that Bhai Kanhaya would have felt under when he heard the criticism from his fellow soldiers. In Bhai Kanhaya's thoughts and speech they should try to show his beliefs and influences.

Plenary

Share some examples of people's work. Ask them to fill in the following sentence starters:

- Bhai Kanhaya said, 'I only see the Guru's face' because...
- After hearing this story, Sikhs should...

Ask the class to reflect on how they treat people they don't know.

Key questions ?

Do they treat them the same as their friends, better or worse? You could talk to the class about the langar in Sikh gurdwaras, where everyone is welcome to share a meal. How does this demonstrate the Sikh belief that all people are of equal worth?

Ask everyone to think of a time when their beliefs have been challenged.

Key questions ?

Did they manage to stick to their beliefs or not? What would they do differently next time to help them stick to their beliefs? If they managed to stick to their beliefs how do they think they managed to do it?

Ask people to fill in a final sentence starter:

- In this lesson I have learnt...

Differentiation

Less able people may want to concentrate on one of the two scenes from the story.

Extension

More able people should be able to reflect on what other faith leaders would say if they were in the same position as Guru Gobind Singh.



Name:

Date:

Bhai Kanhaya and Guru Gobind Singh

In the city of Anandpur lived many Sikhs, including Guru Gobind Singh. Emperor Jahangir and his Mughal army had laid siege to the city for eight months. They demanded that the Sikhs surrender and leave the city, but the Khalsa Sikhs refused to give up their homes and lands.

A battle ensued with the Mughal soldiers greatly outnumbering the 10 000 Khalsa Sikhs. The losses were heavy on both sides. Pain and suffering were great but neither side showed any sign of backing down.

As the Guru saw the great suffering he sent several people out to alleviate the pain of the soldiers that lay dying on the battlefield. He asked the people to administer first aid, give out water and support the soldiers in the last hours of their lives.

Bhai Kanhaya was one of the Sikhs who went on to the battlefield. The first man he came to he was able to give water to, another man needed someone to wipe his brow. The scene was devastating.

The battlefield seemed to be full of dying men as far as the eye could see. As he went further into the battlefield he helped more and more dying men.

A soldier saw that Bhai Kanhaya was not only providing water and first aid to the Sikhs but also to the dying Mughal soldiers. Incensed, he went and spoke to the Guru.

When the Guru heard what was happening he demanded to see Bhai Kanhaya and he was brought back from the battlefield to explain himself to the Guru.

The Guru asked Bhai Kanhaya to explain his actions. Bhai Kanhaya explained that when he looked at each of the soldiers he could not see whether they were Mughal or Sikh. In each one he could see the face of the Guru.

The Guru praised the actions of Bhai Kanhaya, saying: 'He is a true Sikh. He knows that we should help all those who are suffering or needy. All are equal before God.'



Lesson 3 Religious dress

The big picture

This lesson gives the class the opportunity to think collectively about beliefs that they, or people of their own age, might hold deeply. The lesson provides a safe space for them to discuss their beliefs and decide which they would defend the most vigorously.

During this lesson there will be the opportunity to give people strategies to use for expressing their beliefs and standing up for them in difficult situations.

Learning objective

Learning about

- To understand that people from different religions and people without a belief in God can have different views on important subjects.

Learning from

- To understand that sometimes it is difficult to stick to one's deeply held views.

Success criteria

Learning about

- Pupils will have explained some of the views that people from different religions might have on a particular issue.

Learning from

- Pupils will have explained situations where it might be difficult to stick to one's beliefs and explained some techniques someone might use to enable them to do so.

Religious Education Council Requirements

A1, A3, B2, B3, C2, C3

Resources

- **CD Image Gallery, page 9:** 'Religious symbols'
- **Resource sheet 6:** 'Newspaper article'
- **Resource sheet 7:** 'Belief cards'
- **Resource sheet 8:** 'Strong beliefs'
- Interactive whiteboard

Vocabulary

Five Ks, headscarf, kippah, religious symbol, secular, skullcap, topi, topknot

Key questions ?

How do you stand up for your beliefs?

