

Topic: The Importance of Hope

Phase: UKS2

Strand: RE – Raising Questions and Investigating

What should I already know?

- that the thoughts, feelings and actions of believers are often strenuously guided and supported by their faith.
- that people of every faith and non throughout history, been subject to and the victims of abuse because of their beliefs.
- That faith in religion gives believers hope and strength through difficult times as well as peace times.

At the end of the unit, I will be able to:

- raise questions about issues which cause people to wonder – ‘Big Questions’.
- understand that for a faith believer, some ‘Big Questions’ are answerable only by God.
- discuss the word ‘evil’, and reflect on what I think is ‘evil’ in the world around me today.
- explore the experiences of people who have shown hope in the face of evil and suffering, and make comparisons with my own life.
- identify *how* people have shown hope in the face of evil and suffering and investigate how hope and faith can give you courage during times of evil and suffering.
- reflect on why believers find hope and strength in their religion and investigate how some answers can be found in religious writings and teachings.

Key Information

Humans have been asking ‘big’ questions for millennia: ‘How did the world come to be?’, ‘What happens after we die?’ and ‘Is there a meaning to life and, if so, what is it?’, to name just three. Many such questions are central to religions and worldviews, meaning that RE is a natural place to explore big questions and responses to them with pupils. This half term we will be exploring questions like these and investigating the impact that religious faith has on people when they reflect on them. In particular, we will be looking at the impact of faith in malevolent circumstances as we find out about Rabbi Hugo Gryn and his experiences as a Jewish boy growing up during The Holocaust. We will also be discussing what we understand by words such as ‘evil’, and what differences our own life experiences have on our opinions.



**We are MANOR!
As learners we will ...**

Manners

Develop a respect and understanding for the views and opinions of other people and share ideas about our own ideas and thoughts in a respectful manner. We will celebrate good work, value others’ contributions, and discuss and debate opinions.

Aspiration

Learn by being challenged in a series of well-designed and interesting activities designed to deepen our understanding of the world and broaden our horizons. We will be aspirational in developing knowledge and conceptual understanding through practical activities and discussions.

Nurture

To recognise that we live in a wonderful world made up of many different people and ways of living. We will develop an appreciation and respect for the diverse world and environment in which we live, showing care and compassion for the people and beliefs around us.

Open-Mindedness

We will be open-minded so that we can learn more about others and the way in which they live their lives. We will listen respectfully to each other and not laugh at or make fun of what other people say.

Resilience

Engage confidently with the RE curriculum and learn that anything is possible and failure is not something to fear but to learn from. We will support each other to learn new things and share what we know so that we might help others.

The Holocaust

The Holocaust was a period in History at the time of World War Two (1939-1945), when millions of Jews were murdered because of who they were and what they believed in. The killings were organised by Germany's Nazi party, led by Adolf Hitler. Jews were the main target of the Nazis, and the greatest number of victims were Jewish. Nearly seven out of every 10 Jews in Europe were murdered because of their identity. The Nazis also killed other groups of people, including Roma and disabled people. They also arrested and took away the rights of other groups, like gay people and political opponents. Many of them died as a result of their treatment. The Holocaust was an example of genocide. Genocide is deliberately killing a large group of people, usually because they are a certain nationality, race or religion. Despite the Nazis threats and acts of genocide, many Jews stood defiant and would not give up or stop practising their religion. Even those already in concentration camps would practise Judaism secretly, knowing that being discovered would mean certain and immediate death.



Rabbi Hugo Gryn

At the age of 13, Hugo Gryn was sent to the concentration camp at Auschwitz. He lied about his age and although he was spared his life, he spent the next year in the camp in appalling circumstances. In the camp, the Jewish holiday of Hanukkah came, and after fashioning a makeshift menorah, his father melted the precious margarine ration to light a wick for the first night. The young Hugo, outraged, protested to his father. How could he use the food which sustained them in the midst of such horror, just to observe the holiday? His father said:

“My child, we know you can live three days without water. You can live three weeks without food. But you cannot live for three minutes without hope.”



After he was liberated, he built a reputation for his beliefs and his work for peace and harmony between different groups of people. He met with different groups of Jews to promote understanding and he was involved in many inter-faith meetings. He believed in the importance of peaceful co-existence between nations and races and knew that much hard work was needed to achieve this. Through his appearances on radio and television, his lectures and writing and through meetings with individuals and groups, he promoted tolerance and understanding between all people. All this despite all that he suffered and lost during The Holocaust.

Good, evil and suffering

Good - The word good means different things to different people. Everyone interprets the word differently, and what people consider to be good can also depend on their values, beliefs and culture. Generally, the word good is used for things which are not evil or bad, eg: caring for others, helping others, showing compassion to others

Evil - Evil is a cause of human suffering. There are two types of evil:

- moral evil - the acts of humans which are considered to be morally wrong
- natural evil - natural disasters, such as earthquakes or tsunamis

These two types of evil can work together, eg human evil can make natural evil worse. If natural evil, eg a drought brought on by lack of rainfall, causes crops to fail, the policies of a government can make the food shortages for the poorest people worse (moral evil).

Religions differ in what they teach about the origins of evil: Some consider it to have been present in the world from the beginning as the work of evil forces. Some believe it is part of God's creation which may have a purpose that humans cannot understand. Some consider it to be the outcome of ignorance and to have no beginning. Most religions teach that moral evil should be opposed. Attempts should be made to minimise the impact of natural evil.

Suffering - Suffering is the bearing or undergoing of pain or distress. Most people experience suffering at some time in their life. Religions attempt to explain suffering, help people to cope with it and learn from it. For some religious people, the fact that people suffer can raise difficult questions about why God allows this to happen. Some people say that God allows humans to make decisions for themselves and that suffering is caused by the choices that people make.

Vocabulary

Big Questions	Big Questions are those that inspire you to explore all possibilities – there should be no easy answer, and can be questions that are the root of debate
Faith vs Science	The scientific world often strives to exclude God from its thinking, and faith is not subject to the scientific method. There is much debate as to whether science and faith are in conflict, or if they can happily co-exist.
Evil	Something which is profoundly immoral and wicked.
Holocaust	the mass murder of Jews under the German Nazi regime during the period 1941–5. More than 6 million European Jews, as well as members of other persecuted groups, were murdered at concentration camps such as Auschwitz.
courage	mental or moral strength to venture, persevere, and withstand danger, fear, or difficulty.
hope	the feeling that what is wanted can be had or that events will turn out for the best

Quiz

- 1). Which groups of people were persecuted by the Nazis?
- 2). How old was Hugo Gryn when he was sent to Auschwitz?
- 3). Why was Hugo so annoyed with his father when he made a Menorah in the camp?
- 4). Can you name two different types of evil?
- 5). What do you think Hugo Gryn's father said "My child, we know you can live three days without water. You can live three weeks without food. But you cannot live for three minutes without hope", and what impact do you think this may have had on him?