



4.13

Pathway 1

How is diversity evident in Christianity and Islam?

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About this unit:

This unit focused on Pathway 1: 'the nature of religion and belief'. Through this unit students will explore and express insights into denominational diversity within two faiths: Christianity and Islam. This unit will enable students to understand that these two world faiths, far from being monolithic, encompass a wide variety of beliefs and practices as well as sometimes divergent values and ethics. Students will be encouraged to consider whether diverse perspectives arise from doctrinal or other factors such as cultural, political or historical.

Age Related Pathway Statement:

Through investigating the **Nature of Religion and Belief**, students should learn that:

- There is no consensus on the meaning of the word 'religion' or 'worldview'.
- Both religious and nonreligious worldviews have faced challenges from a range of moral, philosophical, political and social issues.

Good RE students understand that the word 'religion' means different things to different people and that it is often hard to say what is 'religious' and what is not.

The religions studied in this unit:

Christianity, Islam

Estimated teaching time for this unit:

6 – 8 hours

4.13 How is diversity evident in Christianity and Islam?

Vocabulary	Resources
<p>In this unit, students will have opportunities to use words and phrases related to:</p> <p>Christianity</p> <ul style="list-style-type: none">• Denomination, worship, Anglican, Pentecostal, apostle, Orthodox, church, Quaker, dogma, pacifism, ecumenical <p>Islam</p> <ul style="list-style-type: none">• Sunni, Shia, Sufi, Ahmadiyya, mysticism, imam, imminent, transcendent, Rumi, Whirling Dervish, Sema Ceremony	<p>BBC Bitesize provides a wide range of resources of developing understanding of the different traditions of Islam and Christianity.</p> <p>YouTube provides a good source of short videos on these varied traditions. A number of links have been included.</p> <p>Wider reading for teachers is encouraged within these sections. Links are provided to articles or news stories that explore the different traditions included.</p> <p>Sufi and Ahmadiyya Islam hold beliefs that are contested by many. This creates opportunity for false information to be spread or misconceptions to be built. It is important to check the source of information on these areas of Islam, to ensure it is a true reflection of the core beliefs and traditions.</p>

4.13 How is diversity evident in Christianity and Islam?

EXPECTATIONS – informed by ongoing assessment throughout the unit:

Students working towards expectations will:

- Understand that religion is a world-wide phenomenon. They explain why in some ways each religion/worldview is quite different, while in other ways there are close connections between some of them.
- They understand that religions/worldviews are made up of smaller groups which are alike in some ways and very different in others.

Students working at expectations will be able to:

- Understand that the word 'religion' means different things to different people and that it is often hard to say what is 'religious' and what is not.
- Suggest ways in which religions/worldviews are both similar and different. They understand the importance of recognising that religions/worldviews are diverse and that they respond in different ways to global, political or social issues.

In order to broaden and deepen their learning, some students might:

- Critically evaluate whether a religion can change, or whether diversity within religion is a source for good.
- Analyse the differences between a variety of forms of expression and explore how an individual's experience can influence their view on the nature of religion.

ASSESSMENT SUGGESTIONS

Diversity Guide

For either Christianity or Islam, choose two denominations and write a step guide to differentiating between the two denominations/traditions.

Extended writing assessment

Students should provide a critical analysis in the form of a written debate essay. This could be focused on diversity within Christianity, Islam or both. Students should have the opportunity to use a variety of arguments within their evaluation. They should also include a justified conclusion that goes beyond their own opinion and evaluates/analyses the topic. Possible statements for evaluation could be 'Diversity in religious thinking is important for development', or 'Everybody deserves to be represented by their religion, even if they hold a view different than that of the majority'.

4.13 How is diversity evident in Christianity and Islam?

Key Questions	Learning Objectives Students should:	Teaching and Learning Opportunities	Wider learning opportunities/points to note
<p>Why are there so many branches of Christianity?</p>	<p>Investigate and explain different interpretations of Christianity.</p>	<p>Opening discussion: Display a slide with pictures of at least 5 churches of different denominations in the local area with the caption ‘What does this tell you about Christianity?’ Have a class discussion about the location and about the differences that they can see from the images.</p> <p>Mind map: Provide groups of students with pictures of two very different church interiors, e.g. a traditional Catholic church and a Pentecostal church. Students can create a big mind map regarding the differences and similarities. Provide students with prompts of key questions to activate prior learning regarding beliefs, values and practices of worship expressed by Christians.</p> <p>Watch: TrueTube clip on Church History. Ensure active listening by providing students with questions or sentence starters to complete with information from the clip, e.g (answers in brackets). Such as, Apostle means... (messenger), Peter was the first... (Bishop of Rome) The Romans disliked the early Christians because... (they believed they were superstitious, etc)</p> <p>Display: a visual representation of Christianity as a tree with many branches (denominations).</p> <p>Extension: Research facts about these denominations. Identify a key practice, a key belief, the number of followers. Are they located in a particular area in the world?</p> <p>Written task: ‘Christianity is not a monolithic religion’. Explain this statement using the resources provided throughout the lesson. Provide students with some success</p>	<p>Church History</p> <p>Christian denominations</p> <p>Christian denominations</p>

