

Objectives

- LO 1** To explore how someone’s beliefs about religion can be an important part of their identity.
LO 2 To explore how the UK population is changing in terms of religion.

Class:	Date:	Last lesson:	
G & T pupils:	SEN pupils:	M:	F:

Connect

Students discuss the following questions:

- *What surprised you in the lesson (or a previous lesson) about diverse communities? What surprised another student?*
- *Is it more important to respect someone’s religion than their political beliefs, or choice of hobbies?*

Activate

Worksheet 1.3a: Religions and beliefs

- **Paired activity:** students work in pairs to see how many of the listed religions/beliefs they have heard of and then match them with their definitions. (Answers: 1–B, 2–H, 3–C, 4–M, 5–I, 6–K, 7–J, 8–A, 9–D, 10–F, 11–L, 12–G, 13–E)
- **Extra support:** certain students only match definitions 1–5.

Demonstrate

Worksheet 1.3b: Religions and beliefs as part of someone’s identity

- Students read the six speech bubbles.
- **Three-minute group challenge:** split the class into eight groups. Each group focuses on one of eight boxes listed in question 2. Ask: *How might religion/belief affect that part of a person’s identity? List as many ways as possible.*
- **Class feedback:** a spokesperson from each group feeds back, e.g. ‘Religion could have a big impact on what food someone eats. For example, a Muslim might go to the supermarket looking for halal products, whereas a Jewish person might want to know if food is kosher.’

Consolidate

Worksheet 1.3c: How is the UK population changing in terms of religion?

Using the 5 questions, students give their opinions about how the UK population is changing in terms of religion.

There are no right answers as such – what matters is each student’s ability to present a persuasive argument using relevant key concepts.

- 1 Fifty years ago, most pupils in the UK said Christian prayers regularly at school (e.g. in assemblies). Why has this tradition been lost in many schools?
A good answer might comment on schools becoming increasingly inclusive towards students of all beliefs, on teachers in the UK representing more religions than they did 50 years ago, on schools presenting students with a wider range of thought-provoking assembly activities than prayer alone (e.g. yoga, motivational speakers, meditation and media clips about current affairs).
- 2 Fifty years ago, most British shops were shut on Sundays because of laws based on Christianity. Do you think that many laws nowadays are based around a religion?
A good answer might include reflection on whether laws involving, for example, drink-driving, adultery, abortion, polygamy, theft are linked to, or independent of, religious beliefs and holy books.
- 3 In modern Britain, are children and teenagers under much pressure to follow the religion/beliefs of their parents?
A good answer might include reference to the influence of social media upon young people, to the National Curriculum’s emphasis on educating pupils about many religions and beliefs, to the concept of multiple identities and how these tie in with local and national cultures, to the fact that blended families are increasingly common.

- 4 According to the 2011 UK Census, nearly half of the Muslims living in Britain are under 25. What might explain this?

A good answer might discuss whether Muslim families feel increasingly welcome in the UK, whether a strong sense of community within Islam encourages young people to identify themselves as Muslims, whether the availability in the UK of Muslim-friendly services/products appeals to young Muslims (e.g. Halal options in schools and freedom to wear religious dress in universities).

- 5 Many British people now identify themselves as atheist. What appeals to some citizens about atheism?

A good answer might include discussion about the fact that some websites gives modern citizens access to intelligent arguments against religion, that some terrorism is undertaken by so-called religious people, that many modern figures of power and influence (e.g. celebrities) are less focused on discussing religion than they are on discussing sport, music or fashion.

Extra challenge

Ask more able students: *Is it a good thing that religious teenagers can research many other religions online? Give reasons for your answer.*

Recommended websites

www.ons.gov.uk/ons/rel/census/2011-census/detailed-characteristics-for-local-authorities-in-england-and-wales/sty-religion.html

Homework

Choose a religion/belief that you don't know much about. Find out ten key facts about it by the next lesson.