**Awareness Mystery Value (AMV)**

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| **Key Stage 3 Unit 2: Does Our Planet Have a Future? [B&E]****This unit explores the purposes of life on earth which are reflected in the pattern of religious and other practices/lifestyles** |
| **About this example**This example is intended to provide a set of learning activities that contribute to understanding difference and living well together. The focus here is on how people from different religious and non-religious traditions might have much in common and be able to work together to solve common problems – in this instance, of how to live sustainably and with care for the environment. The programme of learning aims to engage students through activities that may:* grab attention, produce amazement, engage imagination or create a sense of wonder;
* involve a real-life choice or inspire action;
* affirm identities and sense of belonging, relate to social interests, involve working with others and leave nobody out;
* offer an authentic experience or encounter, which challenges their own views and extends their understanding of others;
* introduce something new that they feel impelled to share with others; or help them to see the significance of something already familiar.
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| **Where the example fits into the AMV programme of study** This example connects with the key concepts of ‘Practices and Ways of Life’ (Area B) and ‘Questions of Meaning, Purpose and Truth’ (Area E).It terms of ‘experiences and opportunities’, the example connects with ‘discussing, questioning and evaluating important issues in religion and philosophy, including ultimate questions and ethical issues‘ and ‘exploring the connections between religious education and other subject areas, such as the arts, humanities, literature, science’. It makes cross-curricular connections with Geography and Citizenship. |
| **Prior Learning**In *Geography*, students may explored environmental issues such as global warming and pollution.In *RE*, students may have explored and reflected on ultimate questions. |

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| **Featured Religions / Beliefs** | **Focus ‘Key Concepts’** |
| Judaism | **AT 1: Learning ABOUT religion** | **AT 2: Learning FROM religion** |
| Humanism | A. Beliefs, teachings and sources |  | D. Identity and belonging |  |
|  | B. Practices and ways of life | 🗸 | E. Meaning, purpose and truth | 🗸 |
|  | C. Forms of expression |  | F. Values and commitments |  |
| **Key Question: *Does Our Planet Have a Future?*** |
| **Supplementary Questions** |
| 1. What attitudes do people have towards the environment?
2. Do animals matter and how should they be treated?
3. What do religions and beliefs say about conservation and stewardship?
4. How do religions and beliefs reflect the preciousness of the world in some of their festivals and celebrations?
5. Are things getting better or worse for the environment? Why?
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| **Resources**The following texts and e-resources have been used for the sample learning activities below. Teachers are of course, free to vary the resources suggested here to suit their students.* <https://bristolsacre.org.uk/site/religious-eduction/cpd-for-re-teachers/> Materials from Bristol SACRE conference 2020 “RE to Save the Planet” for KS3+4
* Short film focussing on a creationist view of the origins of the universe: <https://www.bbc.co.uk/bitesize/topics/zqms4wx/resources/1>
* https://www.youtube.com/watch?v=HdPzOWlLrbE
* Magazines, e.g., National Geographic, for students to get pictures for their collages.
* Selection of pictures of beauty in the world in a ppt presentation, with suitable music, e g, Louis Armstrong’s ‘What a Wonderful World’.
* Mason, M., 2005, *Humanist Perspectives 2: Resources on Humanism for secondary teachers,* theBritish Humanist Association. <http://understandinghumanism.org.uk/themes/?age=14>
* Websites illustrating Jewish and Humanist views on the environment such as: [www.arcworld.org/faiths.asp?pageID=8](http://www.arcworld.org/faiths.asp?pageID=8)
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| **Expectations. By the end of this sequence of learning:** |
| **[Developing] Students:**  | **[Secure] Students:** | **[Exceeding] Students:** |
| * ask important questions about religious experience and the relationship with life on this planet and suggest answers that refer to traditions of religion and belief;
* describe and compare different ideas Jewish and Humanists may have about Creation and the planet with reference to key texts;
* provide good reasons for the views they have and the connections they make.
 | * ask questions about the meaning of religion and spirituality and suggest answers relating to the search for truth;
* use reasoning and examples to express insights into the relationship between beliefs, teaching and ethical issues;
* explain how and why people express beliefs, values and ideas of spirituality through ceremonies, festivals and other creative ways;
* use reasoning and examples to express their own views on how Judaism and Humanism have affected the world.
 | * evaluate questions about meaning and spirituality and create answers relating to the search for truth that shows reasoning.
* use reasoning and examples to show an ability to evaluate different insights into the relationship between beliefs, teachings and ethical issues.
* analyse the effectiveness of ceremonies, festivals and other creative methods for encouraging spirituality and providing a useful way of expressing beliefs and values.
* use reasoning and several examples from differing viewpoints express their own views on how Jewish and Humanist beliefs have affected the way the planet is looked after.
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| **Key Question: *Does Our Planet Have a Future?*** |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** |  |
| **Lesson 1**Students will:* examine the Genesis creation story and the theory of the ‘Big Bang’;
* understand a Jewish view of God as Creator;
* reflect upon poetic as well as literal interpretations of the Judaeo-Christian creation story;
* consider how human achievements have affected the world.
 | Introduce students to the key question and reason for asking it, and explain that students will be addressing the question in the light of Jewish and Humanist points of view in RE and in the light of their Geography lessons.Provide students with a brief outline of Jewish and Humanist views about the existence of a creator God, taking care to explain that there may be a range of views within those traditions.Show the film on a Jewish view of creation (see resources above) and question students about the main features. Then show the rap on the varieties of belief.Ask students to think what poetic ‘truths’ may be contained within the telling of the biblical account, e.g., a celebration of the world’s wonders: light, dark, land, sea, air, all kinds of living creatures.Ask: what are the most *wonderful* aspects of each account? What have human beings done that has *benefited* the world? Record a brief list of suggestions on the board.Ask students in small groups to work together to create a collage of human *achievements* since the beginning of the world.While students are working, ask individuals to consider connections between the Genesis and the ‘Big Bang’ accounts. What do they say about the place of human beings in the world? | Students:* recall prior learning about creation stories;
* reflect on human strengths and weaknesses;
* produce a creative initial response to the key question;
* identify similarities and differences in the creation accounts.