4.13 How is diversity evident in Christianity and Islam?

		<p>criteria for the content of their answer. You could scaffold this by providing key terms that have to be included in the answer.</p> <p>Reflections: Students peer assess each other's answers, feeding back a strength, a target and something that they learnt from the person's answer.</p>	
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4.13 How is diversity evident in Christianity and Islam?

Key Questions	Learning Objectives Students should:	Teaching and Learning Opportunities	Wider learning opportunities/points to note
<p>How do Christians of different denominations express their beliefs and values through the places in which they worship?</p>	<p>Analyse the influence of belief in worship throughout Christian denominations.</p>	<p>Opening discussion: Display four typical church interiors, Catholic, Anglican, Orthodox, Pentecostal. They can be all on one slide or printed for students to see in groups. Challenge to identify, with reasons:</p> <ol style="list-style-type: none"> 1) The most traditional/most modern 2) How might worship differ in each church? 3) Match up the denominations. 4) Which appears to stand out as quite different? <p>Explore student responses as a class and the reasons for them.</p> <p>Group activity: Church tours. Give each student a page divided into four sections, one for each denomination with a heart in the centre. Students will make notes from video clips on each type of church. The central heart is to record what the churches have in common. Include some prompts for students to ensure active listening. You can use the following clips to support this:</p> <ul style="list-style-type: none"> • Protestant learns about Orthodox Church Show extracts from this clip. (It is quite long.) • Worship in a Pentecostal Church • Catholic Church • Anglican Church <p>Extension: Research these denominations further. Are these denominations a unified voice, or is there further diversity within the tradition itself?</p>	<p>Protestant learns about Orthodox Church</p> <p>Worship in a Pentecostal Church</p> <p>Catholic Church</p> <p>Anglican Church</p>

4.13 How is diversity evident in Christianity and Islam?

		<p>Comparison: Using the notes gathered from the lesson, students should choose to write a 1-page diary comparison of an imaginary place of worship visit that they have engaged in. This could be entitled 'One faith, two churches' and should look at how Christianity is united through the differences present.</p> <p>Reflection: Play a game of true or false with students. They can complete this on the IWB, using thumbs or flash cards (red/green). Provide 10 questions that review the learning from the lesson.</p>	
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4.13 How is diversity evident in Christianity and Islam?

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<p>What do Quakers believe?</p>	<p>Investigate and evaluate the influence of beliefs on the actions and examples of worship of Quakers.</p>	<p>Opening discussion: What challenges are currently facing the world? This could be students developing a mind map or by show students a range of different world issues such as climate change, LGBTQ+ inclusion, war, poverty. Show this alongside the quotation ‘Faith by itself, if it does not have works, is dead.’ James 2:17. Students should consider how these world issues might link to the quotation.</p> <p>Define: Provide students with the history of Quakers in the UK. Explore with some key beliefs and principles. These may include:</p> <ul style="list-style-type: none"> • The absence of a fixed dogma. Quakers do not share a fixed set of beliefs and Quaker faith is built on experience. • Quakers hold the principle that God can be found in every person, but there is a great diversity within the Quakers on conceptions of God. Some Quakers believe in a deity and talk of God, whereas others describe themselves as agnostics, or humanists, or non-theists. • Quakers perform silent worship, with every person able to share ministry. • The five key Quaker principles or ‘testimonies’: equality and community; peace; simplicity; sustainability; truth and justice. <p>Look at a newsletter from local Quakers or information. The national newsletter is called ‘The Friend’ http://www.thefriend.org/. What do this show about priorities and values?</p> <p>Extension: Research what makes Quakers distinctive. The focus could be on:</p> <ul style="list-style-type: none"> • Worship: Investigate Quakers’ distinctive form of worship. A Quaker meeting will normally be an hour of silence. Anyone present can make a spoken 	<p>Who are the Quakers?</p> <p>Faith without action is dead - Bible verse</p> <p>Quakers – BBC Bitesize</p> <p>Local Quaker Resources</p>

