

# UK Religious Belief and Practice

- To examine the values which underpin the beliefs and practices of the religious and non-religious groups represented in the UK today



**British Value**



Watch the  
black spot.  
In the time  
it takes to  
disappear  
think of 5  
things you  
recall from  
the last  
lesson...



Use the tables below. What conclusions can you draw from both these census reports...

2011 census report		
Religion	Number	%
Christianity	36,093,374	58.8
Islam	2,782,803	4.5
Hinduism	833,012	1.4
Sikhism	432,213	0.7
Judaism	269,233	0.4
Buddhism	260,538	0.4
Other religion	255,726	0.4
Total non-Christian religion	4,833,525	7.9

In our last lesson we looked at Religion in the UK – its popularity and growth; and laws which protect religious freedoms.



In this lesson we are going to develop our understanding of the values which underpin one belief or practice from each of the major religious and non religious groups in this country.

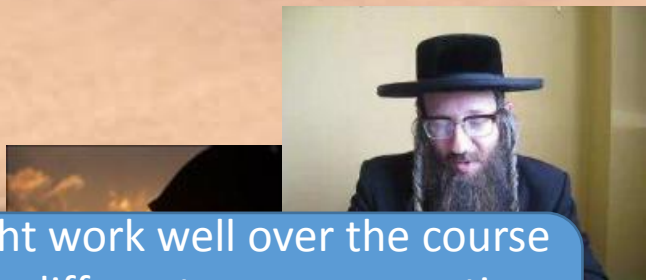
Religion i	
No religion	9,10
Religion not stated	4,28
No religion and Religion not stated	13,39
Total population	57,10

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26.1
7.2
33.3
100.0

values



Teachers, these activities might work well over the course of 7 days tutorial time, with a different group presenting each day in your tutor time. If not, perhaps as a starter activity before lessons on British Values





The class will divide into 7 groups. Each group receives 1,2 or 3 resource stimulus sheets (included with this ppt) to develop their knowledge of a key belief or practice of one religious or non religious groups.



Each group will use the stimulus material to feed back to the class, in the form of examples and activities, their understanding of this belief or practice and it inherent values.

Group	Belief or practice
Islam	Jihad
Buddhism	Meditation
Christianity	Love
Sikhism	Sewa
Hinduism	Karma
Judaism	Shabbat
Humanism	



**British Value**

# Islam and Jihad 1 Of 2



Jihad is a word which has entered mainstream vocabulary as a result of Muslim extremism and the negative portrayal of Islam through tabloid media.

The word Jihad actually means 'Struggle' and comes in two forms: The 'Lesser Jihad' and the 'Greater Jihad'

The first (lesser jihad) refers to the right to defend one's faith or belief.

The second (the greater jihad) refers to the struggle to development oneself into a better person, by undertaking positive thought or action.



# British Value



# Islam and Jihad



"Quitting's HARD!!!"



"I can't stop gossiping!"

Your task is to explain what Islamic Jihad is and to give examples of how it can be practised in everyday life. As an short act for students, ask them to discuss, in pairs, what they think their Jihad (or struggle) includes, i.e. 'not to judge others'



Overcoming feelings such as anger, greed, hatred, or pride; or forgiving someone who has hurt you, are all possible examples of the greater jihad.



The word 'Islam' means 'peaceful submission'



*The reward for an injury is an equal injury back; but if a person forgives instead, and makes reconciliation, he will be rewarded by Allah.'* (Surah 42:40)

*'Goodness and Evil cannot be equal. Repay evil with what is better, then he who was your enemy will become your intimate friend.'* (Surah 41:34)



- Trustworthy
- Kindness
- Determination
- Consideration
- Respect
- Tolerance
- Responsibility
- Calmness
- Self-reliance
- Forgiveness
- Uniqueness
- Responsibility
- Fairness
- Compassion
- Authenticity
- Commitment
- Humility
- Optimism

