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| <p>Prior Learning</p> | |
| <p>This unit builds upon work covered in Unit 1.1 Belonging and Unit 3.2 Founders of faith; make links to previous learning about British values. This unit is considered mainly through the lens of Social Science and provides opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within, and to study a religious community in depth. It will be helpful to meet with different people, and members of different faiths, to investigate the impact of their beliefs and values on community life. It may be appropriate to make links to learning about local history and geography. Questions should be asked about living in a multicultural society.</p> | |
| <p>Key vocabulary for this unit</p> | |
| <p>People of God, religion, community, spiritual, unity, religion, identity, values, multicultural, diversity</p> | |
| <p>Learning Sequence</p> | |
| <p>What is meant by ‘community’?</p> | <p>Discuss the term ‘community’ and what we think it means. Where might we see examples of different communities?</p> |
| <p>Where is there evidence of religion in the locality? How diverse is the local community?</p> | <p>Explore the local community and what happens there (Walkington/Beverley and surrounding towns villages, even look at religious communities in Hull). Use ordnance survey maps and/or Google maps to explore the local area and identify the diversity of religion and culture. How does it differ in the different places? Look at different symbols and logos seen in the community and what they represent.</p> |
| <p>Why do people belong to different groups?</p> | <p>Discuss ways in which members of the community gain a sense of identity, belonging and unity. Look at similarities and differences between the beliefs of different religions in the community.</p> |

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| <p>What are the responsibilities of belonging? Are there rules and values to keep? Does belonging to a group, including a religion, give people a sense of identity?</p> | <p>Look at the contribution of religions to the community. Consider key values from at least two different faiths and how these influence a believer's way of life. Investigate where non-religious people get their values.</p> |
| <p>How might a member of a religious group make a difference within the wider community? How might this be different for a non-religious person?</p> | <p>Look at the different things that religious members may do for a community eg, events that are held, celebrations. Look at things that may be done by people that are part of a community but not necessarily a religious one.</p> |
| <p>What impact does religion have on communities?</p> | <p>How does a set of religious or non-religious beliefs provide a code for living? What freedom of choice does a believer have?</p> |
| <p>Assessment milestones</p> | |
| <p>Skills:</p> <ul style="list-style-type: none"> • give examples of beliefs and values from different faiths | <p>Knowledge:</p> <ul style="list-style-type: none"> • describe the impact of religious beliefs, values and rules on the life of a believer |