4.13 How is diversity evident in Christianity and Islam?

		<p>contribution as they feel led to do so. There are no priests or official ministers. Discover why Quakers find this important and valuable through asking questions of Quakers or researching this online. Consider the risks and opportunities of this approach to worship. Compare and contrast it with another denomination such as Anglican or Roman Catholic.</p> <ul style="list-style-type: none">• Pacifism: Quakers are committed to non-violence. investigate the Ecumenical Accompaniment Programme in Palestine and Israel set up by the World Council of Churches (EAPPI). http://www.eappi.org/. Look into the City of Sanctuary movement. Quakers have been part of its local work and run a 'sanctuary supper' regularly. http://www.cityofsanctuary.org/huddersfield Britain's only Peace Museum is in the centre of Bradford. http://www.peacemuseum.org.uk/.• Same-sex relationships: the Quakers take a positive approach to same-sex relationships and they have endorsed and supported equal marriage for many years. How does this differ from most other churches or faiths? <p>Reflection: Does the Quaker message have any relevance today? Give students a range of post-it notes. They can answer the following questions 'Does pacifism work?', 'Silence is better than words' (worship), 'It's always wrong to have a creed; each individual has to decide on their own'. Once complete these can be stuck on the whiteboard and discussed.</p>	
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4.13 How is diversity evident in Christianity and Islam?

Key Questions	Learning Objectives Students should:	Teaching and Learning Opportunities	Wider learning opportunities/points to note
<p>What diversity exists in Islam?</p>	<p>Investigate and explain different interpretations of Islam, including the Sunni and Shia differences.</p>	<p>Opening discussion: Challenge students to identify three things all Muslims have in common. This could be linked to key beliefs, practices or ethical decision making. In addition, students should describe one thing on which they know there is diversity among Muslims.</p> <p>Input: Provide students with the early history of Islam and the examples of events that happened after the death of the Prophet. Link this to ideas about authority and leadership, including how the Muslim community began to make decisions after his death.</p> <p>Read: an article with students including information on the origins and history of the Sunni/Shi'a denomination split. In groups, make a table with two headings, Sunni and Shi'a, to summarise learning about the two main branches of Islam.</p> <p>Watch: Show students a video that discusses the differences between Shia/Sunni Muslims. A good example is from YouTube in the resource list. Others that may be more suitable for your class are available on YouTube. Provide students with some prompts for the videos to ensure active listening.</p> <p>Venn Diagram: From the article and information gathered from the video/s, students can produce a Venn diagram of similarities and differences. They could do this individually or collectively as a group. Provide students with 5 minutes at the end of the activity to look at the answers from the other groups and add anything that is missing to their own diagrams.</p> <p>Think: Do Sunni and Shi'a Muslims have more in common than that which divides them?</p>	<p>Sunni and Shia Islam - BBC</p> <p>10 Differences between Shia and Sunni Muslims - YouTube</p> <p>Shia // Sunni Islam – True Tube</p> <p>Chris Hower, Understanding Islam, Sunni and Shi'a paradigms of Islam</p>

4.13 How is diversity evident in Christianity and Islam?

		<p>Watch True Tube clip, Sunni and Shi'a: https://www.truetube.co.uk/film/shia-sunni. The clip is a dialogue between a Sunni (named Abu Bakr) and a Shi'a named Fatima. Pose questions to encourage active listening:</p> <ul style="list-style-type: none">• Identify three practices over which Fatima and Abu Bakr disagreed.• Give a reason why these practices differed.• Do these practices actually have common roots?• What did the pair say about disputes over leadership?• How could Fatima tell that Abu Bakr was a Sunni?• Do Fatima and Abu Bakr have more in common than they think?• Do you think they will ever agree? Can they be friends? <p>Extension: Research Sunni and Shi'a understandings of 'Imam', using resources suggested or wider reading. Students are to imagine that Fatima and Abu Bakr have a further, more friendly conversation, discussing their different understandings of 'Imam'. In pairs, they could write a script, no longer than 2 pages. If time permits, groups can perform their dialogues for the class and peer assess.</p> <p>Reflection: Students form an opinion line across the front of the class based around the question 'Do Muslims agree about more than they disagree?' They should justify their answers, using knowledge from the lesson.</p>	
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4.13 How is diversity evident in Christianity and Islam?

