

How and why does religion bring peace and conflict?

Substantive Knowledge

- ✓ The story of David and Goliath
- ✓ Religion is a useful cover (to justify heinous crimes) and a powerful motivator (interpretations of texts) for conflict
- ✓ Interpretations lead to beliefs about how to behave
- ✓ It's important not to group all people of one religious background under one bracket and judge a whole group of people by the actions of a few
- ✓ 'Holy' wars are justified by religions
- ✓ Lots of wars are started because of non-religious causes
- ✓ Many people see war to be a last resort and seek peace

Disciplinary Knowledge

- ✓ Recognise the controversial nature of this topic, explaining divergent views relating to it.
- ✓ Explain what at least two religions believe about peace and conflict.
- ✓ Analyse the relationship between peace and pacifism.
- ✓ Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Northern Ireland, South Africa, India, Syria, Jerusalem, Palestine.

Substantive Retrieval Questions:

- What is knowledge? What is belief?
- What is fact? What is opinion?
- What might help you make a good or right choice in life?
- How can believers think that war (Holy wars) are a final resort, route to peace?
- What do we call people who only think of their own pleasure?
- Why is important to not group people under one bracket and judge all people of a certain religion by the actions of a few?

Disciplinary Retrieval Questions:

- Explain how certain beliefs can lead to certain actions, ways to behave?
- Explain/discuss if it is okay to do things that would be considered harmful to others in the name of a religion ?
- Discuss whether any violent action can ever be justified in the name of religion?
- How might those who believe in God know how to make a good choice?
- How do people who believe in their God, allow for opinions and beliefs of others?

Retrieval Practice Assessment Approaches:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
 - At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- Recognise the controversial nature of this topic, explaining divergent views relating to it.
- Explain what at least two religions believe about peace and conflict.
- Analyse the relationship between peace and pacifism.
- Begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Northern Ireland, South Africa, India, Syria, Jerusalem, Palestine.

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Social Human Sciences

A. The diverse nature of religion

Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.