

RE Connect: RE & Climate Change

▶ Project

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Primary Practitioner

Context

Been teaching for 20 years mainly in LKS2 but have taught across R, KS1 and 2

Large Primary School in Derbyshire

Global and RE Lead as well as y3/4 Department Lead

Use Derbyshire Agreed Syllabus

Cover Christian, Hindu, Jewish and Muslim religious beliefs plus Humanist and Atheist worldviews

Predominately white, middle class area

The project



Opportunity for focus and reflection



Increased depth of subject knowledge from expert speakers



Ideas about pedagogy



Consider curriculum design from scratch



Specialist support, professional dialogue



Wider network including secondary colleagues and experts



Time for reading, thinking, planning, trialling and reflecting

Why this scheme of work?

- ▶ Use lots of the learning from fellowship
- ▶ Fit alongside or within syllabus
- ▶ Can be used over a half term or a focus week
- ▶ Links across the school
- ▶ Move children on from just saying the 'right' thing
- ▶ Versatile

The background features a series of overlapping, semi-transparent green geometric shapes, primarily triangles and quadrilaterals, that create a sense of depth and movement. The colors range from a light, pale green to a vibrant, saturated lime green. The shapes are layered, with some appearing to be in front of others, creating a dynamic, abstract composition. The overall effect is clean, modern, and energetic.

Let's go
outside!

This is part of a lesson aimed at
y3/4 children (Lesson 4/6)

- ▶ Includes scripture, lived experience, photos, art and personal reflection
- ▶ Although mixed age could used with single years
- ▶ Photos, scriptures, teacher information and resource sheets versatile
- ▶ A range of suggestions for Reception at present
- ▶ 6 lessons for KS1,LKS2 and UKS2
- ▶ Structure
 - ▶ Focus on climate change issues
 - ▶ Lessons focused on religions
 - ▶ Variety of learning styles & ways of knowing
 - ▶ Personal reflection

Project Overview

Scheme of work

Learning Objective	Teacher led/group activity	Response
Understand what climate change is.	<p>Ask children to close their eyes and picture Earth. Read 'Earth's Story pages 1-2.5. Discuss their reactions to this story. What did you feel? Did anything surprise you? Why do you think Earth thinks adults aren't listening?</p> <p>Mind map some of the issues and solutions that children know are affected the planet and if needed use teacher information sheet to expand on these ideas.</p> <p>This lesson may make some children feel sad or anxious about the climate crisis situation. Reassure children that over the coming lessons we will explore positive attitudes and actions towards climate change.</p>	<p>Use 'Chatter Pix' or similar app to add the voice of Earth to a picture. What would Earth say to people in 30 seconds?</p> <p>Quotes from these could be added to a whole class/school display for the unit.</p>
Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).	<p>Most Hindus believe that all living things are sacred because they are all part of God. Many Hindus believe that nature cannot be destroyed without humans also being destroyed, because we need the natural world in order to survive. Discuss: How do you think this affects the way Hindu's choose to live? Would it change your behaviour? How and why?</p> <p>Many Hindus are vegetarian, although some do eat some meat and fish. Very few Hindu's eat beef as the cow is sacred in the Hindu tradition as it is a symbol of all living things. Some Hindus will check carefully that animal products they do consume are organic or free range meaning the animal has been treated well. Discuss: Why do you think Hindus might make these choices?</p> <p>Some Hindus say the following prayer before stepping on to the ground in the morning: 'O! Mother Earth, who has the ocean as clothes and mountains and forests on her body, who is the wife of Lord Vishnu, I bow to you. Please forgive me for touching you with my feet.' Why do you think they would do this? How would you feel after saying the prayer?</p>	<p>Create a drawing of how you picture Mother Earth and explain your representation. Think about what she looks like, where she is and what she may have with her.</p> <p>Ext: What do you think Mother Earth would say to Hindu believers?</p>
Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Give examples of ways in which some inspirational people have been guided by their religion (B1).	<p>Tell children that we are going to research at young people who have set set out to make a difference in the area of climate change and what inspires them.</p> <p>Use the following website to find out about Hemang Vellore: Meet young Changemaker, Hemang! - National Geographic Kids (natgeokids.com) and This home-schooled teen has been selected for Fellowship for Climate Action - The Hindu. Greta Thunberg: Greta Thunberg facts - Climate National Geographic Kids (natgeokids.com) Leah Namugerwa: Climate change: 7 young climate activists from around the world - CBBC Newsround Leah Namugerwa - Wikipedia</p> <p>Complete sheet comparing the actions and influences of the 3 activists by answering the following questions:</p> <ul style="list-style-type: none"> • What do they do? • Why do they do it? • Who or what inspired them to take action? • How might their beliefs affect their actions? 	<p>In pairs or small groups discuss what your own answers to the four questions might be.</p>