Values word bank



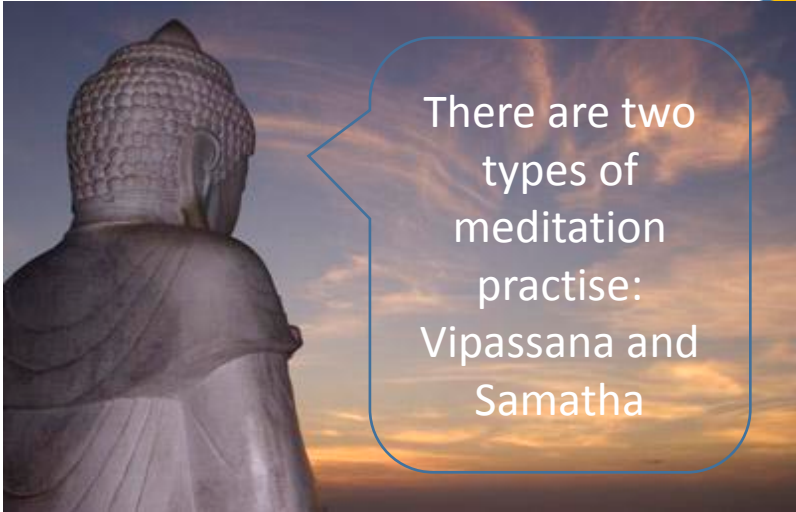
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Values word bank

*'Without inner peace, outer peace is impossible'*

You task is to explain what meditation is and to facilitate a meditation experience within the class!

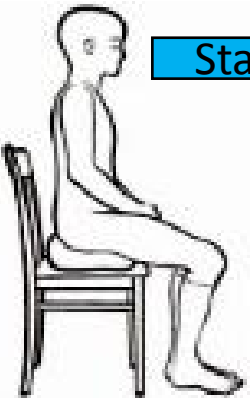
The wisdom of Buddhism states that to find peace we must calm our busy minds; stop basng happiness on things outside of ourselves and develop the qualities of love, compassion, patience, wisdom, concentration and generosity.



There are two types of meditation practise: Vipassana and Samatha



On the next sheet you will find details of how you will lead the class through a guided meditation experience. As a group you will need one person speaking whilst the others model the expected practice.



Start

**Vipassana** practice is about stilling the mind by concentrating on the breathing going in through the nose and out through the mouth, as normal. There is no need to exaggerate the breathing, keep it normal; the key is to see if you can keep the focus on the present moment by not allowing the mind to wander

**Task 1 Introduction practice:** Ask the class to sit up with backs straight and feet flat on the floor. Hands should rest on laps. Close eyes and concentrate on normal breathing. Become aware of any tension in the body and consciously allow it to relax, although not to slump in the chair. Remain still and upright. Ask class to keep focus on breathing for just a couple of mins before leading them straight into the next practice.

The next stage of the meditation is the type of meditation called **Samatha**. In this meditation your peers are required to consciously engage their thinking, whilst still being aware of their breathing. This particular Samatha meditation is called the Metta Bhavana or 'development of love' meditation.

After the meditation get some feedback on the experience from your peers. Discuss which values are demonstrated through the practice.



Speaking quietly, inform your peers that they will now visualise four scenarios through which they will imagine kind loving thoughts: **1<sup>st</sup>** to themselves: tell them to imagine themselves in a mirror smiling, generating positive thoughts about themselves. **2<sup>nd</sup>** thinking of a friend: they should feel deep feelings of appreciation for this person and the emptiness that would be felt without them in their life. **3<sup>rd</sup>** thinking of a neutral person: someone they rarely make an effort to talk to – imagine going up to them and changing their day through this kind act. **4<sup>th</sup>** thinking of someone they don't get on with: imagine going up to them and enjoying their company and friendship. Feel positive. This is a clean canvas; everything they think they know about this person is gone. Only the positive remains. They may have history but we all sometimes say things we don't mean and we are each carrying our own insecurities, which we take out on others. Finally, imaging all four people together. Feel the happiness and well-being of this experience.

Remain quiet for 30seconds and then ask your peers to open their eyes.



"Judge not lest ye be judged."

"If anyone strikes you on the right cheek, turn and offer him the other also."



"Do to others what you want them to do to you"

"Love you enemies and pray for those who persecute you.."



"For give us our trespasses' as we forgive those who trespass against us."

