



COVENTRY SACRE
Standing Advisory Council on Religious Education



Warwickshire SACRE
Standing Advisory Council on Religious Education



Religion and Climate Change RE Project

This was an exhibition and debate event organised by rugby Inter Faith Forum (RIFF) and Coventry and Warwickshire SACREs that was held in Dunchurch Boughton CE Junior School. Work and debate took place around the following statement:

“Religion is an essential factor in motivating individuals to protect the environment and address climate change”

Pupils researched and prepared their findings on the teachings of religious traditions regarding individuals responding to climate change and taking responsibility for protecting the environment. They then debated the deliberately provocative statement, exploring arguments for and against, and ultimately made a decision as to whether or not they agreed with it or not.

The accompanying documents will support you in running a similar event in your own school. Please do contact us if you do this as we would love to celebrate your work:

jenniferjenkins@warwickshire.gov.uk (Warwickshire schools) and

jennifer.jenkins@coventry.gov.uk (Coventry schools).

Age Range Suitability

This is an excellent post-SATs project for Year 6, or a challenge for your Year 5 pupils.

Debate

Pupils are best organised **working in pairs** to do the following:

- 1) Prepare an exhibit on one of the 6 major world faith traditions' perspectives on climate change and taking care of the environment. Each pair should prepare work based on a different faith tradition so that you will have all 6 major world faith traditions covered (Christianity, Buddhism, Sikhism, Hinduism, Judaism and Islam) and other traditions/worldviews (e.g. Quaker, Humanist, etc) as required. Pupil exhibition contribution(s) can be in the form of models, posters, booklets, leaflets, ipad movies, photographs, basically whatever creative means you would like to utilise.
- 2) Prepare for a debate around the following statement: ***“Religion is an essential factor in motivating individuals to protect the environment and address climate change”*** This is a deliberately provocative statement and pupils are encouraged to explore both sides of the arguments both for and against the statement, taking into account non-religious worldviews such as Humanism in their preparation. They should become well-versed in both sides of the argument, making notes to support them during the event. During the debate pupils could debate another team of 2 or you can hold a more general class discussion/debate.

Support Materials

SACRE and RIFF members have produced 'fact sheets' presenting perspectives from each of the major world faiths, plus Baha'I, Humanism and Quakers, to provide a starting point of research for both the exhibition and debate aspects of this project. Further research can be conducted by using the Internet, books and/or inviting visitors in to school. **It is worth explaining to pupils that these are the views of one individual within each tradition and do not necessarily represent the views of all people following that tradition or identifying with that worldview.**