

UKS2- Racism and Religion

Key Questions:

- Recap knowledge on all religions and humanists.
- What can be done to reduce racism? Can religion help? (Expressing)
- What matters most to Christians and Humanists? (Living)

We already know:

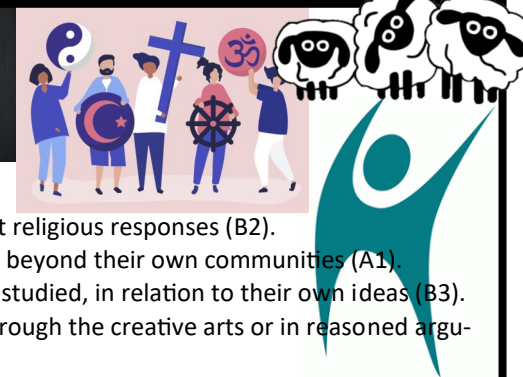
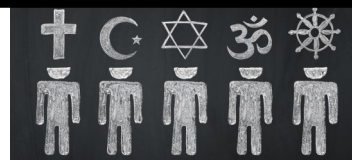
- Who is a Christian/Hindu/Muslim/Jewish Person and what do they believe?
- Diversity and Acceptance PSHE week learning.

Possible experiences linked to outcomes:

- Develop an understanding of racism and religion by studying people who have given their lives to reducing prejudice and hatred (Martin Luther King Jr., Malcolm X, John Wesley, Edward Colston (Bristol statues)).
- Consider how media, prayer and art have been used in struggles against racism.
- Encourage children to explore ways that scriptures encourage religious people to treat all humans with dignity, respect, equity or love – why this does not always happen?
- Learn that early Christian traditions include important stories about human unity, even though the Christian church has sometimes been complicit in racism (The Good Samaritan).
- Learn that Prophet Muhammad taught his followers to set racial difference aside.
- Consider questions, such as: can prayer help reduce racism? Does God care about racism? Why are religious people sometimes racist even though they preach love for all? Is it only religious people who fail to live up to their ideals?
- Create a work of art and commentary on it, expressing pupils' reactions to the idea that 'we have far more in common than keeps us apart'.
- Talk about what kinds of behaviour and actions pupils think of as bad – which are the worst, and which are less bad?
- Look at a Humanist, 'code for living', e.g. be honest; use your mind; tell the truth; do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like?
- Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? Is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting on them?
- Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things'. Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives.
- Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves?

Key Outcomes:

- Describe examples of connections between antiracism and religion (A1).
- Understand the challenges racism presents to human communities and consider different religious responses (B2).
- Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities (A1).
- Consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas (B3).
- Express ideas about a religious question to do with reducing prejudice and racism, e.g. through the creative arts or in reasoned argument (C3).
- Identify the values found in stories and texts (A2).
- Express and compare their own ideas about some big moral concepts (C3).
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).
- Describe and compare Christian and Humanist values (B3).
- Apply ideas about what really matters in life for themselves, including ideas about, freedom, truth, peace, (C2.)



Key Vocabulary

Fairness	Impartial and just treatment or behaviour without favouritism or discrimination.
Freedom	The power or right to act, speak, or think as one wants.
Honesty	Speaking and acting truthfully—not lying, deceiving, stealing, or cheating. Showing respect towards others, having integrity and self-awareness.
Humanism	A non-religious system of thought which places importance in human rather than divine or supernatural matters.
Kindness	The quality of being friendly, helpful, generous, and considerate.
Peace	A state or period in which there is no war or conflict.
Racism	Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their ethnic background.
Truth	An idea or concept that is based in fact.