Whole School Scheme of Work

Could be used as weekly sessions as a half term unit or for an RE Week focusing on Climate Change across the school.

A class or whole school display with work added to each week would be a great way to present and link together the work across the sessions and help children to make connections between different sessions.

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| **Learning Objective** |  |
| Re-tell religious stories making connections with personal experiences.  Re-tell stories, talking about what they say about the world, God, human beings. | Noah’s Ark  The prophet and the ants  The 7 kittens  Creation stories |
| Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.  Think about the wonders of the natural world, expressing ideas and feelings. | Wonder walk around school grounds or local area  Nature table in class with magnifying glasses, rulers, note books and pencils.  Discuss what is nature? Where does it come from? How was it made?  Look at pictures/visit of eco –friendly special building e.g. Eco-mosque  Forest schools sessions  Look at pictures of evidence climate change happening and discuss/label with feelings and ideas to help |
| Express ideas about how to look after animals and plants. | Gardening, plants/animals in classroom  Role play garden/vet/wildlife sanctuary  Sort things that help or do not help plants/animals  Write prayers about plants and animals  Order pictures of plant and animal life cycles  Visit from a gardener, farmer, vet, pet owner, zoo keeper |
| Talk about what people do to mess up the world and what they do to look after it. | Picture cards – what are the people doing and why  Walk round local area looking for evidence of looking after the world e.g. recycling bins, bird boxes and feeders etc  Visitors (from a variety of worldviews and religions) to talk about what they do to look after the world  Persona doll – doll to ‘tell’ the class what their scared text says about looking after the world and children given suggestions about what they could do |

**KS1** *Enquiry Question: Why does caring for the world matter?*

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| **Learning Objective** | **Teacher led/group activity** | **Response** |
| Understand what climate change is. | Circle Time – What is special to you and how do you look after it?  Ask the children to think about ways they look after their home/classroom. Why is it important to look after these places?  The Earth is special to us as it is our home but not everything we do is looking after it very well.  Watch: [Why is our climate changing? - KS1 - BBC Bitesize - The Regenerators - BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/z2np6g8)  What do we do that isn’t looking after Earth? What about things that we do to look after it? | Draw a picture of something that either helps look after Earth or is contributing to climate change. Add these to class/school display which had a picture of Earth in the centre. |
| Re-tell Bible stories and stories from another faith about caring for others and the world (A2).  Retell Noah’s Ark from Reception. | *Prepare a story sack prior to the lesson including a sandy coloured piece of fabric to represent hot, sandy ground, a toy camel, a bucket and a tree.*  Explain that you are going to tell a story from Islam which helps Muslims think about how they should care for the world. Tell children the story of Muhammad and the Thirsty camel and discuss what they think Muslim believers would learn from it.  Ask if they can think of any other religious stories which tell believers about caring for animals or the Earth (Noah’s Ark & The Prophet and the Ants should be familiar but they may need prompting). | In small groups children use toys, picture cards or masks/role play items to retell/act out the stories.  Alternative children could use drawing and or writing to retell the stories. |
| Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival (Tu Bishvat) is celebrated in another religion (A1) | Take the class outside and sit or stand near some trees with a table with fruits on. Allow time for them to look at the trees closely. Explain to the children that we are going to re-enact a Jewish celebration day called Tu BiShvat or New Year for Trees. Explain that on this day many Jewish believers eat fruits from Israel (olives, dates, grapes, figs and pomegranates), say blessings, plant trees or give money to environmental charity and give away fruit or vegetables they have grown.  In turn, give children a piece of fruit to taste saying the blessing: *(Transliteration:)Baruch atah A-donoi, Elo-heinu Melech Ha’Olam borei pri ha-aitz.*  *(Translation:) Blessed are You, L-rd our*[*G‑d*](https://www.chabad.org/library/article_cdo/aid/433240/jewish/God.htm)*, King of the universe, who creates the fruit of the tree.*  Then ask the children to give a piece of fruit to someone else (symbolising giving away fruit grown). Children could also plant a tree or seeds if possible.  Why do you think some Jewish believers celebrate trees? What does it tell you about how they would look after Earth? | In silence or with quiet forest sounds playing, ask children to think about what they would like to say to a tree or trees.  Make a birthday card for a tree with a special message for the tree written inside. |
| Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). | Muslims believe in one God with 99 names that represent different aspect of God, in the same way that you might be called something different by your teacher, mum, dad, friend or Grandparent. Discuss these names and that they may be particular to a certain person. How does that make you feel?  Explain that 2 of the names that Muslims have for God are: Ar-Razzaq – The Provider and Al-Khaaliq - The Creator. What do the children think these names tell Muslims about Allah? What does a provider and a creator do?  Show the 2 Islam picture cards showing an eco Mosque and Green Hajj. Explain that these names of Allah inspire some Muslims to try and live in a more environmentally friendly way including what is seen in these pictures. The first shows a mosque (Muslim place of worship) which has been designed to be eco-friendly and Hajj (Muslim pilgrimage or special journey) where steps have been made to reduce waste and improve recycling. | Using a persona doll or picture of a Muslim child ask the children to think of things that the child might want to do or change in their life to show respect and love to Allah as provider and creator. These could be recorded in drawing pictures or done as a discussion. |
| Identify ways that some people make a response to God by caring for others and the world (B1). Respond to examples of co-operation between different people (C2) | Give each group a picture card from the set, choosing cards which will fit with the children prior knowledge of particular faiths, and ‘think About a Picture’s sheet. Ask the children to spend some time looking at the picture and discussing it before completing the ‘We can see box’ as a group. This could also be done verbally. Ask children to continue with the ‘It makes us feel: and ‘We wonder;’ boxes.  Encourage children to think about what they have learnt so far in this unit when discussing their ideas and completing the sheets. | Draw groups together and ask them to feedback on their picture. What are the people in the photo doing and why?  Discuss possible answers to the ‘We wonder’ boxes and use teacher information/web links from photos cards explain cards as necessary. |
| Make a personal response to learning about beliefs and climate change. | Look back at work done over the last 5 sessions. What have we thought about? Who have we learnt about? What do those people do and why? | Children create a piece of artwork (could be 2D art, 3D art or poetry) responding to what they have learnt and their own response to the initial question.  Some of these could be added to the whole class/school display from lesson 1. |

