

Nobody's Fault- Year 1/2

About the Unit

This unit centres on the problem of suffering and human responses to it. Pupils begin by exploring issues of accident and blame and the recognition that sometimes it is nobody's fault. This is enlarged to look at natural disaster and the attempts made to avert it and deal with the aftermath. They learn how Christians and Muslims make their contribution through prayer and charitable giving. Finally, pupils have the opportunity to reflect on the things in this world that they would wish to see changed.

Key Concepts

1.2 Practices and ways of life

- a) Encountering some of the ways in which religions and beliefs influence people's lives
- b) Being aware that religious practices have similarities and differences

1.3 Expressing meaning

- a) Learning about different ways people express beliefs and values

1.5 Meaning, purpose and truth

- a) Encountering some of the ultimate questions that confront humanity

1.6 Values and commitments

- a) Learning how religions teach a sense of fairness and caring
- b) Reflecting on their own values and hearing about the values of others

Key Processes

| | | |
|-------------|--|--|
| 2.1a | Importance/impact of religion & religious diversity | Identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate |
| 2.1d | sources | Explore a range of religious stories and sacred writings and talk about their meanings |
| 2.2a | reflection on feelings, experiences and values | Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses |
| 2.2b | reflection on belonging | Recognise that religious teachings and ideas make a difference to individuals, families and the local community |
| 2.2c | reflection on what individuals and communities value | Identify what matters to them and others, including those with religious commitments, and communicate their responses |
| 2.2d | responses to ethical and philosophical issues | (i) Ask and respond imaginatively to puzzling questions, communicating their ideas (ii) Reflect on how spiritual and moral values relate to their own behaviour |

Range and Content (traditions and themes)

This unit focuses on the Christian and Muslim traditions.

Themes for this unit:

- a) **Beliefs about God:** what people believe about God, humanity and the natural world
- b) **Sacred texts and stories:** how and why some stories are special, sacred and important to religions
- g) **Myself, My family:** who I am and how I am unique as a person in my family and in the community

Curriculum opportunities:

During the course of this unit children may use:

ICT- To find out about charities and to email questions/requests

Literacy- To write about what they find sad in the world and to write 'wish poems'

Citizenship- To discuss the idea of being a 'global citizen'

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

| | Year 1 | Year 2 |
|------------------|---|--|
| Basic | Pupils know that natural disasters happen in the world. They begin to understand that these are nobody's fault. Working towards Level 1 | Pupils will know that not all bad things can be either prevented or blamed on someone. They will be able to tell simply of some responses, both secular and religious to natural disaster. Level 1 |
| Developed | Pupils will know that not all bad things can be either prevented or blamed on someone. They will be able to tell simply of some responses, both secular and religious to natural disaster. Level 1 | Pupils will recognise that some problems do not have easy answers or explanations. They will conclude that there is a need for a response and offer alternatives, giving reasons for their effectiveness. Level 2 |
| Extended | Pupils will recognise that some problems do not have easy answers or explanations. They will conclude that there is a need for a response and offer alternatives, giving reasons for their effectiveness. Level 2 | Pupils will begin to demonstrate understanding that some things are inevitable and no explanation is universally held, although religious traditions attempt to offer comfort. They will give simple explanations of the motivation behind the expression of sympathy through charitable acts. Level 3 |

Possible assessment tasks:

- Pupil ideas about what appropriate responses to a natural disaster might be
- Questions asked during the visit from a person who provides relief or works for an organisation that does
- Wish poems

Resources

You may find the following resources useful when teaching this unit:

- cuttings of natural disasters
- News footage archives (such as Newsround)
- Posters, pictures of natural disasters and human responses
- Prepared scenarios
- Paper in shape of a teardrop
- Appropriate visitor (e.g. doctor, paramedic, firefighter, charity worker)
- Large paper for mind map
- Picture of aftermath of a natural disaster
- Materials used by Christian and Muslim charities in fund-raising.
- Christian Aid videos.
- *Something to Share* and *The Teacher's Resource Book*, M Barratt, Heinemann.
- Display space or a large format book.
- Wish bubbles

Vocabulary

| | | | | | | | | |
|---------|---------|--------|------|-------|---------|------------------|-------|------------|
| aid | charity | relief | alms | zakat | sadaqah | natural disaster | flood | earthquake |
| tsunami | | | | | | | | |

Glossary of Key Terms**Alms**

Money given for charitable efforts

Sadaqah

An offering made by Muslims of money or a kind act

Zakat

A charitable tax paid by Muslims to help those in need.

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

Although the unit has linked the Muslim and Christian traditions to charitable support, it would be equally relevant to consider any of the other religious traditions as an alternative.

It is most important to avoid any kind of suggestion that the disadvantaged are totally dependent. Emphasis should be placed on the support of finance and expertise to back up their initiative and hard work, and their ownership of natural resources.

This unit might be supported by an act of worship to which a representative of one of the charities studied might be invited, or by the planning and carrying out of a fund-raising event.

More recent large scale natural disasters such as the Boxing Day Tsunami and the Haitian Earthquake are more likely to have caught the attention of younger pupils.

Christian charities such as Cafod, Christian Aid, Tear Fund and Muslim charities such as Muslim Aid, Islamic Relief are usually pleased to share resources such as posters and DVDs with you as a way of spreading the message of their work. Use the websites for these charities to request packs or email requests for resources.

