

Showing the Way- Year 3/4

About the Unit

This unit on the role and nature of leadership in religious communities focuses on the leader as guide, interpreter and example. Beginning from pupils' own sources of advice in matters large and small they consider verbal and written advice and people as examples and how far it is to be accepted. Can they be their own guide by free choice? The role of Christian leaders is explored through chosen examples from among the denominations, recognising variety from the embodiment of authority to the servant-leader. The work of the imam as spiritual leader of the Muslim community is explored. The similarities and differences in the role can be examined. The work of both is related back to God as their ultimate authority whose will they interpret to the lay people. Pupils have opportunity to think about their own ideas about the qualities and duties which might be expected of their own leaders or themselves as leaders.

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

1.2 Practices and ways of life

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives.
- b) Understanding that religious practices may have similarities, are diverse and can change

1.5 Meaning, purpose and truth

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

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.
2.1c	beliefs and practices	(i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others
2.1f	ultimate & ethical questions	describe and begin to understand religious and other responses to ultimate and ethical questions
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
2.2e	Respect	Accept that other people have different views

Range and Content (traditions and themes)

This unit focuses on the Christian and Muslim traditions.

Themes for this unit:

- b) **Teachings and authority:** what sacred texts and other sources say about God, the world and human life
- f) **Inspirational people:** figures from whom believers find inspiration.
- h) **Religion, family and community:** how religious families and communities practise their faith, and the contributions this makes to local life

Curriculum opportunities:

During the course of this unit children may use:

Drama- To hot-seat leaders to find out more about their role and characteristics

Literacy- To write booklets about a leader's weekly tasks

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 know religious traditions have leaders and can talk about the role of the leader in basic terms. They can share their own ideas about what makes a good leader. Level 1	Pupils will be able to identify some qualities which they would expect to find in a leader. They will describe the basic activities carried out by Christian and Muslim clergy. Level 2
Developed	Pupils will be able to identify some qualities which they would expect to find in a leader. They will describe the basic activities carried out by Christian and Muslim clergy. Level 2	Pupils will explain their requirements in a person they turn to for advice in making choices. They will show understanding of the qualities required by religious leaders to carry out their work. Level 3
Extended	Pupils will explain their requirements in a person they turn to for advice in making choices. They will show understanding of the qualities required by religious leaders to carry out their work. Level 3	Pupils will make links between the qualities visible in leaders and their primary source of inspiration and authority. They will recognise that the activities of religious leaders are inspired by belief in the requirements of higher sources of authority as indicated through example and sacred text. Level 4

Possible assessment tasks:

- Hot-seating of leaders
- Written job description of a leader
- Questions asked to visiting leaders
- Leader's weekly task sheet
- 'My Ideal Leader...' sentences

Resources

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

- Prepared cards giving a simple scenario for discussion
- A collection of fiction and non-fiction books which involve people with leadership qualities.
- A member of the Christian clergy, chosen from one denomination.
- Prepared interview questions.
- Bible: Gospel of John ch13 , Matthew 21:1-10
- *I am a Pentecostal*, Pettenuzzo and Fairclough, Franklin Watts.
- A Muslim visitor.
- *World Religions: Islam*, Khadijah Knight, Wayland

Vocabulary

leader	characteristics	clergy	pastor	vicar	priest	church
laity	imam	mosque	Qur'an			

Glossary of Key Terms**Clergy**

Clergy is the generic term used to describe the formal religious leadership within a given religion. These might include priests, vicars, pastors, ministers, elders and deacons. The clergy take responsibility for pastoral care of the community as well as teach about the faith and lead services.

Imam

The imam is a Muslim spiritual leader. They are often the leader of the Mosque and lead prayer during Islamic gatherings. The community will most often approach the imam if a question about faith arises.

Laity

Persons in a religious tradition who are not members of the clergy

Further Guidance

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

It would be possible to relate this unit of work to any of the major religious traditions though in some cases it might be difficult to find a suitable visitor. In this case carefully edited video material might be used to draw conclusions about the work of particular leaders. In some cases the leaders of a community are a committee rather than clergy and they might be willing to provide a representative.

Some Christian churches also have lay leaders such as elders or youth leaders whose role also includes an element of interpretation of Biblical teaching through example. You may wish to examine items of clothing or vestments which are worn by religious leaders and consider why they are worn and whether there is any special symbolism attached to them.

