

TITLE OF UNIT

Believing in Tower Hamlets – What different beliefs can we find in our area?

YEAR GROUP 3

ABOUT THIS UNIT:

In this unit, children will learn about what makes a community and what is special about the communities represented within Tower Hamlets. Children will explore religion in their local area and develop an understanding of how beliefs of individuals and communities are expressed. The unit raises some questions and issues that are controversial in the community: it might be weak if this did not happen, but teachers need to prepare carefully to handle these questions of diversity and the well being of all sensitively.

Estimated time for this unit (in hours) 8 hours of teaching time

Where this unit fits in:

This unit will build upon all areas of Religious Education studied. Reference should be made to the Yr 2 unit 'What can we learn from visiting sacred places?' This unit is an opportunity to personalise learning and find our own identities in and with the local communities.

KEY STRANDS ADDRESSED BY THIS UNIT

Knowledge and understanding of religious practices and lifestyles

Knowledge and understanding of ways of expressing meaning

Skill of asking and responding to questions of identity and experience

Skill of asking and responding to questions of values and commitments.

ATTITUDES FOCUS

Self-awareness: Feeling confident about their own beliefs and identity and sharing them.

Respect for all: Being ready to value difference and diversity.

Open-mindedness: Being willing to learn and gain new understanding.

Appreciation and wonder: Appreciating the sense of wonder at the world in which they live.

Prior learning

It is helpful if pupils have:

ICT skills to assist the undertaking of a project.

Vocabulary

In this unit, pupils will have an opportunity to use words and phrases related to:

Belonging, Community, the particular religions represented in Tower Hamlets.

Resources

- Access to internet and telephone
- Story of Elmer – David Mckee
- Photographs/illustrations of communities
- Non-fiction texts about communities
- Maps, directories, local papers, events news/leaflets.
- www.faithintowerhamlets.com is the website of the Tower Hamlets Inter Faith Forum, and is an essential reference point for teachers using this unit.
- Collections of local photographs and images are a good start for schools. Ask parents to send pictures of their family's community life.
- www.mytowerhamlets.co.uk provides another web based reference point for looking at the community.

Contributions to spiritual, moral, social and cultural development of pupils

- Learning and reflecting on important concepts, experiences and beliefs.
- Valuing relationships and developing a sense of belonging
- Investigating social issues from a religious perspective and recognising the diversity of religions.
- Promoting racial and interfaith harmony and respect for all. Contributing positively to community cohesion.

EXPECTATIONS

At the end of this unit:

Nearly all pupils will

be able to:

[Level 2]

- Recognise one religious tradition in Tower Hamlets
- Have an awareness of a question about community cohesion (e.g. 'what helps people to get on together in Tower Hamlets?').
- Talk sensitively about their own observations of life in the local area.

Most pupils will be

able to:

[Level 3]

Some pupils might be

able to:

[Level 4]

- Identify a number of religious traditions in Tower Hamlets
- Produce a non-fiction text to illustrate religious beliefs in the area. Make links with questions about community cohesion.
- Compare similarities and differences between some key features of religious traditions in Tower Hamlets.
- Show understanding of community cohesion questions and issues.
- Apply their own ideas to a problem of community cohesion

ASSESSMENT SUGGESTIONS

Assess through informal discussion with individuals. Discuss the content of the project and the completed 'little book' (see learning suggestions below). Ask individuals questions about their learning throughout this project, what they have found out and what this means to them and others?

Additional assessment: to devise a poster to welcome someone to Tower Hamlets. The poster must show the diversity of religions in the community and key information evidenced in the children's 'little books'.

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils	POINTS TO NOTE
What do I know about myself?	<ul style="list-style-type: none"> What it means to belong 	Do I belong? <ul style="list-style-type: none"> Discuss the different types of groups to which people belong (school, clubs, friendship group). Identify ways in which they show belonging. To whom? Talk about belonging to family in more detail. Complete a simple family tree. What do they do to be part of a family? Share the story of Elmer written by David McKee and discuss whether Elmer was right to go away? and why he felt he should. How did the other elephants show Elmer that he did belong? Explore how we show others in the class that they belong and feel that they belong. Talk about the idea, important to Christians and Muslims, that people belong to God, belong to Allah. Why does this matter to some people? 	<ul style="list-style-type: none"> Identify ways in which they show belonging 	<p>Questions to explore:</p> <p>Where do I belong? Who do I belong to?</p> <p>Who am I?</p> <p>Where and when do I come together with others?</p>
What is a community and what makes a community strong?	<ul style="list-style-type: none"> What makes a community and why communities bring people together 	What is a community? <ul style="list-style-type: none"> Recall the story of Elmer and highlight the community he lived in as an example of what a community is. Show children different photographs / illustrations of groups of people joining together. Pose thoughtful questions such as, what brings people together? What common interests / purposes might be found in a community? Does religion bring people together in a community? How can a community show what is important to them? What guides a community? Children to design a poster showing the school community and its diversity. List the people who make the school community work. Who says thank you to them? Who could do this? 	<ul style="list-style-type: none"> Make links between values and commitments and their own attitudes and behaviour 	<p>Such work would be good to use within collective worship, providing a performance opportunity.</p>
Does Tower Hamlets have a community or more than one?	<ul style="list-style-type: none"> About their local community and why it is special for them and others 	Positive aspects of a community. <ul style="list-style-type: none"> Take a walk around the local area, collect information on community events such as at the library, sports centre, posters in windows, urban youth projects. Use digital cameras / ICT equipment where possible. Look together at www.mytowerhamlets.co.uk (click on community) Discuss how Tower Hamlets has number of different communities and why each of them are special. What good can be found in being part of a community? Children record their own responses and feedback to the class. To strengthen the children's understanding of community, play a game that involves them making up their own community and ideas to keep the community happy (e.g. don't drop litter, help each other). 	<ul style="list-style-type: none"> Evaluate their local community and respond sensitively to why it is special for them and others 	<p>Collect photographic evidence whilst on the walk to reference again.</p>

