

Caring For Others - Year 3/4

About the Unit

This unit may be developed alongside a history unit on the Victorians. Pupils look at the historical social conditions which led to the foundation of the Salvation Army. They should consider the reasons which prompt people to help others and the responsibilities of individuals as members of society. Attention should be drawn to the motivation of Salvation Army members, then and now, of showing the love of God to those in need. This they do through service and prayer. They show their identification with Christ through their uniform. Pupils investigate the ways in which Christians serve others. In parallel, the belief of Sikhs in sewa (service) should be explored as a practical expression of worship of God expressed through charity, the langar, and honest dealings. They identify themselves by wearing the 5Ks. Pupils consider whether they owe a duty of service to anyone and how it might be carried out.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Finding out about teachings, sources, authorities and ways of life in order to develop some understanding of religions and beliefs
- b) Understanding and responding to beliefs

1.2 Practices and ways of life

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives

1.3 Expressing meaning

- a) Exploring different ways people express beliefs and values

1.6 Values and Commitments

- a) Understanding how moral values and a sense of obligation come from beliefs and experience
- b) Reflecting on their own values in relation to those of others

Key Processes

2.1a	Importance/Impact of Religion & Religious Diversity	(i) investigate the significance of religions in local, national and global communities (ii) identify and begin to describe similarities and differences within and between religions.
2.1b	Specialist Vocabulary	use specialist vocabulary in communicating their knowledge and understanding
2.1c	Beliefs and Practices	(ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings
2.2b	Reflection on Belonging	Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways
2.2c	Reflection on what Individuals and Communities Value	Reflect on the importance of religion and other world views for individuals and communities
2.2d	Responses to Ethical and Philosophical Issues	Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives

Range and Content (traditions and themes)

This unit focuses on the Christian and Sikh traditions.

Themes for this unit:

- a) **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives.
- g) **Religion and the Individual:** what is expected of a person in following a religion or belief
- h) **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life
- i) **Beliefs in action in the world:** how religions and beliefs respond to global issues of the environment

Curriculum opportunities:

History- where the Salvation Army is relevant to the social aspects of work on the Victorians.

Literacy- in the reading of newspapers to seek current day social need and through using a variety of forms of expression to express and communicate their own and others' insights

Drama- to role-play the key events from the life of William Booth

Citizenship and SMSC- by discussing religious, ethical and philosophical questions, giving reasons for their own beliefs and those of others

ICT- particularly in enhancing pupils' awareness of religions and beliefs globally through use of the Internet

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 3	Year 4
Basic	Pupils will know something of the charitable work of the Salvation Army and the Sikh tradition. They will be able to identify some basic needs in society and suggest how they might be tackled. Level 2	Pupils will understand that for the Salvation Army and Sikhs service is a form of worship arising from belief. They will relate the concept of service to an understanding of the individual's obligation to others. Level 3
Developed	Pupils will understand that for the Salvation Army and Sikhs service is a form of worship arising from belief. They will relate the concept of service to an understanding of the individual's obligation to others. Level 3	Pupils will be able to set the concept of service in a context of obligation arising from belief in the value of individuals within and outside religious traditions, giving explanation. They will understand the importance of witnessing to one's beliefs, relating it to the wearing of symbolic dress. Working towards Level 4
Extended	Pupils will be able to set the concept of service in a context of obligation arising from belief in the value of individuals within and outside religious traditions, giving explanation. They will understand the importance of witnessing to one's beliefs, relating it to the wearing of symbolic dress. Working towards Level 4	Pupils will use developing specialist vocabulary to describe and show understanding of beliefs, ideas and practices within the Salvationist and Sikh approaches to caring for others. They ask questions and make links between the faiths reflecting on how motivation is based in religious belief and teachings. They understand how charitable actions can impact the lives of many in local, national and global terms. Level 4

Possible assessment tasks:

- Observe and listen to how pupils express their thoughts on charitable actions and supporters of these organisations.
- Children record similarities and differences in the way Salvationists and Sikhs serve the community. More able children could reference how these actions are based in religious beliefs and teachings.
- Children write questions they would like to ask a representative from these faiths.
- Children plan and carry out a school based charity event to raise money for a good cause and explain why they are doing it?
- More able children could relate their event to the work of the respective faiths.
- Ask children to set themselves goals on how they could do something to help a person of their choice.