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 times when they need to make choices</i></p> <p><i>To be able to identify who might help them make choices</i></p>	<p>How do I come to decisions about how to lead my life?</p>	<p>Pupils' experience of making choices and decisions about what to do.</p>	<p>Introduce the idea of making choices and let the pupils suggest occasions when this is necessary.</p> <p>Let them discuss particular situations in pairs –what would they do and why? Ensure there are no very obvious 'right' answers in order to promote discussion and debate. Who could help them to decide? Make a list.</p>	<p>Children can explore choices in response to different scenarios</p> <p>Children can identify people who help them make choices</p>	<p>Prepared cards giving a simple scenario for discussion.</p>

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<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 explore and identify the characteristics of leaders</i></p>	<p>Who do I ask to help when I need to make a choice?</p> <p>Why do I value this person's advice?</p> <p>What sort of people make the best leaders?</p>	<p>People the pupils look up to as being wise, helpful or good examples</p> <p>Books, experience, other people, spiritual sources.</p> <p>Factual and fictional leaders, including faith figures.</p>	<p>Ask pupils to list 3 choices they have recently made from practical to moral issues, and whose advice they sought, saying why they chose to ask that person and why they value their view. Consider where these people get their ideas from.</p> <p>Look at the characteristics of leaders they know from fact and fiction. Discuss their qualities, or use drama to 'hot-seat' the characters, asking them to defend their right to be a leader. Explore whether people need someone to tell them what to do, on what occasions, and how it helps.</p>	<p>Children can name examples of leaders</p> <p>Children can explore the characteristics of these leaders</p>	<p>A collection of fiction and non-fiction books which involve people with leadership qualities.</p>

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<p>2.1c (i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others</p> <p><i>To be able to ask questions to find out about the role of clergy in the church</i></p> <p><i>To be able to describe Jesus' leadership and how this is a model for current Christian leaders</i></p>	<p>What do Christians ask leaders to do?</p>	<p>Types of leadership in the Christian church e.g. Roman Catholic priests as the embodiment of the authority of Christ, non-conformist ministers as servant-leaders.</p> <p>The leader as servant of all.</p>	<p>Choose one branch of Christianity from which to interview a visitor, preferably clergy, to discover what their job description involves e.g. preaching, teaching, visiting, praying, studying, serving etc.</p> <p>Ask the pupils to write a job advertisement to recruit a suitable person for the job.</p> <p>Tell the pupils, or read the story of Jesus' demonstration of the leader as the servant of all, when he washed his disciples' feet. The ceremony of foot-washing is often still carried out in some church denominations as a reminder of this event. Recall the triumphal entry into Jerusalem by Jesus on Palm Sunday. Was he the leader everyone was expecting? What characteristics do these two events show of Jesus' leadership? How are clergy like this today?</p>	<p>Children can ask questions to find out about the role of clergy in the church</p> <p>Children can share ideas about Jesus as a leader</p> <p>Children show some understanding of how Jesus' examples influences the role of leaders in the church today</p>	<p>A member of the Christian clergy, chosen from one denomination.</p> <p>Prepared interview questions.</p> <p>Bible: Gospel of John ch13 , Matthew 21:1-10</p> <p><i>I am a Pentecostal,</i> Pettenuzzo and Fairclough, Franklin Watts.</p>

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<p>2.1a (i) investigate the significance of religions in local, national and global communities</p> <p>(ii) identify and begin to describe similarities and differences within and between religions.</p> <p>2.2e Accept that other people have different views</p> <p><i>To be able to explore the role of the Imam through asking questions</i></p> <p><i>To be able to compare the roles of the two visitors</i></p>	<p>What is the role of the Muslim leader?</p> <p>How are the two leaders' roles the same/different?</p>	<p>The role of the imam as leader in prayer, moral guide and interpreter of the Qur'an</p>	<p>Invite a Muslim visitor, preferably an imam, to explain his role in leading the community. Draw out the idea that he acts in obedience to Allah with his guidance.</p> <p>Discuss what your two visitors have in common and where their roles differ.</p> <p>Consider how they guide the people, and what helps them make decisions. Write a day's diary for one of them, or make a folding book to show a week's tasks.</p>	<p>Children can ask questions to find out about the role of the imam</p> <p>Children can compare the roles of the two visitors, finding similarities and differences</p> <p>Children can identify some of the tasks each of the visitors would undertake in a week</p>	<p>A Muslim visitor.</p> <p><i>World Religions: Islam, Khadijah Knight, Wayland.</i></p>

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<p>2.1f describe and begin to understand religious and other responses to ultimate and ethical questions</p> <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 explore the sources of guidance for a religious leader</i></p>	<p>Who leads the leaders?</p>	<p>God as the ultimate authority.</p>	<p>Discuss where the leaders get their guidance from. Do they find it helpful to talk with God in prayer? Do they use sacred texts as the <i>word of God</i> for guidance?</p>	<p>Children can share ideas about sources of inspiration and guidance for religious leaders</p>	

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<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 write a description of an ideal leader</i></p>	<p>What kind of leaders would I follow?</p>	<p>Qualities which the pupils value in a leader</p>	<p>Write a description of pupils' ideal leader/guide in two columns: 'My ideal leader would/would not ... because ... '</p>	<p>Children can write a description of their ideal leader and what they would/wouldn't do</p>	