

Unit 5.2: Faith in action

Key Question: What inspires people to follow a faith and what is the cost?

<p>About this unit</p> <p><i>Faith in Action</i> builds on Unit 4.2 <i>Saints and heroes</i>, exploring various aspects of making a commitment, seeking out the religious commitment that often goes hand in hand with the admission of belief. It looks at the way commitments affect and shape lives, guiding the activities of both groups and like-minded individuals</p> <p><i>Resources: stories about people who are living / have lived out their beliefs through the centuries</i> Faith in Action series (RMEP) - <i>Mother Theresa, Desmond Tutu, William Wilberforce, Bono</i></p>		
Programme of study	Teaching and learning outcomes (AT1)	Teaching and learning outcomes (AT2)
<p>Meaning & purpose</p> <p>consider what motivates faith believers to get involved in different causes</p>	<p>investigate the work of a religious charity</p> <p>explore the values that motivate people of faith to respond to a cause</p>	<p>say why they think religions do charitable work</p> <p>give reasons why people may choose to make sacrifices to improve the lives of others</p>
<p>Identity & values</p> <p>explore commitment as demonstrated in the lives and work of significant people of faith</p>	<p>explain why significant people of faith acted according to their commitments</p>	<p>explain how people are inspired by actions of significant people of faith</p>
<p>Prepare for learning</p> <p>Consider what is vocation? Start by talking to someone familiar - vicar, police officer, headteacher - to find out how essential is personal commitment to their job Check local newspapers for 'acts of faith'</p>		
<p>Engage the learner</p> <p>Engage with different communities of faith - local and online - to find out about their commitments To think about: how do people respect and relate to each other? What motivates that respect? What is 'a random act of kindness'? Who does them and what motivates the doer?</p>		

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Identify learning questions

What does commitment mean for a person of faith? How might they show their commitment?
Do significant people of faith have similar reasons for their actions? Are their actions always the same?
What is the 'ultimate sacrifice'?

Provide new information

Explore the Old Testament story of Abraham's commitment and God's promises to his people in Christian, Jewish and Muslim traditions
Investigate the commitment and influence of one or more of Jesus' disciples or followers – Matthew the tax collector, Saul (Paul) of Tarsus
Interview a faith member; enquire about the way commitments influence their lifestyle and the charitable work that they are committed to
Discover the commitments and acts of faith made by faith members from at least two other faiths
What values do schools and communities live by? How does that reflect in the commitments they make?

Search for meaning

Why did the disciples leave everything to follow Jesus? How did this impact their lives? What kind of commitment did they make?
Explore the life of someone who has made a faith commitment
Investigate 'karma' and other faith teachings that say by doing good deeds a believer can be reborn to a better life
At Eastertime: read or watch an account of the death and resurrection of Jesus; consider the factors that motivated Jesus to accept death; reflect on the resurrection and explain why Easter is the most important Christian festival

Share new understanding

Write a brief explanation of karma, giving examples of deeds of faith
Share a story of commitment in a creative way, through drama or dance
Write ten rich questions to ask Mother Theresa or Archbishop Desmond Tutu about their work and commitment to their faith
Make a class scrapbook of cuttings to show caring work motivated by faith - Christian Aid, Salvation Army, Action for Children, Red Crescent, Oxfam, Cafod, local food banks, 'chaplaincy everywhere' groups

Reflect on learning

Reflect on the motivation and cost of commitment, comparing significant people of different faiths
Review the impact and the influence of faith on the actions of faith members from three different faith communities; is there any shared work between faiths (inter-faith)?
Pupils ask: What inspires and influences my life? How does it show in the way I live and what I do?

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THIS UNIT WILL CONTRIBUTE TO THE ACHIEVEMENT OF THESE END OF KEY STAGE STATEMENTS

Highlighted text indicates how this unit contributes to overall End of Key Stage attainment

AT1 (Knowledge & Understanding)	AT2 (Reflection & Response)
Show understanding of how beliefs, practices and forms of expression influence individuals and communities	Give reasons for the significance of beliefs, practices and forms of expression to individual members and faith communities
Show understanding of the challenges of commitment to a community of faith	Suggest why belonging to a community of faith may be valuable, both to faith members and in their own lives
Identify ways in which diverse communities can live together for the wellbeing of all	Respond thoughtfully to ideas about community, values and respect