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<p>What is Sufism?</p>	<p>Investigate and explain different interpretations of mysticism and how this is explored within Sufi Islam.</p>	<p>Opening discussion: What are the qualities of God? List as many qualities of God as can be remembered from the Islamic tradition. Include the imminent and transcendent. These could be determined by using a variety of quotes about Allah in the Qur'an.</p> <p>Discussion: How could you connect with a being that is immanent and transcendent? Whilst Sunni and Shia Islam teach that this can be achieved through prayer, Sufi Muslims have deployed mystic techniques to try and gain knowledge of the divine.</p> <p>Think: Look at a variety of definitions of mysticism. These can come from a variety of sources and religious traditions. Students should discuss these examples and write their own definition of mysticism.</p> <p>Input: One example of Sufi Muslims are the Mevlevis or the 'Whirling Dervishes'. The 'whirling' is part of the Sema ceremony where devotees attempt to commune with the divine. Show students a video of this. A good example is Whirling Dervishes - YouTube Think: How does this example match the definition of mysticism that was developed earlier?</p> <p>Discussion: Look at some examples of Sufi mystic poetry. A good source of this is the poet Rumi. How do these examples try to highlight qualities of God or attempts to understand God? What metaphors are being used?</p> <p>Extension: Research Psalms as an example of religious poetry and compare some of the key messages. The Bible Project provides a good summary of Psalms.</p>	<p>Whirling Dervishes - YouTube</p> <p>BBC Bitesize - Sufism</p> <p>Sufi Poetry</p> <p>What is mysticism?</p> <p>Rumi Poetry</p> <p>Pakistani Sufis under attack - BBC</p>

4.13 How is diversity evident in Christianity and Islam?

		<p>Discussion: Islam teaches that worship of idols is wrong. This is a key belief of Islam. For many Muslims, the Sufi focus on shrines goes against the key teachings. Show students the BBC news video discussing Sufi persecution.</p> <p>Reflection: 'All routes to God are the same'. Students should write their response to the statement on a post-it note and stick it on the IWB. They should link it to at least three pieces of learning from the lesson. Discuss some examples from the class. Who agrees? Who disagrees?</p>	
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4.13 How is diversity evident in Christianity and Islam?

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<p>What is Ahmadiyya Islam and what are its beliefs and values?</p>	<p>Research and interpret texts and sources of authority to identify key beliefs from the Ahmadiyya branch of Islam.</p>	<p>Opening discussion: Provide students with a list of key terms from the unit. Students should use all the words in a paragraph that explains the learning that has been covered in this unit. This could include denomination, worship, Sufi, Sunni, Shia, beliefs, churches, mysticism, pacifism, Quakers, faith, divine.</p> <p>Discuss: the diversity that exists within religion. You could do this through a video that explores the main themes, such as this example from Harvard Divinity School. A final example in this unit is the Ahmadiyya branch of Islam. Provide a short summary of this tradition.</p> <p>Video: Watch a video on the Ahmadiyya branch of Islam and Ahmadi Muslims. Provide students with some question prompts to ensure active listening. Some good examples are linked in the resource section.</p> <p>Input: Discuss the main beliefs of Ahmadiyya Islam. Explore the similarities and differences between Sunni, Shia, Sufi and Ahmadiyya Islam. How do they connect?</p> <p>Individual research: Use the Ahmadiyya Islam site www.alislam.org as well as other reputable sites, such as Ahmadiyya Muslim Community website: http://www.loveforallhatredfornone.org/ and also BBC Religion and Ethics to research Ahmadiyya Islam. Then produce a fact file to help teenagers to understand Ahmadiyya Islam. The final piece should address these questions:</p> <ul style="list-style-type: none"> • How and when did Ahmadiyya Islam begin? • What beliefs and practices do Ahmadis share with other Muslims? • What are the main differences between Ahmadiyya and other branches of Islam? 	<p>Who are the Ahmadis?</p> <p>What is an Ahmadi Muslim?</p> <p>BBC overview</p> <p>Discrimination of Ahmadi Muslims - BBC</p> <p>The diversity of religions - Harvard University</p>

4.13 How is diversity evident in Christianity and Islam?

		<ul style="list-style-type: none">• Why do some Muslims feel that Ahmadiyya is controversial, or even claim that its followers are not Muslims?• Who is the leader of Ahmadi worldwide? Describe some of his beliefs and ways in which he leads the Ahmadi. <p>Extension: Is diversity in religion a force of good or challenge? In groups of 3 or 4, produce a detailed SWOT (strengths, weaknesses, opportunities and threats) analysis of diversity with religion, applying learning from both Christianity and Islam. Groups should send a representative, with their completed analysis, to present it to other groups as a carousel activity. As individuals, write an opinion piece (e.g. blog post) explaining a personal standpoint of this issue. Provide students with a success criterion for this activity.</p> <p>Reflection: Students peer assess each other's answers, feeding back a strength, a target and something that they learnt from the person's answer.</p>	
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