Resources

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

Newspapers, charity appeals, etc.

Visitors - contact the Salvation Army Citadel and the Gurdwara or Plan visit to Citadel and/or Gurdwara

What Do We Know About Sikhism? B Dhanjal, Macdonald Young Books.

Video: Belief File, Christianity in Britain 4,

BBC. Meeting Christians I, Dean's Story, Jo Price, Heinemann.

Set of the 5Ks, further sets would be useful.

Salvation Army items including uniform if possible.

Specific information on fundraising events currently in the media spotlight or a charity chosen by the school

BBC DVD and Resource book, Pathways of Beliefs –Islam, Hinduism, Sikhism KS 2

Special People - of Faith and Action. Developing Primary RE, Editor Joyce Mackley

BBC/Sherston CD Rom Learning About Religions – Sikhism

Websites:

Victorians - www.bbc.co.uk/schools/victorians

Salvation Army Volunteers - www.request.org.uk

Teacher reference -www.sikhs.org/khalsa.htm

5 Ks - <http://atschool.eduweb.co.uk/carolrb/sikhism/fiveks.html>

Vocabulary

Bible	Christian	Gurdwara	Guru Gobind Singh	Guru Granth Sahib	Guru Nanak
Jesus	5 Ks	Kesh	Kanga	Kirpan	Kara Kaccha
Langar	Salvation Army	Salvationist,	Sewa	Sikh	William Boot

Glossary of Key Terms

Guru Nanak – Founder of the Sikh religion

Guru Gobind Singh – Tenth and last human form of Sikh gurus, founder of the Khalsa and the 5Ks as Sikh identity

Guru Granth Sahib – Sikh holy book compiled by 5th guru. It contains writings of all Gurus and other famous writers of that time.

Kaccha – Cotton shorts worn as an under garment or as sports wear in hot weather conditions: These were first worn by Sikh warriors hundreds of years ago. They are symbolic of continence and a high moral character.

Kara – Steel bangle: This bracelet has no beginning and no end – just like God, and is a symbol of being close to God.

Kesh – Uncut hair: This is a symbol of faith, and keeping long hair confirms a Sikh's belief in the acceptance of God's Will, and teaches him Humility and Acceptance.

Kirpan – Sword: 'Kirpa' means an act of kindness, a favour; 'aan' means honour, respect, self-respect. It is an instrument which adds to self-respect and self-defence. Thus for Sikhs, Kirpan is the symbol of power and freedom of spirit.

Kanga- Wooden comb and this symbolises keeping the body clean, neat and tidy to please God.

Langar – A free kitchen and vegetarian food service offered in every gurdwara and run by volunteers.

Sewa - A willingness to serve the community selflessly

William Booth – Founder of the Salvation Army

Further Guidance

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

It would be possible to carry out this unit unrelated to the Victorians by simply incorporating the story of General William Booth. It would be appropriate to look at Islam in place of the Sikh tradition to explore Zakat and the uses to which this 'social tax' is put, but there is no symbolic dress element other than simplicity and modesty. Personal charitable acts, known as sadaqah, would form part of such a unit. The approach to prayer is different since there is confidence that Allah supports people without specific asking. A distinction has to be made between Salah, the obligatory prayer performed five times each day, and du'a, the varying forms of personal prayer and supplication.

Hindus, Buddhists, and Jews are also involved in the care of others, but their approach is often less formalised.

It is paramount that, when making a visit to either Church or Gurdwara, etiquette and respect of that place of worship are acknowledged. On entering the Gurdwara, shoes are removed and your head needs to be covered and hands should be washed. No intoxicating substance, including tobacco, should be taken into the building.