What is the importance of wearing certain symbols in different religions?

Do you think people should be able to wear religious symbols in educational establishments?

Introduction

Introduce the learning objective: 'In this lesson you will think about the type of beliefs that people of your age hold strongly. These might be religious or moral beliefs. You will then have the chance to think about and discuss why you hold these beliefs and other people will try to change your mind.'

Ask the class to think about the decisions they made this morning when they were choosing what to wear to school today. Explain that for many young people there are very few decisions to be made, especially if you wear a school uniform.

However, if you are a Muslim or a Sikh or a Jew the decision can be a little bit more difficult. Discuss with the class some of the religious clothing young people from these religions might choose to wear:

- Muslims: Boys – topi, girls – headscarf
- Jews: Boys – skull cap or kippah
- Sikhs: Boys – topknot, five Ks, girls – five Ks

Show the class the images of young people wearing their religious clothing on Image gallery page 9. There is a Christian girl wearing a cross, a Jewish boy wearing a kippah, a Muslim girl wearing a headscarf, a Sikh boy wearing a topknot and a Muslim boy wearing a topi.

Explain that in France a law has been passed that bans students from wearing conspicuous religious symbols in state schools. People from some religions were so upset about this that they went on marches, wrote letters, refused to attend school and protested outside government buildings. Explain that for the people involved, wearing certain clothes and symbols is very important to their religious and cultural identity and they felt that the government was wrong to take away what they considered to be their human rights.

Share the fictional newspaper article on the issue (**Resource sheet 6**). Do the class think the children in the article were right to stand up for their beliefs or should they have obeyed the law?

Activities

Stimulus

Ask the class to think about something that they – or a friend of theirs – really believe in. Give them some examples, such as believing that Jesus is the son of God, or that recycling is a necessity for the future of the planet. Ask people to work with a partner and come up with a few deeply held beliefs and write them on their whiteboards. You should stress that they don't need to be religious beliefs. If people are struggling to come up with ideas, you could prompt them with questions, such as,

Key questions ?

What are your views on war?'

When should children be able to go out on their own?

What do you think about cigarettes and alcohol?

What do you think about wearing religious symbols in school?

As a class, come up with a set of 12 deeply held beliefs and write or type them on to the blank cards provided on **Resource sheet 7**.

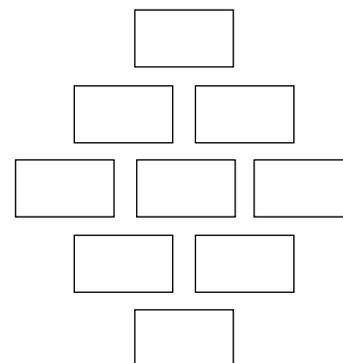
Response

Discuss with the class when they might find it hard to stay true to their beliefs. What if they were a supporter of Arsenal FC and thought they were the best team in the world, but ended up sitting at the wrong end of the stadium surrounded by opposition fans. Would they stand up and cheer when Arsenal scored a goal? This is a trivial example, but it shows how there can be many reasons why we don't stay true to our beliefs.

Ask people to choose a partner to work with and arrange for each pair to have a copy of the 12 cards you produced as a class. (Unless you have a printer/photocopier in your classroom you may need to arrange for the lesson to take place in two parts to enable you to produce enough cards for each pair to have their own set.)

Ask the class to read through the statements on the cards. Working as a pair, they need to choose nine of the cards they want to work with and arrange the cards into a diamond with one card on the top row, two on the second row, three on the third row, two on the next row and one on the bottom row as follows:

Most strongly held view



Least strongly held view

Once people have ranked their cards and feel that they are able to justify their decisions, ask them to meet up with another pair and discuss the similarities and differences in their ranking. Each pair should justify their decisions where there are differences. They can then consider if they want to change the ranking of their own cards as a result of what they have heard.

As a whole class, discuss which were the most deeply held beliefs and why. What techniques did people use when defending their own most strongly held beliefs? Were their techniques successful? Was anyone's belief changed after listening to another pair's ideas? Ask them if it's ever a good thing to change your beliefs and ideas. When do they think this might happen?