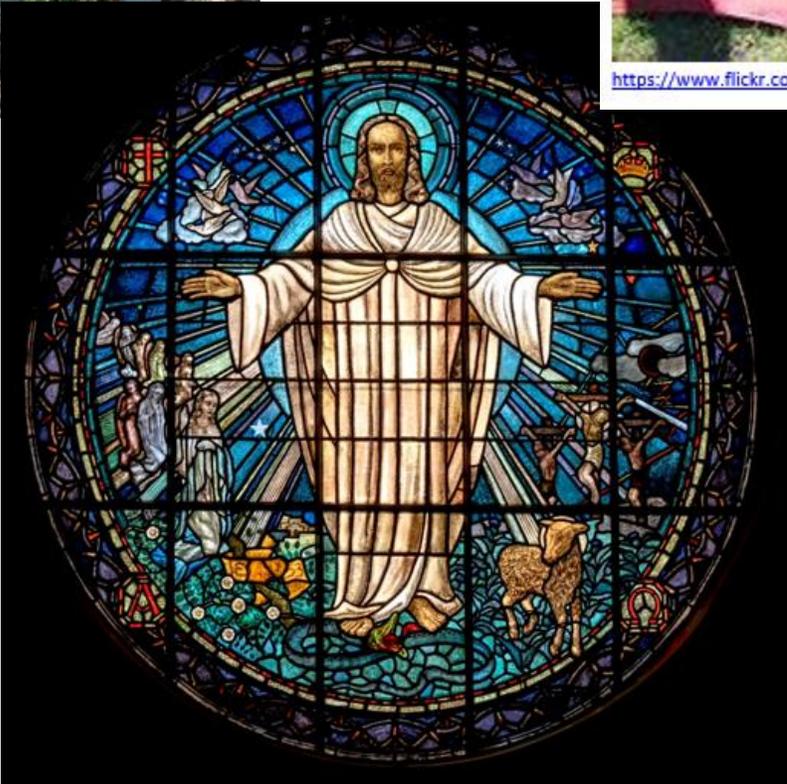
Photo cards



