

Year 5

Green religion? How and why should religious communities do more to care for the Earth?

RE



National Curriculum Links:

Make connections between beliefs about the earth and activist behaviour in different religions.
Understand the challenges facing the planet and responses from different religions.
Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'.

Essential Prior Learning:

There are concerns around how humans care (or not) for the planet and whether our actions are damaging Earth beyond repair, although people's opinions differ.
Around the world, people follow different religions and many of these are represented in Britain.
Not everyone has a religion.
The religion (if any) that someone follows, or is part of, can influence their thinking and actions.

Progression in Skill:

Make connections between beliefs about the earth and activist behaviour in two or more different religions.
Describe the teaching of two or more religions about the natural world using new appropriate vocabulary accurately.
Discuss and apply ideas from Islam such as 'khalif' or 'corruption' to green issues.
Discuss and apply ideas from Christianity such as stewardship and the Fall of Humanity to green issues.

Discuss and apply ideas from Judaism such as 'healing the world' and the new year for trees, Tu B'shevat.

Discuss and apply Hindu ideas such as the concept of goddess Bhumi, Mother Earth and ahimsa, harmlessness, to green issues.

Understand the challenges facing the planet and responses from different religions.

Explains three or more examples of green issues, e.g. plastic waste pollution, rising sea levels, climate change.
Link, thoughtfully, the green issues with views of the planet from within religions.

Weigh up the responses two or more religions are making to challenging green issues: give a judgement about their likely effectiveness.

Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth.'

Recognise that there are different points of view about how we respond to climate change issues.

Think through and express ideas about how religious communities – numbered in billions (Hindus, Christians, Muslims) can contribute.

Long-term Memory Knowledge:

Some world religions (Islam, Christianity, Judaism) teach that God/Allah created the world so we have a responsibility to look after it and repair the damage we cause; they look to their holy book/texts to support this.
Hindus believe that they have a responsibility to cause no harm and to care for all living things, leading many to be vegetarian and have concern for farming practices.
Non-religious people may look to the findings of scientists as a reason for their activism.
Because of their beliefs (whether religious or not), some people have set up/work for/support charities that seek to conserve our planet and to repair the damage done as well as looking to change their behaviours to improve Earth.

Key Vocabulary

khalifah	a term used in Islam that means steward; Muslims are Allah's khalifahs of the planet
corruption	when something is broken
stewardship	the job of taking care of something for someone else
ahimsa	a Hindu belief in respect for all living beings; non-violence; also found in Buddhist and Jainist traditions
atman	a living thing's soul or spirit; part of the Hindu tradition
Tu B'Shevat	A Jewish festival; new year for trees; a day to think about the environment and how to care for it
activism	campaigning to bring about change

Progression in Resources:

Websites to explore religions, their beliefs and examples of activism as recommended by Kent Syllabus

Relevance

Now	The understanding that people's beliefs can motivate them to act in a particular way is reinforced; religious beliefs can influence how people treat our planet.
Future	Regardless of their beliefs, children support their local and wider communities to care for the planet, making choices to reduce waste, conserve resources, etc.
Aspiration	Children work in inter-faith groups to conserve the planet; they may work in environmental sciences, seeking to undo damage already done or developing new methods and processes for how we live that are more environmentally friendly.