When inviting visitors it would be worth considering questioning a representative from both traditions, looking for similarities between them and encouraging children to link it to their own experiences of charity in school.

In the case of year 4, children could look at case studies of Sikh and Salvationist volunteer workers and make comparisons in terms of their motivation and actions. They could isolate reasons based in religious belief and reference quotes in the Bible and Guru Granth Sahib that encourage such actions.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><i>To be able to identify who I have helped and who helped me and to provide possible reasons for this</i></p>	<p>Why do people help each other?</p> <p>What are the ways in which people show care?</p>	<p>Personal experience of giving and receiving help and the reasons for this.</p>	<p>Ask the children to make a list of people they have helped in the last week, saying what they did and giving reasons. Complete a parallel list with all the things others have done for them, suggesting possible reasons.</p> <p>Use the lists as a basis for discussion about whether caring is just a social exchange or whether it is based on other obligations or beliefs.</p>	<p>Children can give an example of how people show they care.</p> <p>Children can explain why people help each other.</p>	<p>Photocopied sheets:</p> <ul style="list-style-type: none"> • who I helped • what I did • my reason • who helped me • how they helped • their possible reason

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c ii (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings</p> <p><i>To know the key events of the life of William Booth and what he achieved</i></p> <p><i>To be able to identify needs in current society</i></p> <p><i>To begin to understand the idea of prayer as a way of approaching God in times of need</i></p>	<p>What makes them feel they should help others?</p> <p>Why was the Salvation Army founded?</p>	<p>Sources of obligation to others including a sense of duty to God.</p> <p>Origins of the Salvation Army</p>	<p>Research the work of William Booth, the founder of the Salvation Army. This could involve the use of the Internet or information books. Children could use role-play to create freeze-frames of key events from his life.</p> <p>Collect examples, such as newspaper cuttings, which show that the need still exists today. Produce group collages.</p> <p>Invite a Salvation Army visitor and a Sikh visitor, separately or together, to tell how their traditions respond to the kinds of needs identified. Raise the question of the use of prayer to draw out their belief that God is the ultimate source of care for believers approached through prayer. What might believers ask of God in prayer?</p>	<p>Children can say what made W. Booth set up the Salvation Army e.g. Victorian poverty, his beliefs, his Christian beliefs</p> <p>Children can suggest reasons people might come to God in prayer at a time of need</p>	<p>Information on William Booth (Internet or information books)</p> <p>Newspapers, charity appeals, etc.</p> <p>Visitors – contact the Salvation Army Citadel and the Gurdwara or plan visit to Citadel and/or Gurdwara.</p> <p><i>What Do We Know About Sikhism?</i> B Dhanjal, Macdonald Young Books.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1c ii (ii) describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with beliefs and teachings</p> <p>2.1a(i) investigate the significance of religions in local, national and global communities</p> <p><i>To know the main teachings of Guru Nanak related to caring for others</i></p> <p><i>To be able to look for evidence of work done to help others during a visit to a Gurdwara and Salvation Army Citadel</i></p>	<p>How do modern believers seek to help others around them?</p> <p>Why do they pray for people?</p> <p>Why do they serve other people?</p>	<p>Sources of obligation to others including a sense of duty to God.</p> <p>Teachings of Guru Nanak</p>	<p>Research the teachings of Guru Nanak, the founder of the Sikh religion. Main teachings being charity, the langar, and honest dealings. Relate his teachings to the working of langar in a Gurdwara and as a basis that encourages Sikhs to commit to duties of sewa.</p> <p>Make visits to the places of worship in order to see evidence of the work done by these traditions, again raising the question of motivation.