

RELIGION IN THE NEIGHBOURHOOD

AT1:

Pupils will:

- *Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain and their associated beliefs, experiences and practices.*
- *Acquire and develop knowledge and understanding of some of the influences of life experiences, beliefs, values and faith traditions upon individuals, communities, societies and cultures.*

AT2:

Pupils will:

- *Respond to core questions with reference to the teachings and practices of religions, and to their own understanding and experience.*
- *Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own.*

Pupils will be enabled to:

- *Develop their understanding of two religions represented in Great Britain, and their influence upon individuals, communities and society.*
- *Develop positive attitudes of respect towards other people who hold views and beliefs that are different from their own.*

SESSION 1: Introduction - What have we got in Branston?

1. Work in small groups, to make a guide book for Branston, which includes All Saints Church.

- *How would you demonstrate the importance of All Saints Church in Branston, to someone who didn't know Branston and wasn't a Christian?*

SESSION 2: What religions can be followed, in the UK?

2. Discuss what other religions (other than Christianity) can be followed in the UK

- *What can we notice about the differences and similarities between people's beliefs and ways of life?*
- *What different groups do people belong to in the UK?*
- *What differences to our ways of life does religion make?*
- *How do people show respect or love for what is sacred to them?*

3. Produce a poster to show how multi-cultural Britain is.

Session 3: Connect with a school from another UK community.

- 1. Make a connection with a school from another UK community, where religions other than Christianity, are present.**
 - *Compare and contrast.*
 - *How does studying a community different from ours help us to learn about our own community?*
 - *What are the advantages and disadvantages to living in either community? Eg; is it easier to be a Christian in either community?*
 - *What are the good things about living in a society of different cultures and religions?*

SESSION 4: Wish Lists for the future.

- 1. Discuss and develop “Wish lists’ for the future of the two communities studied, or for a multi religious nation.**
 - *What kinds of behaviour make for the good life for all people?*
 - *This could be written up in groups as a ‘recipe for harmony’.*
- 2. Design symbols, illustrations, postcards, posters or T-shirts that could be used in the two religious communities they have studied and write about why they are appropriate for people following either religion.**

SESSION 5: How does religion impact upon the lives of believers?

- 1. Discussion the complex and detailed ways in which religion impacts upon the lives of believers.**
 - *Recap on RE topics already studied and how following a religion impacts on lifestyle.*
- 2. Produce writing and pictures to show how a religion impacts on the lives of the believers.**

SESSION 6: Learning from diversity.

- 1. Discuss what our school could learn from other religious communities and about how to live harmoniously in communities where people believe different things?**
 - *Is there a common thread between different religions? Eg; ‘how to live a better life’ etc.*
- 2. Design a set of rules, values or beliefs that anyone (from any religion) could follow in order to make a better life for everyone.**