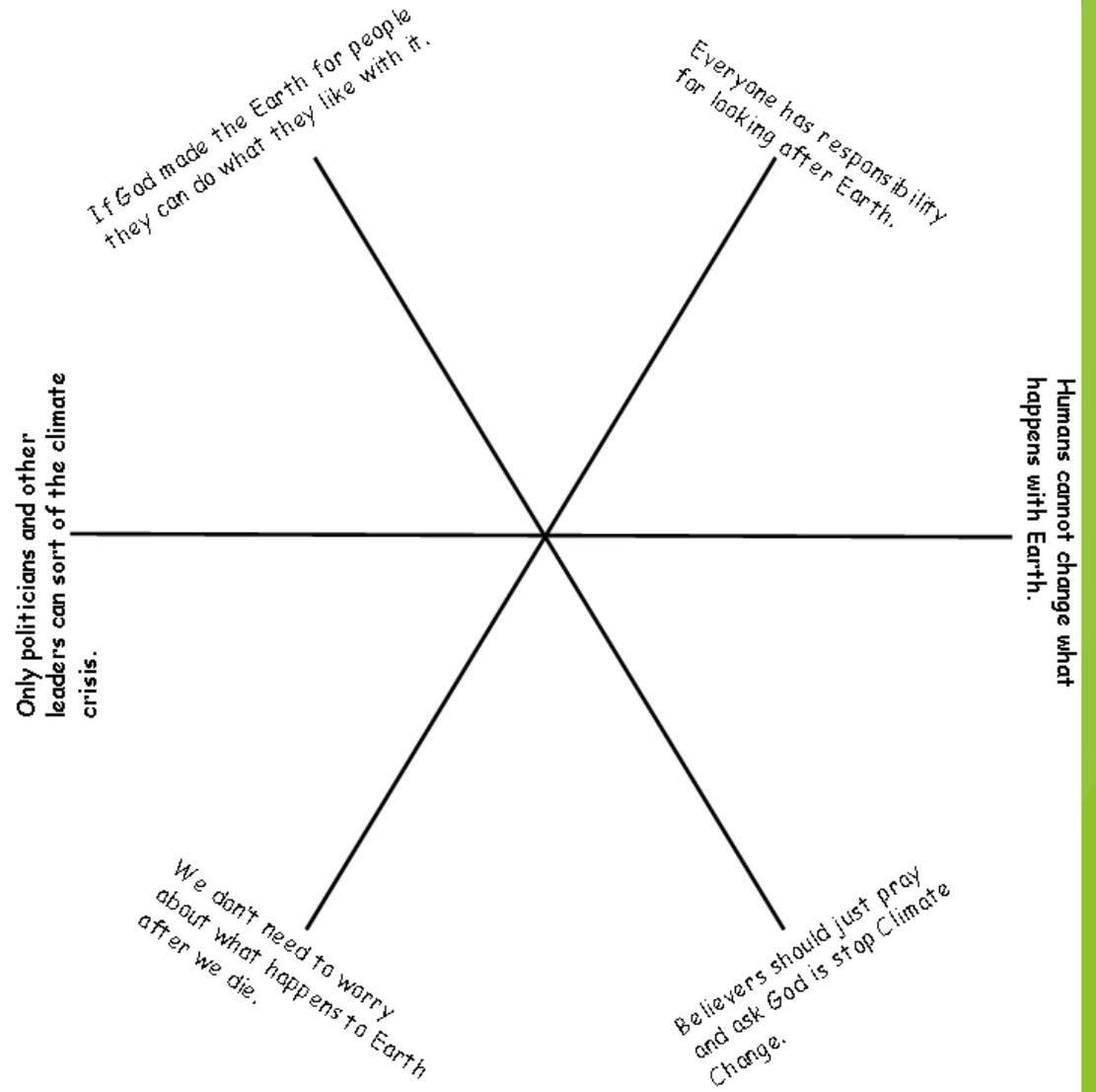
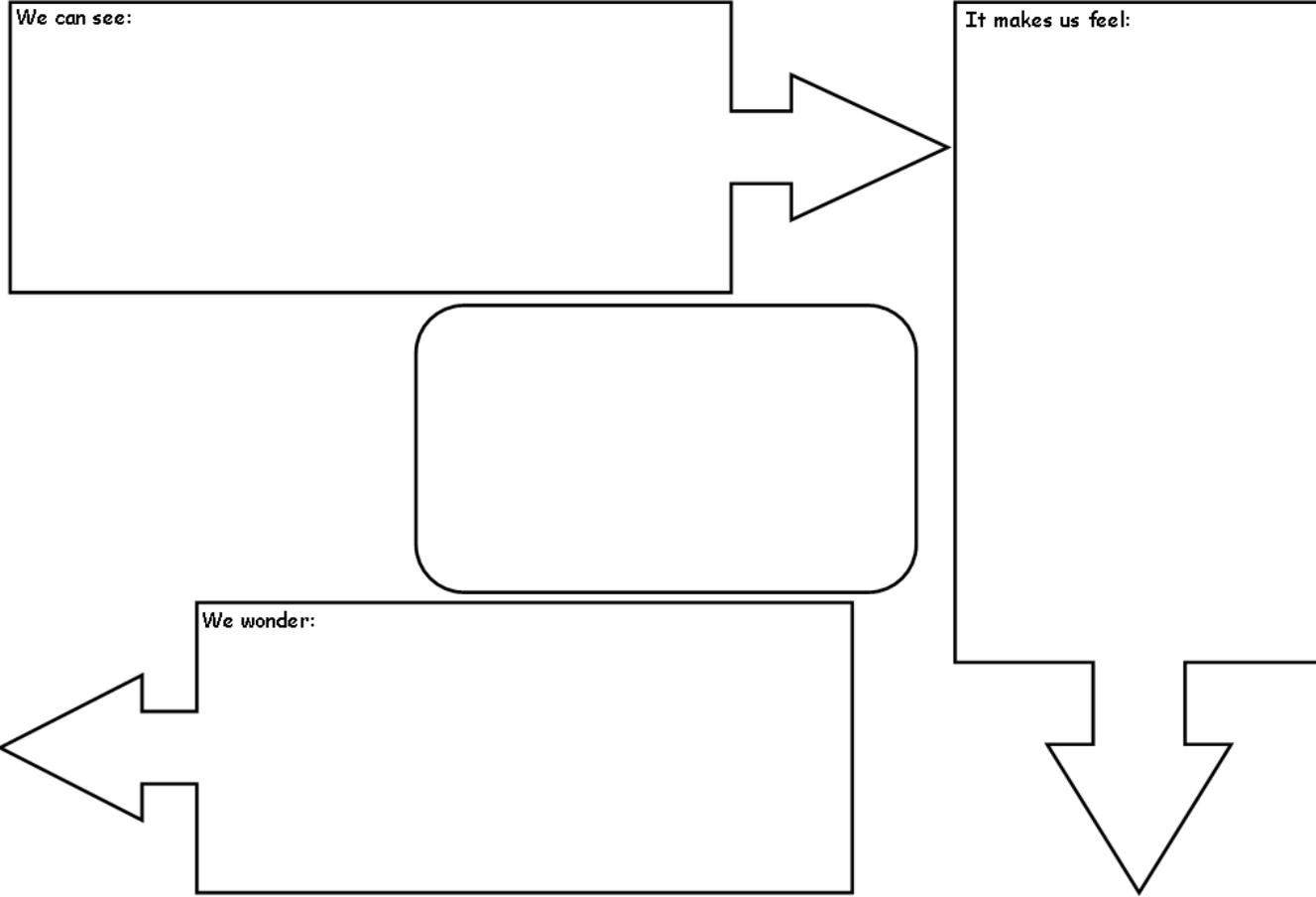
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Deepening thinking