Plenary

Use the sentence starters on **Resource sheet 8** to allow people to record their ideas about the lesson.

Differentiation

This lesson is accessible to people of all ability levels.

Extension

More able people might like to research religious stories where people have either stood up for or denied their beliefs, for example Bilal the first muezzin (Islam) and Peter denying Jesus three times (Christianity).



Name:

Date:

Newspaper article

Pupils protest at ban on religious dress

Pupils from several religions have protested in street meetings and marches across France to show their strength of feeling against the ban on religious dress in schools.

Religious symbols were banned from French state schools in 2004, thanks to a law designed to defend the secular nature of the state.

The law does not mention any particular symbol by name, but is considered to target specifically the wearing of headscarves by Muslim schoolgirls.

Following the street protests, many pupils are planning to stay off school until the ban is lifted.



Name:

Date:

Belief cards



Name:

Date:

Strong beliefs

What beliefs would I always stand up for?

I would always stand up for my belief that...

I chose this because...

It was easy to...

It was hard to...

In the discussion I learnt...

I changed my mind/didn't change my mind because...

The most important thing about this activity was...

I liked/disliked this because...



Lesson 4 Moral choices

The big picture

This lesson focuses on some moral dilemmas that are appropriate to young people of primary school age. You should encourage your class to use previous knowledge gained about different religions to inform their answers.

The lesson provides opportunities to discuss how to avoid being persuaded to do something you do not want to do. It encourages people to think through difficult situations and justify their decisions.

You may want to remove some of the content from the information cards to focus people's responses on particular religions.

Learning objective

Learning about

- To understand how some of the beliefs held by people of faith will affect how they resolve a moral dilemma.

Learning from

- To consider and express personal values when confronted with a moral dilemma.

Success criteria

Learning about

- Pupils will have explained how religious beliefs affect the moral choices that people make.

Learning from

- Pupils will have explained their values and the reasons for their decisions when resolving a particular moral dilemma.

Religious Education Council Requirements

A1, A3, B2, B3, C2, C3

Resources

- **Resource sheet 9:** 'Dilemma e-mails'
- **Resource sheet 10:** 'Information cards'
- **Resource sheet 11:** 'Blank e-mails'
- **Resource sheet 12:** 'E-mail writing frames'
- Additional sources of information (books, the Internet, interviews) (optional)

Vocabulary

Dilemma, drugs, peer pressure, respect, stealing

Key questions ?

How do people's beliefs guide them in solving dilemmas?

What are the advantages and disadvantages of each choice?

Why do people make different choices?

Introduction

Introduce the learning objective: 'In this lesson we will consider the different choices that could be made when facing a difficult situation. You will think about the beliefs that you and others hold, that help you to make a decision.'

Tell the class about a moral dilemma you have been faced with, the choices you had to make and the beliefs you hold that affected your decision. The following is an example you may wish to use or model your own dilemma on:

'One day I was with my daughter doing the weekly shop in the supermarket. I was still in the vegetable section and hadn't been shopping long when I saw a young woman pushing all her shopping out of the door. None of the shopping was in bags and she was moving quite fast.'

Discuss with the class the various choices you had. What beliefs would you have to consider? After discussing everyone's ideas, share the thoughts below:

'Had she stolen the shopping? I couldn't be positive, but it was fairly likely. What should I do? Chase after her? Find an assistant and tell them? I know stealing is wrong; it is against the law and breaks one of the Ten Commandments, so I should chase her, but I had my young daughter with me. Should I leave her behind or take her on the chase? What about telling an assistant? There were no assistants around, but I was sure I could find one. What if the woman really needed the food for her family and couldn't afford to pay for it? What a dilemma!'

Discuss with the class what their answer to the dilemma is and share yours along with your reasons for making that decision.

Activities

Stimulus

Share with the class the three dilemma e-mails on **Resource sheet 9**. In partners ask people to discuss one of the dilemmas, and then get back together and discuss them as a class. What are the choices that could be made when faced with each dilemma? What are the advantages and disadvantages of each choice? What beliefs do you need to consider?

