

Year 6 Term 6

What can be done to reduce racism? Can religion help?

RELIGIOUS EDUCATION



Kent REAct Syllabus Aims:

Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. Articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

Essential Prior Learning:

Most religions have a holy book or scriptures that teach people of that faith about the religion and how to live their lives. Racism has happened in the past, both here and abroad; it continues today.

Progression in Skill:

Describe examples of connections between anti-racism and religion. Understand the challenges racism presents to human communities and consider different religious responses. Discuss their own and others' ideas about racism and prejudice, informed by rich knowledge of case studies.

Long-term Memory Knowledge:

Give examples in religions and world views of anti-racist viewpoints. Explain the impact racist views and beliefs can have on communities, why these can be challenges and how different religions may respond to these. Talk about your own beliefs and views on racism and compare these to those of well-known people you have learnt about, e.g. Edward Colston, John Wesley. Give examples religious histories and traditions of individuals who have stood up for equality, justice and fairness.

Key Vocabulary

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| racism | treating someone unfairly because of their skin colour or background – usually because of a feeling that one's own skin colour or background is 'better'; a form of discrimination |
| discrimination | treating someone differently – usually unfairly – because of their age, gender, religion, background, culture, nationality, marital status, etc. |

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| stereotyping | looking at everyone in a large group and saying 'they are all the same' |
| prejudice | judging people without knowing them individually, in a bad way |
| Methodist | a branch of the Christian church |

Progression in Resources:

Weblinks suggested by NATRE to support teaching and in-depth thinking around the subject

Relevance

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| Now | Children begin to see the importance of not just tolerating others but also of respecting them; they follow the Golden Rule. |
| Future | Children have respect for others, regardless of their beliefs, culture, etc. and encourage others to do the same. |
| Aspiration | Children hold the aim to promote mutual understanding and harmony between people from very different experiences. |