

RE: Knowledge Organiser: Summer 1 - Year 5 and 6

What can be done to reduce racism and how can religion help?

<u>Key Vocab</u>	<u>Meaning</u>	<u>Image</u>
fairness	treating people with kindness, respect, and justice, ensuring everyone gets what they need rather than just everyone getting the same thing.	 
prejudice	judging someone unfairly or having negative thoughts about them before you know them, often based on their appearance, religion, or background.	
racism	treating someone unfairly, unkindly or differently because of their skin colour, culture, language or country of origin	
ethnicity	belonging to a group of people who share a common culture, tradition, language or history	
justice	fairness, equality and treating people right	
tolerance	Respecting and accepting that others have different faiths, opinions and beliefs	

Theology



Philosophy



Human / Social Science



What do religious texts say about the value of people?

Explore religious texts about how people were made. Explore the Christian notion that people are created in God's image. (Genesis 1:26 & Psalm 139) What might this suggest about people's worth and value? Look also at the Qur'an (Surah 49:13); what might this tell us about the intention of human beings from a Muslim perspective? Annotate texts with ideas about their meanings and how people should live as a result.

What do religious teachings say about racism?

Look at a range of religious texts which talk about how people should be treated. Religions often call these 'The Golden Rule' or 'The Silver Rule' when referring to how you do not want to be treated. What do they each mean? What do these texts have in common? Are they good texts? What might religious people understand about their God from these texts?

What is racism?

Explore some examples of different situations. Explore how the people involved might have felt. Were people treated fairly with dignity and respect? What might have been the reason for people being treated the way that they were? Could pupils rank the situations in order of severity. (See appendices) Suggest a view of racism as making people's lives worse because of their race or the colour of their skin.

How have attitudes towards race changed?

Explore views of people like Edward Colston – slave owner. What might his attitude towards slaves be? How might this have contributed to racism over the years. Why might attitudes change? Are they changing fast enough? Should more be done to tackle racism within the world? Explore what pupils might do to tackle racism in the world.

What might removal of statues tell us about changing attitudes towards racism?

Explore aspects of the 2020 race riots. Were people right to tear down statues? How else could this have been achieved? Explore whether pupils think that it is right to put up statues to people who have been involved in the slave trade. What else might they have done?

What might the removal of statues tell us about changing attitudes towards racism?

Explore the work done by key racial justice activists. Muslim: Malcolm X Christian: Martin Luther King Jr, William Wilberforce, John Wesley Should it just be religious people who tackle racism or do we all have a role to play? Should religious people be doing more?

How does what I see impact my worldview?

Explore the idea that our worldview is impacted by the things around us. Spend time thinking about where pupils might see racism; how does it impact them? Explore the lure of social media; how do we know that what we see is true?