</p> <p>Consider the impact of such service on the local, national and global communities, as langar is offered non-exclusively at all gurdwaras around the world.</p>	<p>Children can say why Sikhs believe sewa is important.</p> <p>Children can relate actions to teachings of Guru Nanak.</p>	<p>BBC DVD and Resource book, Pathways of Beliefs –Sikhism,</p> <p>Teachings of Guru Nanak</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2b Reflect on and respond to the challenges of commitment and how this relates to the wider world, recognising how commitment to a religion is shown in a variety of ways</p> <p>2.1b use specialist vocabulary in communicating their knowledge and understanding</p> <p>To be able to identify the items worn as part of the uniform of the Salvation Army</p> <p>To be able to identify the 5Ks worn by Sikhs</p> <p>To begin to understand reasons behind the wearing of such items</p>	How do they make it clear what values they stand for?	<p>The Salvation Army uniform which witnesses to their identification with Christ.</p> <p>The Sikh 5Ks which indicate their membership of the Khalsa.</p> <p>The 5 Ks as established by Guru Gobind Singh, the tenth Sikh guru.</p>	<p>Explore the symbolic clothing and other items worn by members of the traditions:</p> <p>Look at the 5Ks in artifacts or photograph form. Puzzle with the 5Ks to work out possible meanings. The teacher may then clarify.</p> <p>Consider in what ways the Salvation Army is like a military army and what their uniform and logo mean. Look at Salvation Army uniform items. Explain the idea of witnessing to belief.</p> <p>Ask the children to draw the items on a picture of a Sikh person and a member of the Salvation Army. Alternatively, children can draw and cut out items and attach them to a cut out person shape using tabs.</p>	Children know how symbols, uniforms make clear what the values of the Salvation Army and the Sikh Khalsa are.	<p>Video: <i>Belief File, Christianity in Britain 4</i>, BBC.</p> <p><i>Meeting Christians I, Dean's Story</i>, Jo Price, Heinemann.</p> <p>Set of the 5Ks, further sets would be useful.</p> <p>Salvation Army items, including uniform if possible.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1a (ii) identify and begin to describe similarities and differences within and between religions.</p> <p><i>To begin to understand why members of the Salvation Army and the Sikh tradition might choose to help others</i></p> <p><i>To be able to investigate what the Bible and Guru Granth Sahib say about helping others</i></p>	<p>How do Salvationists and Sikhs compare in their care for others?</p>	<p>Similarities and differences</p>	<p>Pupils consider their motivations in caring for or helping others.</p> <p>Look at case studies of a Sikh and Salvationist volunteer workers. Visitors might be able to share such stories with the children. Make comparisons in terms of their motivation and actions.</p> <p>Isolate reasons based in religious belief and reference quotes in the Bible and Guru Granth Sahib that encourage such actions</p>	<p>Know how Salvationists and Sikh volunteers support others through service and prayer</p>	<p>Bible quotes encouraging action to care for others</p> <p>Guru Granth Sahib quotes encouraging action to care for others</p> <p>Website on Salvation Army volunteers help people – http://www.reque.st.org.uk/main/action/army/pete01.htm http://www.reque.st.org.uk/main/what/volunteers/volunteer02.htm</p> <p>Special People of Faith and Action, Developing Primary RE, Editor Joyce Mackley</p> <p>Sikh volunteer worker</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2c Reflect on the importance of religion and other world views for individuals and communities</p> <p><i>To be able to choose a particular need and do something to help</i></p> <p><i>To be able to evaluate the impact of the fund-raising done</i></p>	<p>Should I care for others? How?</p>	<p>Personal ideas about service.</p>	<p>Pupils may refer back to the needs of society identified earlier and discuss how they relate to themselves, suggesting ways they could help, or whether help is something they would want to give.</p> <p>They might plan a fund-raising event such as a 'Cookie Bake', sponsored event or 'car-wash' to raise money for a school, local, national or global project. Follow up with looking at the impact of their fund-raising.</p>	<p>Children can explain how the charitable actions have a positive impact on the lives of others.</p>	<p>Specific requirements for fund-raising if this is chosen.</p>