# Christianity and Agape 1of3

Jesus taught his followers that the wise way to live was to be loving - to refrain from making judgements about others, to show kindness and to always be ready to forgive. Jesus taught that this is the most rewarding and enriching way to live their lives.

Discuss the values Jesus demonstrated through these teachings.

Your task is to discuss Jesus' teaching in light of this stimulus and then to write on the board the statement: *'It is a weakness to show love to an enemy.'* On the following 2 slides are responses which either agree or disagree with this statement. You are to cut them up, randomly share among the group, and then read them out to the class. Ask the class to decide if the response agrees or disagrees with the statement. Stick it on the board located under an agree or disagree column, under the statement.

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Values word bank

# British Values

**It might be dangerous.**

For example – showing love to enemies in a war would lead to people on your side being injured/killed

**It would seem as if you didn't feel as strongly as they do.**

(For example – if you showed love to them, they would think you don't care enough about your beliefs).

**It might lead to bad consequences.**

(For example – if the opposing armies had shown love for Hitler during WW2, he could've killed lots more people).

**Showing love can mean different things to different people.**

(For example – showing people they are doing wrong by punishing them, is an example of 'tough love').

**It might make things worse in the future.**

(For example – if you show love to your enemy, they might believe they can get away with doing the wrong thing).

**A Christian might follow Jesus' teachings.**

(For example – Jesus said “no greater love has a man, than to lay down his life for his friend” – this could be read as encouraging conflict.

**It takes a bigger person to be nice to an enemy.**

For example – it is easy to hate someone who has done bad to you, but showing them love proves you are a better person than them).

**Not showing love can lead to continued conflict.**

For example – being unkind back to them only encourages them to continue being unkind, showing love will encourage them to show love).

**Showing love can lead to a quicker end to the conflict.**

(For example – it can mean arguments are finished quicker, without them having to get too bad).

**Showing love is in their nature.**

(For example – some people personalities mean they do not like conflict, and would always choose to show love instead of conflict).

**Some people do not agree with any sort of violence – even verbal.**

(For example – Quakers, who are pacifists.

**A Christian might want to model Jesus' teachings.**

(For example – Jesus said “love your enemies, do good to them that hate you”).



**Sewa means 'selfless service' of others. It comes in three forms:**

**TAN:** Physical Service

*Using the body*

**MAN:** Mental Service

*Using the mind*

**DHAN:** Material Service

*Giving up something*

One way in which Sikhs can demonstrate sewa is by working voluntarily in the kitchen (the langar), at the place of worship, the gurdwara. Here Sikhs help in preparing food, serving it and clearing up. Eating in the langar is a demonstration of Sikh beliefs, as everyone sits on the floor together and shares the food; there is no hierarchy or concern for status. When Prince Charles visited a gurdwara in West London he was asked to sit on the floor like everyone else – the future King of England! Guru Nanak, the founder of Sikhism, taught Sikhs to practice sewa, share possessions and not put themselves above others.



Your task: Ask students to think about the nicest thing that they had ever done for someone?

Why was it good?/How did it help them?

How did it make you feel doing it?

Was it TAN, MAN or DHAN selfless service?

Consider which values Sikhs demonstrate through this practice.

Values word bank

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Karma: meaning *action*. Bringing upon oneself inevitable results, good or bad, either in this life or through *reincarnation (the soul being reborn into another form after the body dies)*. Hindu seek to create good karma, as a means of reaching Brahman (God).

Your task: Explain the law of karma, giving examples of good and bad karma. Set you peers a homework task to create and decorate a snakes and ladders board game which demonstrates their understanding of the law of karma. An A4 board game template is available from your teacher. Once completed, you could laminate, play and then display in the classroom.



Consider which values Hindus demonstrate through this practice.

Karma is the concept behind the acclaimed programme My Name is Earl. In this TV show, Earl makes up for all the bad things he has done in his life in an attempt to generate good karma; which he believes is the reason for his poor quality of life. He makes a list of all these bad things and one by one makes up for them. He's trying to be a better person.

