

## Topic: National, regional, ethnic and religious cultures

<b>Lesson 1: Beliefs about religion</b>	<b>KS or Year Group: Y8</b>
<b>Resources:</b> <ol style="list-style-type: none"><li>1. Resource 1 – Different points of view</li><li>2. Resource 2 – Different people</li><li>3. Scissors</li></ol>	<b>Objectives:</b> <ul style="list-style-type: none"><li>• Pupils can appreciate that people have different views about religion's place in UK society.</li><li>• Pupils can discuss how such views contrast.</li></ul>

### National Curriculum

Key Concepts: 1.1b, 1.1c, 1.2a, 1.3a, 1.3b

Key Processes: 2.1a, 2.2a, 2.2b, 2.2c, 2.2d

Range and Content: 3a, 3d, 3i

Curriculum Opportunities: 4a, 4b, 4c

### Lesson

Through eight characters, pupils explore opinions about religion's place in society. They then match statements that summarise such opinions to the different characters, and justify their decisions. Afterwards they have a circle-time activity in which various issues are explored (e.g. the right to express opinions about religion and the compatibility/incompatibility of differing viewpoints). They also consider their own viewpoints.

### Starter

- Lesson objectives are shared with pupils.
- Pupils are given copies of **Resource 1 – Different points of view**. Eight volunteers read out the boxes in turn. After each box is read out, pupils who *wish to do so* are invited to stand up if they agree with the character's opinion. These pupils are then invited to give reasons for agreeing with the character. Pupils who do not agree are also invited to share their opinions.
- It is explained to pupils that these eight viewpoints represent just some of the opinions of British citizens. Pupils are asked to consider the following (to be discussed in small groups):
  - Does every character on the sheet have the right to his/her opinion? Why or why not?

## Beliefs about religion

- Does every character on the sheet have the right to *tell other people about* his/her opinion? Why or why not?
- Is a particular character 'right' or is no one 'right'? Explain.
- Why do individual people in the UK feel differently about the role of religion in this country?
- How can the government make sure that all eight characters can live safely and peacefully within the UK?

## Main activity

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- Pupils are given copies of **Resource 2 – Different people** and some scissors.
- Pupils cut **Resource 2** into ten pieces so that everyone has ten statements on their table.
- Pupils are asked to match the statements to the characters on **Resource 1**. It is explained that it will be up to pupils to justify which matches they have made (rather than 'correct answers' being read out).
- Pupils are invited to explain their decisions to the rest of the class (with particular reference to the two statements which refer to their own beliefs).
- Other pupils nominate those who coherently justified their decisions and/or explained their own beliefs.
- Pupils might be given the opportunity to walk around the room and look at the matches that other pupils made.

## Plenary

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- Pupils bring chairs into a circle and the class is reminded of circle-time rules.
- Helpful keywords for this activity might include *diversity, tolerance, peace, violence, acceptance, prejudice, safety, freedom of speech, freedom of opinion, human rights, indoctrination, influence and multiculturalism*.
- Pupils are invited to answer the following questions:
  - Should people be allowed to talk about their opinions on religion at school if other people do not agree with their opinions?
  - Should people be allowed to talk about their opinions on religion at work if other people do not agree with their opinions?
  - Does it matter that different citizens have different views about religion in the UK?
  - Can the government do anything to help people who feel differently about religion to understand each other?
  - Which kinds of view about religion seem safe towards other citizens?
  - Which kinds of view about religion seem a danger towards other citizens?

## Beliefs about religion

- Pupils are asked to name pupils who gave good eye contact whilst talking and who listened whilst others were talking.

### Aim high

- During the starter, high-achieving pupils should explain why they agree/disagree with one of the characters.
- During the main activity, high-achieving pupils should justify some of the matches that they made.
- During the plenary, high-achieving pupils should contribute to the discussion.

### Assessment

In order for pupils to achieve certain levels within the lesson, the following should be considered:

#### Level 5:

- Pupils can consider what is fair/unfair about citizens openly expressing their views about religion.
- Pupils can communicate clearly their view on religion.

#### Level 6:

- Pupils are aware of the diverse opinions about religion in the UK.
- Pupils can explain the impact of immigration upon UK citizens' opinions on religion.

#### Level 7:

- Pupils can explore the origins of their opinions about religion.
- Pupils can discuss the roles of religious leaders and politicians in terms of influencing opinion about religion.

#### Level 8:

- Pupils can show a detailed understanding of the ways in which certain people's views about religion can affect their perceptions of other citizens.
- Pupils can understand some of the ways in which people who hold strong views about religion can influence wider society.

### Summary of key learning

- Pupils can appreciate that not everyone has the same opinion as them about religion.
- Pupils can explain why opinions about religion can have an effect on citizens' interactions.

Resource 1 – Different points of view

**A.** I think that religion causes wars. Religion should not be allowed in Britain, or anywhere else in the world.

**B.** I trust religious people more than anyone else, no matter what religion they are. I think that they're fair, kind and honest people.

**C.** I believe that my own religion is right and I think that everyone else's religion has got the facts wrong.

**D.** I am not religious. I think that only one religion should be allowed in Britain and that it should be Christianity.

**E.** I think that everyone should have a right to a religion. However, I don't believe that someone's religion should affect his or her job.

**F.** I think that my religion is right. I also feel that other religions believe in my God, but that they happen to call him something different because of where their religions started.

**G.** I think that only lonely or mentally ill people believe in God. Religious people seem deluded to me.

**H.** I feel really sorry for people who do not believe in my God. I talk to people all the time to try and convert them to my religion.

## Resource 2 – Different people

1. This person might worry if his/her child had a religious partner.

2. This person might try to persuade someone in a shop to share his/her beliefs.

3. This person thinks that how people pray and where they live is not that important because everyone who has a god has the same god.

4. This person believes that religion can lead to violence and that it should be illegal.

5. This person might feel frustrated if an office worker left a meeting to pray.

6. This person feels that his/her religion is 'the truth' and that other religions are not worth believing in.

7. This person seems to feel that people moving to a new country should follow the traditional religion in that country.

8. This person seems to believe that religious people are likely to be good citizens.

9. This person's beliefs are very similar to mine.

10. This person's beliefs are very different to mine.