Introduce the information cards (**Resource sheet 10**) with ideas from different religions. Ask the class to think about the different things that people of faith have to consider. Ask them to think of other sources of information about what different religions might say, such as books, the Internet or interviewing particular people.

Response

Ask people to work in pairs and give each pair one of the dilemma e-mails. After discussion ask them to write three e-mails as a response to the dilemma. The e-mails can either be written on computers, if you have access to an Computing Suite or similar, or using the blank e-mail templates on **Resource sheet 11**. Two of the e-mails should be from people of different religions and one e-mail should be a solution based on their own beliefs. Ensure that people choose to write e-mails from religions they are familiar with, and encourage them to use their own knowledge and research not just the information given in the lesson.

Plenary

Share the answers people have come up with for the dilemmas. Did all the groups addressing the same dilemma come up with the same answer? Why? Why not?

Ask the children to finish the lesson by responding to these sentence starters:

- When considering this dilemma I had to...
- When a... considers this dilemma they would have to...

Differentiation

Less able people could use the e-mail writing frames (**Resource sheet 12**) to support their answers.

Extension

More able people would be expected to use other sources of information to support their answers.



Name: _____

Date: _____

Dilemma e-mails

email

Send Now

Dear friends

I really hope you can help me deal with my problem because I have no idea what to do. Yesterday when I was playing with three of my friends from school we got a bit bored, so we went for a walk down a road full of bungalows. Ravi suggested we should knock on a door and run away. I was a bit worried and didn't know what to do. Luckily Ravi's Mum came and said it was time to eat, so we went inside. I know that next time we all play again the same thing is likely to happen but I don't know what to do. Part of me thought it might be quite fun. What should I do?

From
Oscar

email

Send Now

Dear friends

I really hope you can help me deal with my problem because I have no idea what to do. Yesterday when I went to the shop with Chloe she suggested we steal some magazines. The magazines were quite expensive and there was no way we could afford to buy them but we both really wanted to read them. Luckily I didn't have to decide what to do because my next door neighbour came in and started talking to us, so we just left the shop. I know that when we walk home from school tomorrow the same thing will happen again. Chloe is my best friend. What should I do?

From
Sophie

email

Send Now

Dear friends

I really hope you can help me deal with my problem because I have no idea what to do. Yesterday when we went on a visit to secondary school my brother's friend offered me a cigarette. I didn't know what to do. Loads of the really popular kids at secondary school smoke and so I was quite tempted. I had a puff and it made me cough. I know that they will offer me cigarettes again and I don't know what to do. I really want to be in with the right crowd. What should I do?

From
Simon



Name:

Date:

Information cards

Knocking on the door dilemma

- ☾ The Prophet Muhammad (pbuh) said that we should have compassion for our little ones and respect our elders.
- ✡ In Israel and in Jewish families older people are highly respected as having wisdom and knowledge. It is a biblical obligation for children to look after their parents.
- ✝ The Bible tells Christians that older people should be respected and looked after.
- ☪ One of the commandments of the Sikh Gurus says never hurt others.
- ॐ Every Hindu should revere the old.

Stealing dilemma

- ☾ The Qur'an suggests that stealing is a very serious crime; it is so serious that thieves may have their hands cut off. It also says if a thief is really sorry, has returned all he has stolen and will not steal again, Allah will forgive him.
- ✡ One of the Ten Commandments in the Torah is: 'Do not steal', therefore Jews would say it is wrong to steal.
- ✝ One of the Ten Commandments in the Bible is: 'Do not steal'.
- ☪ One of the commandments of the Sikh Gurus says never commit theft or steal.
- ॐ Hindus are taught that if they do not steal they will become aware of the treasure around them.

Cigarette dilemma

- ☾ Although the Qur'an doesn't say anything directly about smoking, it says that intoxicants such as drugs and alcohol come from Satan. It also says that Muslims should not take anything that will kill them.
- ✡ Smoking is not forbidden in Judaism, although Jews are expected to look after their health.
- ✝ Some Christians would say smoking is wrong because in the New Testament it says that your bodies should be a living sacrifice, holy and acceptable to God. However, smoking is not forbidden.
- ☪ One of the commandments of the Sikh Gurus says never take alcohol, tobacco or drugs.
- ॐ Some Hindus would say that alcohol and tobacco should not be taken.