Snakes and Ladders is many centuries old. It was first devised by Indian holy men to teach the children about the law of karma. Ladders indicate good karma (acts of kindness, love, charity, etc) whilst snakes indicate bad karma and the opposite. The goal of S&L is to reach the last box – which for Hindus represents Moksha (the end of *rebirth*) and the Atman's (soul's) return to Brahman God.

## Hinduism and Karma 1of1



### Values word bank



- Trustworthy, Kindness, Determination
- Consideration, Respect, Tolerance
- Responsibility, Calmness, Self-reliance
- Forgiveness, Uniqueness, Responsibility
- Fairness, Compassion, Authenticity
- Commitment, Humility, Optimism

Start

The Shabbat, or Sabbath, is the main religious service of the Jewish people. It begins at sunset on the Friday evening and ends at sunset on the Saturday evening. For Jews it is the holiest day of the week.

During Shabbat no Jew is permitted to work. This is a law which is taught in the Ten Commandments - where God instructs the Jewish people to keep one day for rest and worship. Jews also observe this day because in the book of Genesis it says that God rested on the seventh day after creating the world.

During Shabbat Jews spend time with their family and attend the Synagogue. There is a small service on the Friday, for the men, but on the Saturday there is a larger service; to which all the family attend. At the service Jewish people greet each other by saying 'Shabbat Shalom' which means 'may you have a peaceful Shabbat.'



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Values word bank

**Your task:** As a group you are to read through this sheet thoroughly. Ask students to read through the sheet too but with the intention of coming up with a question or two which they are to ask you.

**Hot Seats:** Each member of your group will take a seat and sit at the front of the class. Your peers are to ask you each a question based on the information on this sheet. If you get it wrong – boom! You're out. Last member of the group remaining wins!

At the end of the questioning identify the values demonstrated through this practice.

During the Saturday service the Sefer Torah is taken out of the Holy Ark and ceremoniously carried around the congregation. As a sign of respect, people try to kiss and touch the scroll as it passes. It is then taken to the Bimah, or raised platform, where it is read. Because no one is allowed to use their fingers when touching the scroll, a small pointer called a Yad is used. These rituals and gestures express how the Jewish people love and honour the Sefer Torah. Later, Prayers are read to end the Shabbat.





## No Religion: Humanism

Trustworthy, Kindness, Determination  
 Consideration, Respect, Tolerance  
 Responsibility, Calmness, Self-reliance  
 Forgiveness, Uniqueness, Responsibility  
 Fairness, Compassion, Authenticity  
 Commitment, Humility, Optimism



Consider which values Humanists demonstrate through this practice

### You task:

- Read through the information on this stimulus sheet with your peers.
- Print off the **Think about it** game board and cards.
- Follow the instructions on the board game.

**Humanism** affirms that human beings have the right and responsibility to give meaning and shape to their own lives. It stands for the building of a more humane society based on natural human values; in the spirit of reason and free inquiry. Humanism believes that all humans have the potential to fulfil their capabilities. It is non theistic (holds a belief in God) and it does not accept supernatural views of reality.