Enquiry

Hindu

Shrimad Bhagavatam

Ether, air, fire, water, earth, planets, all creatures, directions, trees and plants, rivers and seas, they are all organs of God's body. Remembering this a devotee respects all species.

Bhagavad Gita

"The ignorant work for their own profit, Arjuna; the wise work for the welfare of the world, without thought for themselves."

Note: Arjuna is the name of character who is being spoken to.

Jewish - *Midrash Kohelet Rabbah 7:13*

"Look at My works! How beautiful and praiseworthy they are. Everything that I have created, I created for you. Take care not to damage and destroy my world, for if you destroy it, there is no one to repair it after you."

Jewish – *Torah Genesis 2:17*

And God took the man that He had formed and placed him in the garden to work it and to protect it

Afz – a Muslim person

As a Muslim I feel disappointed in the way that humans have contributed to climate change and its effect on our planet. Muslims should be 'Guardians of the planet' and we believe that God will hold us accountable for our actions on this. Muslims are taught to show respect to living things through many verses of the Quran and perhaps we need more reminders about our responsibilities now. I try my best through small actions like not wasting electricity and walking and taking public transport everywhere.

Lauren - a Jewish person

Climate change worries me and I believe that it should be a concern to everyone. I feel that we must work together, irrespective of religion or background, to protect our planet. As a Jewish person, I believe this is our "call to action", a reminder we still have work to do. Each day we say the prayer Aleinu towards the end of our prayers; it reiterates our responsibility to make the world a better place and expresses the desire to bring the world together in peace.

Trialling

- ▶ Photo cards with y4
 - ▶ Engaged
 - ▶ Prompted discussion
 - ▶ Explaining to peers
 - ▶ Needed to have prior knowledge
 - ▶ Needed focus to respond meaningfully
 - ▶ Well selected photos crucial to success

Year 4 responses

uph community because they love God

Eco church because they believe in it



all of them have dedicated cars because it is better for the planet

They use these car water supply because they are made

They have a great field.

They have cattle

They live in a sustainable life

Because it's family and it's good

There is no money to help it but it's better than nothing



You've achieved your learning objective.

It is in Ethiopia

very healthy to live in a sustainable life of the forest. Let's pray for and build a new natural medicine resource and conservation water culture with

Trialling

- ▶ Lessons 1&4 with y2
 - ▶ Planning easy to follow
 - ▶ Resources ready to use
 - ▶ Engaging
 - ▶ Recording appropriate
 - ▶ Needed to have prior knowledge
 - ▶ Giving 'right' answers

Year 2 responses - lesson 1

WALT: Understand what climate change is

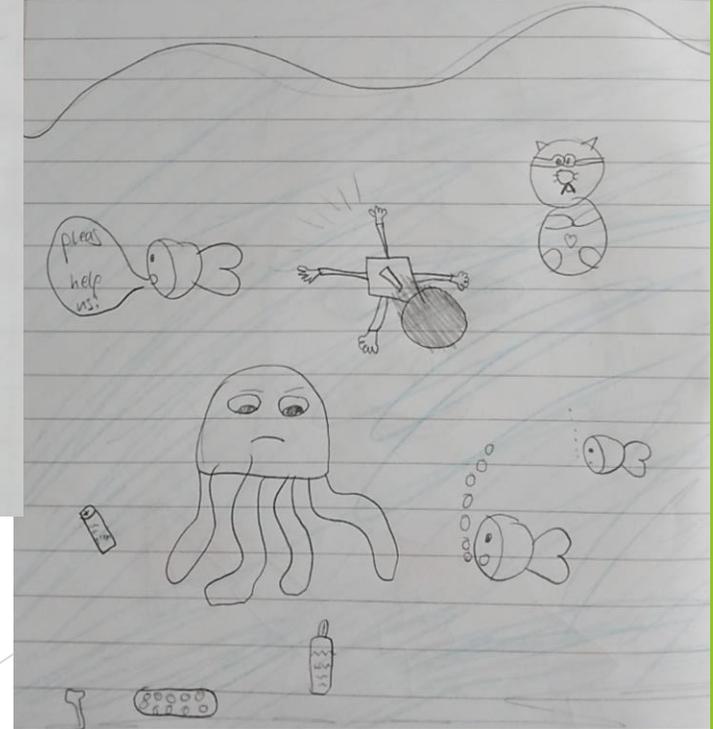


WALT: Understand what climate change is



WALT: understand what climate change is.

I am swimming to pick up litter.



WALT: Understand what climate change is.



Year 2 responses - lesson 3

WALT: Think about how Muslims think of Allah as a ~~power~~ provider and a creator.

Plant more TREES!

worship Allah

reduce plastic

be caring eat healthies

put rubbish in the bin

don't use petrol or gas so much

go on walks if you can.

be a litter picker

give money to the poor



wind for cars.
from the sun or electricity
yous

don't eat so much bad food

work to school

don't mud

petrol yous to.

don't throw rubbish.

plant more plants and trees

don't yous to much paper



or
Go on bike or Scooter

↑

don't yous as much water

agik

food to charitee

↓

giv money to the poor.

don't yous as much wood



Moving Forward

How to move children away from surface level understanding to think more deeply about issues?

Have I tried to include too much?!?

Any other suggestions? Comments?