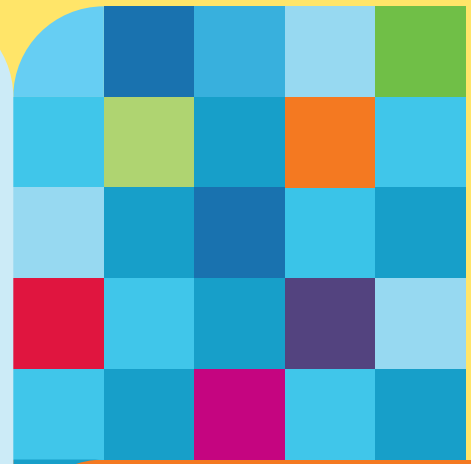


**learning about
inter faith activity**

A primary resource
for pupils aged 9–11



UNIT 1B

Introducing inter faith activity



Teacher note: This unit of work is intended as an introduction for pupils learning about inter faith relations in the UK; it follows Unit 1a *religious diversity in the UK and the importance of inter faith activity*. Teachers should consult the *Teacher Introduction* before using this unit as a basis for curriculum planning.

This unit introduces pupils to different types of inter faith activity and gives examples of different types of inter faith bodies that were established for those different types of activity.

This unit is intended to take pupils on a journey:

Inter faith activity is a feature of life in the UK. Faith communities in the UK have a history of engagement with other faith traditions.

Different types of inter faith activity have developed in the UK over the years.

Some bodies specialise in different types of inter faith activity.

There is rich diversity of inter faith activity in the UK.

About the unit

This unit is aimed at helping pupils to understand why inter faith activity is important and to learn about some of the different ways that that takes place. It looks at why and how people come together to learn about each other, develop their mutual understanding, and work together to achieve the common good. It focuses pupils on the work of bodies that do this through their promotion of inter faith encounter, learning, dialogue and action in the UK.

Vocabulary

Inter faith, multi faith

Expectations

At the end of this unit

Most pupils: will be able to talk about the importance of people coming together to learn about each other and work together to make society better for all its members. They will have reflected on the multi faith nature of the UK. They will be able to give an example of two groups or organisations that bring people together in inter faith activity, and compare and contrast their work.

Some pupils: will not have made so much progress they will be able to describe the work of one inter faith group or organisation and the contribution it makes to society.

Some pupils: will have progressed further and will be able to explain how religious sources are used to provide answers to ultimate questions and ethical issues¹ – and how faith groups draw upon these to engage with people of other faiths and how that contributes to the development of inter faith organisations.

The Inter Faith Network for the UK closed in 2024, with outward facing operations ceasing in April.

In order to ensure that the material in IFN's publications remained available to the public, to inter faith practitioners, and to scholars after IFN's closure, the copyright status of publications has been changed.

Except where otherwise noted, text content in this publication described as Copyright of the Inter Faith Network for the UK is now licensed under a [Creative Commons Attribution-NonCommercial-NoDerivs 4.0 International License](#). Unless noted otherwise, the text of guest speakers' presentations remains the copyright the speaker, and any non-textual content (eg photographs) remains copyright the Inter Faith Network for the UK or as stated.

LEARNING OBJECTIVES Pupils should learn...	POSSIBLE TEACHING ACTIVITIES
<ul style="list-style-type: none"> • That there is a difference between ‘inter faith’ and multi faith’ and the meanings given to the terms ‘faith’ and ‘religion’. 	<p>Pupils research definitions for these terms by looking at the description of these terms in Connect: a youth inter faith action guide page 8.</p> <p>Pupils look up the terms ‘religion’ and ‘faith’ in different dictionaries and compare and contrast definitions.</p>
<ul style="list-style-type: none"> • That national faith communities engage in inter faith dialogue and support their members to do likewise. 	<p>Pupils could look at the inter faith work done by the Church of England or the Catholic Bishops’ Conference of England and Wales.</p> <p>Pupils could look at pages of the Buddhist Society, the Mosques and Imams National Advisory Board’s or the Hindu Forum of Britain page on inter faith commitment as an example of a national faith community representative bodies highlighting commitment to inter faith engagement.</p>
<ul style="list-style-type: none"> • That people come together locally to build inter faith understanding and develop projects to benefit others. 	<p>Pupils could look at the Cornwall Faiths Forum: The Dor Kemmyn project, which was started to provide a place where all communities could have a space to worship. It developed into an educational outreach programme where members of the Faiths Forum go into schools and organise schools events.</p> <p>Pupils can learn about the planned building, its design and the way that people have been involved in making bricks for the project.</p>
<ul style="list-style-type: none"> • That sometimes two religious traditions/communities have wanted to come together to build better understanding in the light of their shared history. 	<p>Pupils can research the work of The Council for Christians and Jews, which specialises in dialogue between Christians and Jews and was founded in 1942 during the time of the Nazi persecution of Jews in WW2. It works across a whole series of contexts, including with university students, rabbis and clergy, and running social action projects.</p> <p>Pupils could produce a wall display showing the range of work that CCJ is involved with.</p>
<ul style="list-style-type: none"> • That faith communities and inter faith projects in the UK are of interest to academics in universities. That this interest leads to further inter faith activity. 	<p>Pupils could look at the work of the Cambridge Inter Faith Programme, based at Cambridge University and the work it does in the Story Tent project for primary schools.</p>
<ul style="list-style-type: none"> • That there is an Inter Faith Network for the UK and that Scotland, Northern Ireland and Wales have their own inter faith linking bodies. 	<p>Pupils could look at the work of the Inter Faith Network for the UK (IFN) and how it links different faith, inter faith and educational and academic bodies.</p> <p>Pupils could look at the resources that IFN produces for people interested in inter faith activity. They are free to download from its website.</p> <p>Pupils could explore the Inter Faith Week website to research the diversity of activity that goes on during the Week.</p>
<ul style="list-style-type: none"> • That inter faith activity is not just confined to groups established for that purpose and that it happens in a number of different contexts. 	<p>Pupils could look at the work of the Nishkam Centre in Birmingham and how it draws on its Sikh faith tradition to engage with other faiths to promote the common good.</p> <p>Pupils research inter faith activities that involve sport or social action².</p>

