

RWV

**What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?**

Year 6

Spring 2

## Key Knowledge

Commitment is something shown by a range of people from all religious and non-religious backgrounds. What someone is committed to might be influenced by many different factors including their religious beliefs and who inspires them.

Muslims are committed to being part of the global ‘Ummah’, the worldwide Muslim family. They stick together, they are one under Allah. The Prophet Muhammad is very important for Muslims as he was the last messenger of Allah. Many are committed to following his example within their daily lives at home, in the Mosque and as part of the community.

Hindus are committed to Ahimsa, or harmlessness. They try to live life without killing or harming anything that lives, and by serving others generously. People such as Mahatma Ghandi, Asha Kowtal and Pandurang Shastri Athavale are examples of people who show(ed) commitment to Ahimsa and whom many Hindu’s aspire to follow.

Christians are committed to believing or trusting in God’s grace, or generosity. They believe that the grace God shows is undeserved, but it is something He gives because He loves them so much. Many Christians believe that when God sees them do something wrong, He doesn’t stop them, but instead, He ‘forgives everyone who truly repents’. Many Christians try to follow this example by showing grace towards others.

## Key images



## Enfield SACRE Statutory requirements

- A1 – Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- B2 – Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- B3 – Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.

## Prior learning

- Throughout EYFS, KS1 and KS2, children will have learnt about a range of different religions and customs within these religions. They will know what Hindus, Muslims and Christians believe about God and some of their daily customs/rituals.

## Key vocabulary

| Spelling   | Definition   |
|------------|--|
| Commitment | Being dedicated to something.                                |
| Ummah      | Arabic word meaning community.                               |
| Sewa       | Selfless service to community.                               |
| Ahimsa     | Respect for all living things and the avoidance of violence. |
| Grace      | Undeserved favour.   |
| Repent     | To feel sorry for something you’ve done.                     |

## Possible deeper thinking questions

Does everyone deserve forgiveness?

Is it more important to forgive yourself or to forgive others.

## Possible experiences

Interview people from a range of religions about how they show these qualities.

Take part in a project related to generosity or kindness to others in the community.