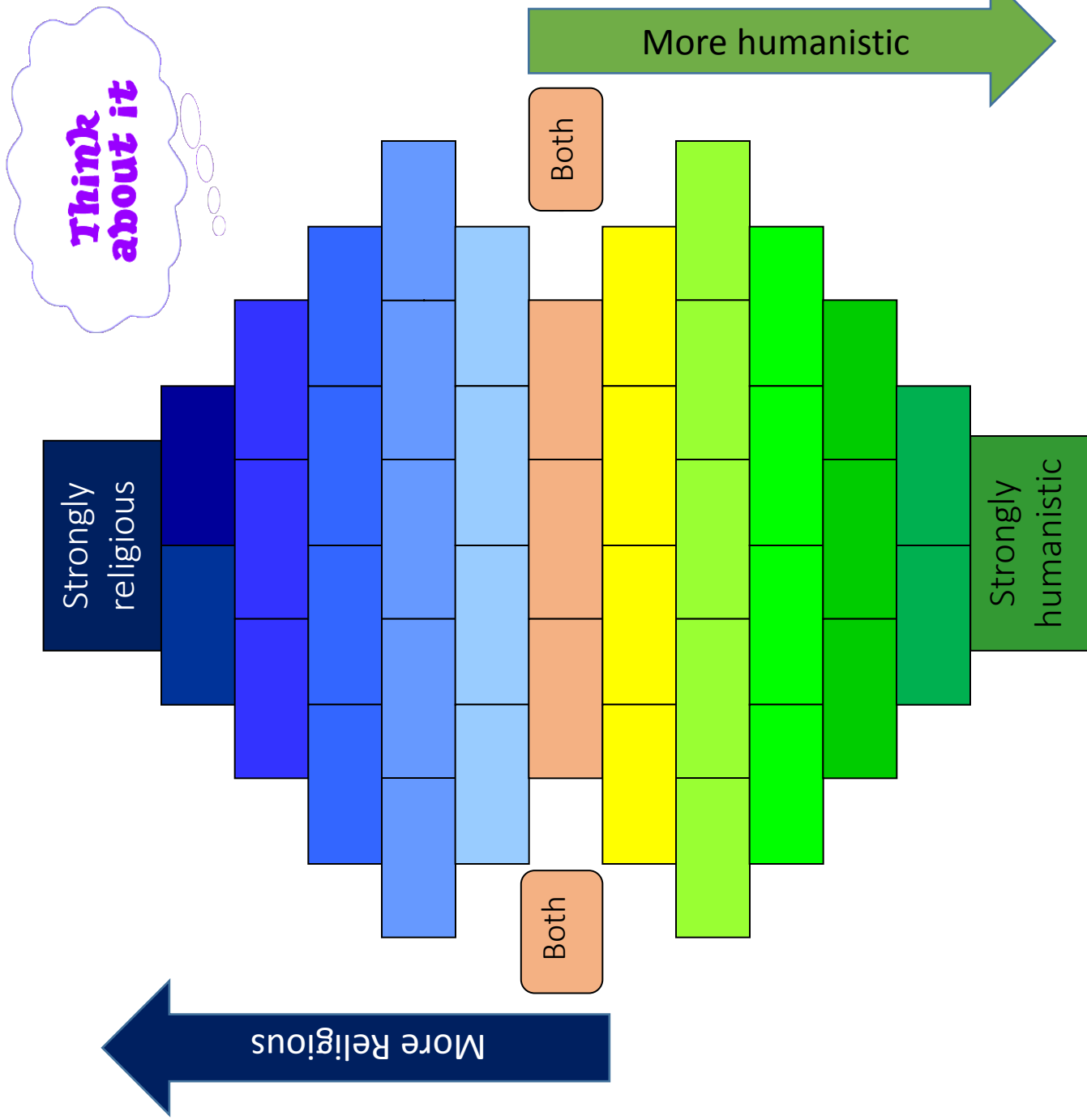
## Humanists:

- Think for themselves about what is right and wrong, based on reason and respect for others.
- Find meaning, beauty, and joy in the one life we have, without the need for an afterlife.
- Look to science instead of religion as the best way to discover and understand the world.
- Believe people can use empathy and compassion to make the world a better place for everyone.



This game is designed to encourage you to think about the difference between religious and non-religious value systems.

*Pick up a Values Card Statement and decide if it is either religious or humanistic. Please the card on the board depending upon the strength of your view.*



Don't kill other people	Don't be jealous of other people
Don't insult God	Don't be lazy
Don't kill or eat animals	Don't have sex outside marriage
Don't use God's name as a swear word	Don't cheat on your spouse
Love other people like you love yourself	Marriage is between a man and a woman
An eye for an eye and a tooth for a tooth	Marriage is for two people in love
Care for people in need	Don't be greedy
Give money to the poor	Think for yourself
All humans are equal	Learn as much as you can about everything
Cause no harm to any living thing	Keep an open mind

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Values Card Statements





In light of our examination of the values which underpin the key beliefs and practices of the UK religious and non-religious groups, to what extent could it be argued, do you think, that:

a) ...these groups demonstrate very similar values.

b) ...British Values are actually, simply human values?



# British Value

# UK Religious Belief and Practice

- To examine the values which underpin the beliefs and practices of the religious and non-religious groups represented in the UK today



**British Value**