Name:

Date:

Blank e-mails





Name: _____

Date: _____

E-mails writing frames

email

Send Now

Dear _____

I am a _____ and I can see that you have got a difficult problem.

I think you should _____

You should do this because _____

_____ believe that _____

I hope this helps you with your dilemma.

From _____

email

Send Now

Dear _____

I am a _____ and I can see that you have got a difficult problem.

I think you should _____

You should do this because _____

_____ believe that _____

I hope this helps you with your dilemma.

From _____

email

Send Now

Dear _____

I can see that you have got a difficult problem.

I think you should _____

You should do this because _____

I believe that _____

I hope this helps you with your dilemma.

From _____



Lesson 5 Solving a dilemma

The big picture

This lesson is designed to allow you time to assess people's progress in this area of knowledge, skills and attitudes. You should be able to make judgements about people's progress by monitoring discussion within the lesson and marking the work of individuals.

The lesson involves people writing or drawing their own moral dilemma, justifying their response and suggesting (and justifying) the responses of people from different religions. You will be able to assess people's understanding of the concept of a dilemma and their understanding of how a person's religious beliefs will affect the decisions they make in relation to that dilemma.

Learning objective

Learning about

- To consider how believers from different religions will come to the resolution of a moral dilemma.

Learning from

- To describe and discuss a moral dilemma and justify a personal response to it.

Success criteria

Learning about

- Pupils will have described and provided justification for a religious response to a moral dilemma.

Learning from:

- Pupils will have described and justified a personal response to a moral dilemma, explaining the influences that affected their decision.

Religious Education Council Requirements

A1, A2, A3, B2, B3, C2, C1, C3

Resources

- **Resource sheet 13:** 'Dilemma tracker story'
- Interactive whiteboard

Vocabulary

Dilemma, influences, peer pressure, sources of authority, tracker story

Key questions ?

How might believers from different religions respond to a dilemma?

Introduction

Introduce the learning objective: 'In this lesson you will show how much you have learnt about what types of moral dilemma there are and different ways of coming to a resolution that you can justify. You will also show what you know about how a religious person would resolve a moral dilemma.'

Ask the class to remember with you some of the dilemmas and the resolutions from the last lesson. Can they recall the different sources that people use to help them find a response to a moral dilemma? What sources do they use themselves when they are trying to resolve a moral dilemma? What sources might be less helpful or cause a problem when you are trying to find a solution to a moral dilemma?

Activities

Stimulus

Show the class an example of a tracker story, explaining that it is a type of story where you have to make a decision and turn to a different part of the story to find out what will happen as a result of your decision.

Ask them to help you to write a tracker story on the interactive whiteboard showing what might happen as a result of a particular choice made about a particular dilemma.

Begin by using the writing frame to write a dilemma with the class and then several resolutions and several possible consequences of the decisions made.

After you have written the story, discuss which decisions people in the class would have made and why. Discuss which decisions people from particular religions would have made and why. What influences would have affected them?

Response

Explain to the class that they are going to come up with their own dilemma, resolutions and possible consequences. They may present this in one of two ways: either using the tracker story template for a written story or by presenting it in a comic strip style, but using the prompts from the same template.

Plenary

Once people have presented their work they will need to explain which decision they would have taken, and the beliefs that led them to that conclusion. They will need to do the same for people from two religions specified by you. The following sentence starters may help structure their work:

- I would... because...
- The following things helped me make my decision...
- I think that a... would decide to... because...
- I think they would have used... or asked... to help them make their decision.

Differentiation

As there are different ways to record ideas and learning in this lesson, everyone should find the work accessible.

Extension

More able people should be able to compare the views of people from different religions on the dilemma and identify the similarities and differences in their views.



Name:

Date:

Dilemma tracker story

Dilemma

Resolution 1

Resolution 2

Resolution 3

Consequence 1

Consequence 2

Consequence 3