LEARNING OUTCOMES Pupils should be able to	POINTS TO NOTE
<ul style="list-style-type: none"> • Give a definition of the terms 'inter faith' and 'multi faith' and use them appropriately. 	<p>'Inter faith' is used to describe interactions between people of different faiths, and in some cases between those of religious and non-religious beliefs.</p> <p>'Multi faith' means people of many faiths are involved.</p>
<ul style="list-style-type: none"> • Describe the work of one or two inter faith bodies, either those above or others that they have researched, either nationally or locally. 	
<ul style="list-style-type: none"> • Explain why inter faith dialogue is important in the religiously diverse UK. 	<p>Look at the IFN's page on dialogue which will give some pointers that can be used: https://www.interfaith.org.uk/activity/dialogue.</p>
<ul style="list-style-type: none"> • Demonstrate an understanding that there is a variety of inter faith activity and of inter faith bodies that promote inter faith understanding. 	
<ul style="list-style-type: none"> • Demonstrate that they know about the local inter faith body that is closest to them. 	<p>Information about this can be found on the IFN website: https://www.interfaith.org.uk/involved/groups.</p>

NOTES

Connect: a youth inter faith action guide is a publication of the Inter Faith Network for the UK. It is aimed specifically at 16 – 25 year olds but may have some useful materials that could be adapted for use in the primary setting.

The Buddhist Society is a Buddhist linking bodies in the United Kingdom. Founded in 1924 it is one of the oldest Buddhist societies in Europe.

The Hindu Forum of Britain is the largest umbrella body for British Hindus working in public policy, capacity building and developing inter faith relations for a inclusive Britain.

The Catholic Bishops Conference of England and Wales is a national organisation representing the Catholic Church in carrying out its duties for the in England and Wales.

The Church of England is the established church in England and is part of the worldwide Anglican Communion. It has a number of inter faith projects, which include Presence and Engagement and Near Neighbours. The Church of England dioceses have inter faith advisors.

Dor Kemmyn means ‘common ground’ in Cornish. It is a project of the Cornwall Faith Forum, which aims to build a multi faith space in Cornwall. It also has a schools outreach programme.

The Council of Christians and Jews (CCJ) was founded in 1942, during the Second World War, and specialises in dialogue between Christians and Jews. CCJ has local branches across the UK.

The Cambridge Inter Faith Programme runs a programme called Scriptural Reasoning and has developed work with primary schools, as in the Story Tent project.

The Nishkam Centre is a Sikh faith-led organisation in Birmingham working for the benefit of all communities.

The resource points to a number of resources linked to Inter Faith Network member bodies and other sources. There are many such materials available and those included are in no way exhaustive. IFN’s member body list and other resources on its website www.interfaith.org.uk will take you to other useful materials.

The links provided are to materials of independent organisations. IFN takes no responsibility for their content – as it stands at this time or as it may evolve. The links may change over time. They are correct at November 2019 and will be checked periodically. If you find any that do not work, please do let us know so that we can replace them.

The resource covers a broad range of faith traditions in the UK and this is reflected across the resource as a whole, not in all or any one of the individual units.

1 National Framework for Religious Education (QCA 2004 page 36)

2 As noted in the Teacher Introduction there are additional units that could form the basis of extended learning, which include sport and social action.