**LKS2** *Enquiry Question**What do different people do to care for the world and why do they do it?*

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| **Learning Objective** | **Teacher led/group activity** | **Response** |
| Understand what climate change is. | 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?  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.  *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.* | Use ‘Chatter Pix’ or similar app to add the voice of Earth to a picture. What would Earth say to people in 30 seconds?  Quotes from these could be added to a whole class/school display for the unit. |
| 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). | 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 thing this affects the way Hindu’s choose to live? Would it change your behaviour? How and why?  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?  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? | 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.  Ext: What do you think Mother Earth would say to Hindu believers? |
| 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). | 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.  Use the following website to find out about  Hemang Vellore: [Meet young Changemaker, Hemang! - National Geographic Kids (natgeokids.com)](https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/meet-young-changemaker-hemang/) and [This home-schooled teen has been selected for Fellowship for Climate Action - The Hindu](https://www.thehindu.com/children/hemang-vellore-of-hyderabad-opts-for-anant-fellowship-for-climate-action/article31832389.ece).  Greta Thunberg: [Greta Thunberg facts - Climate | National Geographic Kids (natgeokids.com)](https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/greta-thunberg-facts/)  Leah Namugerwa: [Climate change: 7 young climate activists from around the world - CBBC Newsround](https://www.bbc.co.uk/newsround/49676291) [Leah Namugerwa - Wikipedia](https://en.wikipedia.org/wiki/Leah_Namugerwa)  Complete sheet comparing the actions and influences of the 3 activists by answering the following questions:   * What do they do? * Why do they do it? * Who or what inspired them to take action? * How might their beliefs affect their actions? | In pairs or small groups discuss what your own answers to the four questions might be. |
| Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).  Discuss their own and others’ ideas about how people decide right and wrong (C3). | *If possible, this lesson should be done outside.*  Explain that religions have holy or sacred books. For Christians this is the bible, for Jews the Torah, for Hindus the Veda and for Muslims the Qur’an. Many believers use the stories, poems and advice from their holy books to guide them in their everyday lives and when making decisions.  Split the class into 4 groups and give each group a selection of quotes from holy books from Christian, Hindu, Jewish and Muslim holy books. For smaller groups they could be split into 8 groups with 2 groups looking at each set of quotes.  Ask the children to read them together and discuss what they might mean in relation to caring for our planet. Then ask them to choose one that they think is the key message for believers. | Challenge the children to work as a group to represent their chosen quote using natural items found in the school grounds.  Groups explain their representation and choice of quote to the rest of their class. |
| Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).  Ask questions and suggest some of their own responses to ideas about God (C1). | Make the room as dark as possible and display a stained glass window image on the screen. Alternatively, children could have copies of the images and use magnifying glasses to look at them closely. Ask children to spend time looking at it in silence just noticing what is included in the window design and letting their mind focus just on the window.  After some time, ask the children to share their thoughts and what they noticed. What symbols were included? What was depicted? Do anything stand out?  Draw out the fact that lots of symbols and images of nature are included in the glass. Why might that be?  Point out that in many part of the Bible nature plays a key role e.g creation, Garden of Gethsemane, parables (lost sheep, sower, wise and foolish man, mustard seed) psalms etc.  What does it tell you about the important of nature to Christians? How might this affect a Christian’s life choices? | Ask children to imagine that they are designing stained glass windows for a new church is being built and they would like a specially design window to celebrate the importance of the natural world to Christians. It must include Christian symbols as well as aspects of nature. |
| Make a personal response to learning about beliefs and climate change. | Look back at work done over the last 5 sessions. What have we thought about? Who have we learnt about? What do those people do and why?  Reread the Earth’s story from lesson 1. | Children write an encouraging letter to Earth telling it what some groups of people and individuals think about what is happening and how they are responding. They should also include their own personal response.  Some of these could be added to the whole class/school display from lesson 1. |