Teaching the Unit:

| Learning objectives | Key questions | Content | Teaching and Learning Activities | Learning Outcomes | Resources |
|---|--|---|---|--|---|
| <p>2.2a Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness, and communicate their responses</p> <p>2.2d (i) Ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p><i>To begin to understand that things happen in the world that are nobody's fault</i></p> <p><i>To be able to identify the things in the world that make them sad</i></p> | <p>Why do things go wrong in the world?</p> <p>Whose fault is it when things go wrong?</p> | <p>Pupils' experience of accidents.</p> <p>Natural disaster arising from climate, hurricanes, earthquake, flood, etc.</p> <p>Disasters caused by people, global warming, deforestation.</p> | <p>Begin by discussing situations in the pupils' experience where things go wrong and someone is hurt in some way. Ask the pupils in small groups to role-play such events. Talk about whose fault it was. Present a scenario where no one was to blame (e.g. an accident, a natural occurrence) and try to agree about this.</p> <p>Tell the pupils about a recent natural disaster and let them talk about whether anyone was to blame. Point out that the world is not perfect. Things do go wrong.</p> <p>Invite the children to write a sentence about something in the world they feel sad about. Use paper in a teardrop shape. Display these for all to reflect upon.</p> | <p>Children show some understanding that some things that happen in the world are nobody's fault</p> <p>Children can identify things in the world that make them sad</p> | <p>Newspaper cuttings of natural disasters</p> <p>News footage archives (such as Newsround)</p> <p>Posters, pictures.</p> <p>Prepared scenarios</p> <p>Paper in shape of a teardrop</p> |

| Learning objectives | Key questions | Content | Teaching and Learning Activities | Learning Outcomes | Resources |
|---|--|---|--|---|---|
| <p>2.2b Recognise that religious teachings and ideas make a difference to individuals, families and the local community</p> <p><i>To be able to recognise human responses to natural disasters</i></p> | <p>What happens if no one will help?</p> <p>What have people done to make things better?</p> | <p>Contributions of science, engineering, technology, medicine and human charitable response.</p> <p>The practical work of members of caring professions and Organizations.</p> | <p>Consider together whether it is acceptable to do nothing about things which are not our fault. Use an example such as someone tripping over in the playground. What would be a good response to this?</p> <p>Relate their wish to help to the natural human desire to help at times of disaster. Recall a charitable effort in school.</p> <p>Make a mind map with a picture of flooding or the aftermath of earthquake at the centre. Surround it with pupils' suggestions of who could do what, e.g. doctors, engineers, builders, firefighters, the people who live there.</p> <p>Invite a visitor to be interviewed about their caring role and the expertise they share, e.g. a firefighter, paramedic, charity representative. Prepare questions together before the visit. Discuss what pupils could do to help.</p> | <p>Children are able to recognise the different responses made by individuals and organisations during a time of need</p> | <p>Appropriate visitor (e.g. doctor, paramedic, firefighter, charity worker)</p> <p>Large paper</p> <p>Picture of aftermath of a natural disaster</p> |

| Learning objectives | Key questions | Content | Teaching and Learning Activities | Learning Outcomes | Resources |
|--|--|---|---|--|--|
| <p>2.1a Identify the importance, for some people, of belonging to a religion/religious community and recognise the difference this makes to their lives, noting similarities where appropriate</p> <p>2.1d Explore a range of religious stories and sacred writings and talk about their meanings</p> <p>2.2c Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p>To know some Christian and Muslim responses to disasters</p> | <p>How do Christians try to help?</p> <p>How do Muslims try to help?</p> | <p>The work of Christian charities such as Cafod, Christian Aid, Tear Fund and Muslim charities such as Muslim Aid, Islamic Relief.</p> <p>Zakat</p> <p>Sadaqah</p> | <p>Explain that Christians and Muslims give money to help at times like this.</p> <p>Hear the story of <i>The Widow's Mite</i>: Mark 12:41-44.</p> <p>Look at collection boxes, envelopes, leaflets, etc. from Christian and Muslim charities. Talk about how the money can be spent. Design an envelope or a poster which might be used by one of these charities.</p> <p>Tell the pupils that people say prayers for those in trouble, asking God to help.</p> <p>Watch video clips of charity responses and distribution of aid. Include how people help themselves and each other.</p> <p>Explain that Muslims pay Zakat, a charitable tax to help others. Discuss how it would affect themselves to give some of what they have to others regularly. Tell them that Muslims also give sadaqah, which might be money or simply a kind act.</p> <p>Keep a record of the acts of kindness the pupils 'give' during a day. Look at the book <i>Something to Share</i>.</p> <p>Invite a Christian and a Muslim to talk about charitable giving.</p> | <p>Children are able to identify the responses made by Christians and Muslims in the wake of a disaster</p> <p>Children know the names of some relief agencies and can talk about the work they do</p> <p>Children know the terms 'Zakat' and 'Sadaqah' and understand what these mean to a Muslim</p> | <p>Materials used by Christian and Muslim charities in fund-raising.</p> <p>Christian Aid videos.</p> <p><i>Something to Share</i> and <i>The Teacher's Resource Book</i>, M Barratt, Heinemann.</p> |

| Learning objectives | Key questions | Content | Teaching and Learning Activities | Learning Outcomes | Resources |
|--|---|----------------------------------|---|---|--|
| <p>2.2d (ii) Reflect on how spiritual and moral values relate to their own behaviour</p> <p><i>To begin to understand that not everything can be put right and sometimes it is nobody's fault</i></p> <p><i>To be able to identify things they wish they could put right</i></p> | <p>If people try to help, will it always make things right?</p> <p>Is there anything we can do?</p> | <p>The problem of suffering.</p> | <p>Help pupils to recognise together that not everything can be put right and maybe it's nobody's fault.</p> <p>Write poems about what they would like to see put right, beginning 'I wish... ', or cut out wish bubbles with one wish on each to make a display or to place on the pages of a book</p> | <p>Children begin to show some understanding that not everything can be put right and sometimes it is nobody's fault</p> <p>Children are able to identify something they would like to be able to put right</p> | <p>Display space or a large format book.</p> <p>Wish bubbles</p> |