What	<ul style="list-style-type: none"> About the 	Believing in Tower Hamlets.	<ul style="list-style-type: none"> Can 	Using ICT for this
-------------	---	------------------------------------	---	--------------------

<p>beliefs can be found within Tower Hamlets ?</p>	<p>main beliefs, practices and traditions found in their area</p>	<p>Religious communities.</p> <ul style="list-style-type: none"> • Children to undertake a project to discover the religious beliefs that exist in their area. The task is, in a group, to make a book title 'My Little Book of Faith in Tower Hamlets'. Create an action plan together adding how and where to find information, who needs to be contacted for information? • Use information sources including people, books, directories, maps, leaflets from places of worship and community groups. Contact the Interfaith forum, Muslim advisory service, Council of Mosques, Standing Advisory Council for Religious Education (SACRE). Children could use the school telephone to make contact with the above. (Consult the Agreed Syllabus for useful suggestions) • Suggested websites for information: <ul style="list-style-type: none"> www.ideastore.co.uk www.mernick.co.uk/thhol/ (history of Tower Hamlets, search 'religions') www.raggedschoolmuseum.org.uk/thol/index.html (select Whitechapel and Spitalfields, click places of worship) www.faithintowerhamlets.com www.bbc.co.uk/london/content/articles/2006/09/13/angela_saini_feature.shtml www.towerhamlets.gov.uk (click discover Tower Hamlets click on area guides on right side). • Within the book give consideration to what is special about belonging to a religion for a believer. • Illustrate the book and create an area for display. Share with others and evaluate the project's success – Did we discover the religious beliefs that exist in the area? 	<p>identify religious groups in their area.</p> <ul style="list-style-type: none"> • Can produce a non-fiction text. 	<p>project can develop necessary skills.</p> <p>Action plan can be added to throughout the project.</p> <p>Children could write letters to places of worship in the area requesting copies of newsletters and events.</p> <p>Some places of worship in Tower Hamlets have complex history, reflecting the migrations in and out of the area over the centuries. A former Huguenot Church on the corner of Brick Lane and Fournier Street, for example, first became a Methodist Chapel, then a Jewish Synagogue and later an Islamic Mosque.</p>
<p>What is community cohesion ?</p>	<ul style="list-style-type: none"> • What community cohesion is • Why there is a need for community cohesion • How community cohesion is achieved 	<p>Community Cohesion and Tower Hamlets.</p> <ul style="list-style-type: none"> • Brainstorm ideas of what community cohesion means? What does it mean for us today? • Consider social and moral dilemmas that we might come across and debate in groups why there is a need for community cohesion in Tower Hamlets and globally. • Visit the council website, www.towerhamlets.gov.uk/data/your-council/data/beacon/data/racial-equality.cfm • Discuss how we feel Tower Hamlets Authority would best achieve their vision of community cohesion. Children could write a letter to the council expressing their opinions and ideas (e.g. there is an urban youth group for ages 9+ what about younger children?) • Children could devise a logo that shows how different people share Tower Hamlets. (See the Spirited Arts website www.natre.org.uk/spiritedarts for some examples to judge) 	<ul style="list-style-type: none"> • Respond to community cohesion and show an awareness of the impact it has on their neighbourhood 	<p>Using search engines such as 'ask' are good for further information on community cohesion.</p>

<p>Would it</p>	<ul style="list-style-type: none"> • That there is 	<p>Living in harmony.</p> <ul style="list-style-type: none"> • Revisit what we have learnt from this unit. From 	<p>To respond</p>	<p>Children could plan a cultural</p>
------------------------	---	---	-------------------	---------------------------------------

<p>be correct to believe Tower Hamlets has harmony?</p>	<p>diversity and how this can be harmonised in Tower Hamlets.</p>	<p>the books made, can we be confident in saying Tower Hamlets has diversity? (Tower Hamlets is one of the UK's most culturally vibrant and diverse areas)</p> <ul style="list-style-type: none"> • Discuss the differences and similarities between religious traditions in the neighbourhood and reasons for them. • Ask the children to write a written response to some questions like these: <ul style="list-style-type: none"> ○ Does Tower Hamlets have harmony? ○ What could the Mayor do to make more harmony in Tower Hamlets? ○ What could the people do? ○ Would a cultural diversity day make Tower Hamlets more harmonious? ○ Who would you invite to a day like this and why (musicians? Dancers? Speakers? TV shows?) What would it achieve? 	<p>sensitivity to challenging questions about how people who are different live together.</p>	<p>diversity day within school inviting guest speakers from different religions, parents and carers, not forgetting to show off their 'My Little Book of Faith in Tower Hamlets' work.</p>
--	---	--	---	--