**UKS2** *Enquiry Questions How do beliefs influence people’s responses to the climate crisis?*

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| **Learning Objective** | **Teacher led/group activity** | **Response** |
| Understand what climate change is. | Children complete the ‘Snowflake thinking sheet’.  Divide the planet story into numbered sections, enough for 1 between 2/3 in the class. Ask children to work in their small group to prepare a dramatic reading of their section using expression and actions.  Perform the dramatic reading of the story as a class.  Discuss: how does it make you feel? Did anything surprise you? What would you like to ask Earth?  *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.* | Groups draw a single image or symbol that represents their section of the story.  Add these to class/school display which had a picture of Earth in the centre. |
| Express thoughtful ideas about the impact of believing or not believing in God on someone’s life (B1). | Explain that we are going to be looking at some religious believers are responding to climate change.  Give each pair a picture card and they complete the ‘Picture inference’ or ‘Thinking about a picture’ sheet about their picture.  Swap sheets with another pair and give the new pair a brief statement about the picture. Can they add anything to the initial responses?  Discuss: What do the pictures tell you about some religious believers? Do you have to have faith to do something about climate action? Why might it encourage you to do something? | Complete the follow sentence stems in relation to climate action:  Belief in God…  People might choose to act on climate change because…  I think… |
| Apply ideas about values and from scriptures to the title question (C2). | Ask the children what they know about Holy Books/guidance for Islam, Hindu, Jewish, Christian and Humanist believers. Discuss answers and explain that we will look at quotes from each of these and considering what how they would guide believers in the area of climate action.  In groups, children analyse 2 quotes from a particular religion or worldview using the ‘Power of 3 inference grid’. There are 5 religions/worldviews in the set so 5 or 10 groups would work well.  Ask groups to feedback on their quotes and discuss any questions. | Choose one quote and design a poster with a key part of the scripture/quote on to be displayed in a place of worship or home. Children should write a brief explanation of what they think the quote would mean to a believer. |
| Make connections between beliefs and behaviour in different religions (A1). | Give each group a selection of photo cards and ask them to look at them and discuss what they see.  Ask each group to choose 6 of the cards to put on their making connections sheet. They should then use coloured lines and a key to make as many connections as possible. Encourage the children to look careful at the pictures and notice details and think about their prior learning to help them think about what might be happening.  Bring the groups together – what connections did you make? Did you find any ways in which all your pictures could be connected?  Read the statements from believers. How do these relate to what you see in the images? | Imagine you are one of the people in one of the pictures or that you took one of the photos. Create a social media post which could go with the picture. What would you say in <280 characters? What hashtags would you add? |
| Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). | Explain that today we will have a council meeting between nature of some religious and non-religious leaders to discuss the issues and actions associated with the climate crisis. Give out roles to the children (including a chair for the meeting) – this could be done individually or in pairs depending on the children/class dynamic. There are a selection of possible roles on the cards but more could be added or less used.  Give the children some time to research their role using internet and previous leading from the unit.  Set out rules for the council meeting e.g. only one speaker at a time, raise hand, chair runs the meeting, stick to the issues being discussed etc.  Hold the ‘Council Meeting’ with children staying in role – masks, name labels or props may help the children to stay in role. | Ask children to come out of role and debrief. How did you feel in your role? Did this make you consider different viewpoints and perspectives? |
| Express thoughtful ideas about the impact of believing or not believing in God on someone’s life (B1). | Give children the title ‘Pray, protest or proactive – where do people stand on climate change?’  Explain that they are going to create a piece of artwork based on this title bringing together what they have learnt over this unit of work.  Allow time for the children to discuss and draft their ideas either individually or in small groups before them create their pieces.  Complete ‘snowflake thinking’ sheet again. Have your views changed? If so in what way? Or why not? | Write an explanation to accompany their art work. |