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| **Lesson 2**Students will:* show their understanding of the threats and benefits to the world that human beings can have;
* identify beauty in the world;
* consider threats to the world and to human beings;
* reflect on how people, including religious people, might respond to these threats.
 | Remind students of the key question and how they will be using what they learn in Geography and RE to answer it. Ask students to add to their collages, adding captions for each part of their picture that show their understanding of human achievement.Conduct a reflection exercise using music and images to inspire students on the beauty in our world.Give students a 15 minute task to create their own picture or poem that illustrates their feelings about this beauty.Conduct another reflection exercise on the threats to our world and ask students to write a letter to a friend about their concerns.End the lesson with a discussion on how we can preserve the earth’s beauty – what are the possible solutions? Are all the solutions scientific and technological or might religions and philosophies have something to offer? | Students:* respond to stimuli about the beauty of earth and humanity;
* reflect on their concerns and highlight their own views of threats to the world;
* identify possible solutions.
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| **Lesson 3**Students will:* understand the meaning of stewardship and its link to teachings in the Torah;
* be aware of why human beings need to be responsible.
 | Give four students an egg to look after for the lesson.Ask all students to discuss in pairs what their current personal responsibilities are; then, what ALL people have responsibility for.Present key points of Jewish teaching on stewardship, and link to the Genesis creation story. Emphasise the need to interpret the POETRY of the story for today.Ask students to produce a charter for their own household on actions good environmental stewardship. Conduct a note passing activity to illustrate the consequences of people NOT taking responsibility for their actions and link this to the egg given out at the beginning.  | Students:* describe what stewardship means;
* provide examples of responsible behaviour; identify consequences to the world with a lack of responsibility.
 | Tip: hard-boil the egg before giving to students! |
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| **Lesson 4** Students will:* understand the meaning of the festival of Sukkot;
* be aware of what people need from the earth to survive.
 | Ask students to create a list of natural resources that we need to survive. Tell the story of the Hebrews wandering in the desert after the Exodus from Egypt (and link back to prior learning about Pesach).Provide students with a variety of resources, e.g., twigs, leaves, string and ask them to build a mini shelter for someone without a home. Present students with key points about the significance for Jews of the Festival of Sukkot. Students offer their reflections on whether we rely on too many resources. | Students:* list essential resources;
* recount the story of the Exodus;
* link Sukkot to this story;
* work effectively as a team member.
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| **Lesson 5**Students will:* investigate the differences between human beings and other animals;
* reflect on what makes us human;
* identify the different ways people use animals;
* understand a Humanist perspective on animals and how they should be treated.
 | Use an image of a human and a gorilla to stimulate discussion on our differences with animals and what makes us human. Bring out ideas about ‘soul’ and ‘personality’, asking what a ‘soul’ might be and what constitutes a ‘personality’. This could be done in small groups on a drawn outline of one of the students in each group to make more active.Explain how Humanist beliefs about God / souls might influence them when dealing with animals.Ask students to consult appropriate websites (see resources) to help them illustrate the ways in which people use animals and ask students to identify those they find acceptable and unacceptable, giving reasons. | Students:* list some significant ways we are different from other animals;
* can reflect on what a soul might be and whether we have one;
* describe a Humanist view of animals;
* demonstrate their learning from prior lessons.
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| **Lesson 6**Students will: * recognise that there are many reasons why people might be Jews or Humanists;
* understand that similarities and differences within and between these traditions can make a difference;
* reflect on the meaning and purpose of life and suggest answers which relate to the search for truth and their own and others’ lives.
 | Ask students to write answers to the following questions:1. Give some reasons people might give for identifying themselves as a Jew or as a Humanist, or even as a ‘Jewish Humanist’.
2. Outline some environmentally friendly practices that are followed by (a) Jews and (b) Humanists. Say how these practices are related to Jewish/Humanist beliefs about the world.
3. Does our planet have a future? Suggest some related questions and answers that might be given by Jews and Humanists. Give your own answer to the questions and explain how someone might decide which answers are the most ‘true’.
 | Students: * describe why people might be Jews or Humanists and explain how similarities and differences within and between these traditions can make a difference to the lives of individuals and communities;
* ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others’ lives.
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| **RECORD OF ATTAINMENT** |
| **Key Stage 3 Unit 2: Does Our Planet Have a Future? [B&E]** |
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* describe and compare different ideas Jewish and Humanists may have about Creation and the planet with reference to key texts;
* provide good reasons for the views they have and the connections they make.
 | * ask questions about the meaning of religion and spirituality and suggest answers relating to the search for truth;
* use reasoning and examples to express insights into the relationship between beliefs, teaching and ethical issues;
* explain how and why people express beliefs, values and ideas of spirituality through ceremonies, festivals and other creative ways;
* use reasoning and examples to express their own views on how Judaism and Humanism have affected the world.
 | * evaluate questions about meaning and spirituality and create answers relating to the search for truth that shows reasoning.
* use reasoning and examples to show an ability to evaluate different insights into the relationship between beliefs, teachings and ethical issues.
* analyse the effectiveness of ceremonies, festivals and other creative methods for encouraging spirituality and providing a useful way of expressing beliefs and values.
* use reasoning and several examples from differing viewpoints express their own views on how Jewish and Humanist beliefs have affected the way the planet is looked after.
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