

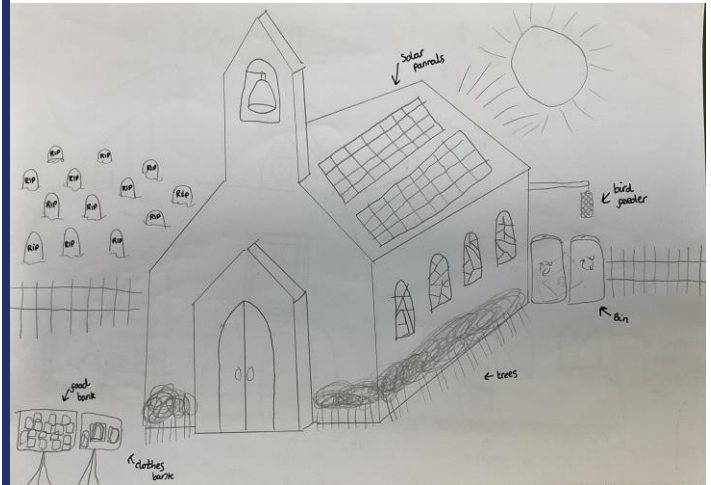


What have we learnt in RE this year?

JADE CLASS

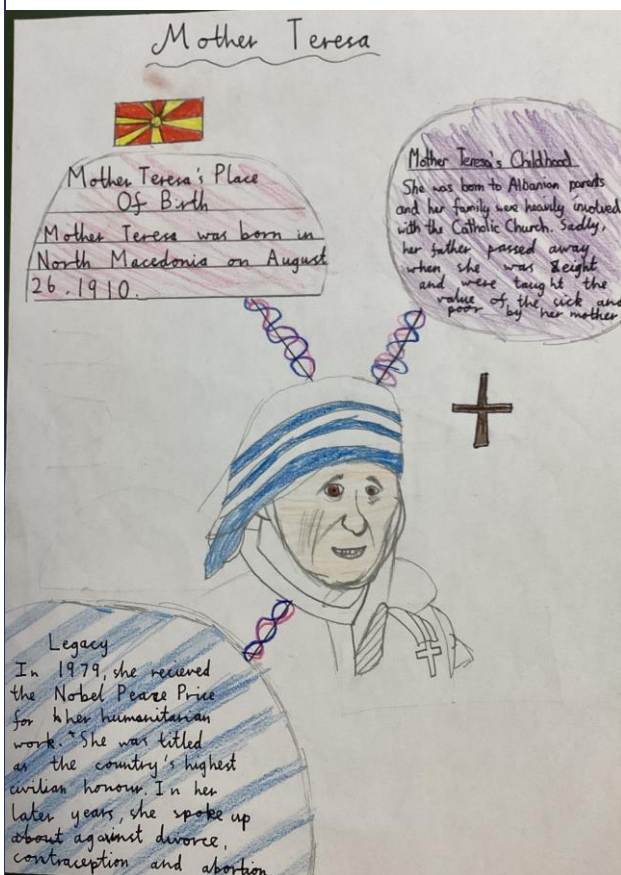
TERM 1 - How and why should religious communities do more to care for the Earth?

In term 1, our focus as a philosopher was 'Green Religion'. We began our learning by discussing whether the Earth belongs to God, humanity or all living things. We explored the perspectives of many different religious groups including Islam, the Jewish Faith, Christianity and Hinduism. We found out that there are many charitable groups who encourage people to consider nature as part of their faith. When we explored different faiths in more detail, we discovered that Hindus care for the Earth a great deal, expressing many values linked to harmlessness and vegetarianism. Jewish people have a festival of trees, planting new life and growing fruits such as grapes and figs. This event also takes place similarly in the Islamic faith.

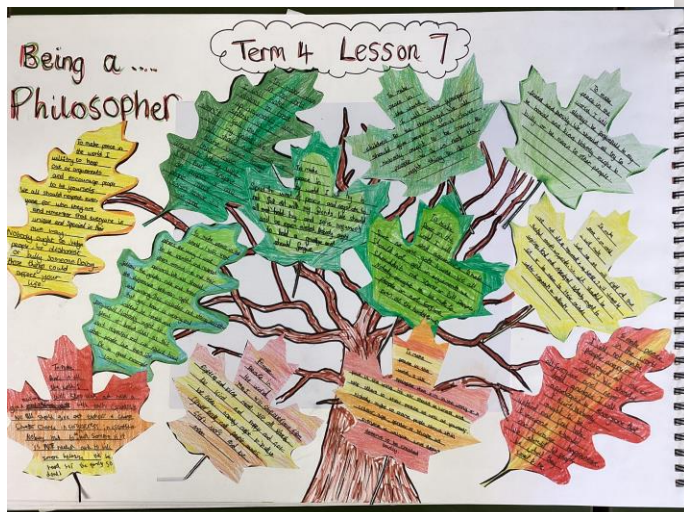


TERM 2 - What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?

In Term 2, we learnt about the 5 commitments, and we thought about what our own 5 commitments might be. We discussed how people from different religious groups may differ on their opinions on this. For Christians, God's grace, generosity and forgiveness are key aspects. We also investigated how Muslim people build their communities, the importance of the Prophet Muhammed (PBUH) and his last messages of God. We explored the Story of Ghandi and the concept of Ahimsa, which relates to harmlessness. We also thought about the Christian story of The Lost Son and wrote poems about forgiveness and grace. Finally we learnt about Jesus' example of commitment and explored the messages of key figures such as Martin Luther King, Mother Theresa and Desmond Tutu.



To begin this unit, we initially talked about whether rules matter or not. As a group, we wrote a code of living, and we began to consider the Golden Rule: to treat others how you wish to be treated. We then thought more carefully about the different faiths and whether rules could be applied in many religious groups. We thought about values in different faiths and created a values tree to show our own values. In Term 4, we thought more deeply about the 10 commandments and how we might utilise some of these ideas in our own ways. We also explored how both Christians and Humanists value peace above all else.



To begin, we were encouraged to think about our own thoughts and beliefs about what happens to us when we die, as well as what God's role might be and how the rest of the world might answer this question. We explored humanist views about death and drew portraits exploring spirits and souls. We thought carefully about what we might say if a young child asked about death and wrote our ideas on how we might respond. We also looked at what the most important and least important things in life might be, for both believers and non-believers. Later on in Term 6, we looked at the 'Pass mark' and how different faiths view God as a judge. We explored the concept of 'paradise' and thought about Muslim beliefs that one must try one's best, forgive and treat others fairly. Finally, we explored the Christian beliefs about Jesus 'teachings about heaven and hell and how to be a good Christian.

