

Title: Poverty (Evil in the World)

Titles	Why does Poverty exist?	Qatar – Wealth and Poverty in the World Cup	Charities' response to poverty
Logic	<p>DISCLAIMER: The Teachers' Notes have been updated so that the resource can be used through Curriculum for Wales. However, the content of the articles has been archived and the information has not been updated. The articles are kept on the website as the content is still relevant to Curriculum for Wales: Religion, Values and Ethics.</p> <p>The four purposes of 'Curriculum for Wales - A curriculum for life' By learning about Special Places in their Religion, Values and Ethics education lessons, there will be opportunities for learners to develop [as/into]:</p> <ul style="list-style-type: none"> • Ambitious, capable learners who can explain the ideas and concepts they are learning about; • Healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs; • Enterprising, creative contributors who give of their energy and skills so that other people will benefit; • Ethical, informed citizens who engage with contemporary issues based upon their knowledge and values. <p>RVE in The Curriculum for Wales By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to:</p> <ul style="list-style-type: none"> • Engage with and explore ultimate and philosophical questions • Undertake enquiries and engage with sources of wisdom and philosophies • Develop and express their own informed viewpoints • Use their knowledge and understanding of religious and non-religious worldviews to think critically about their own values • Explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history • Evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues • Explore the beliefs and practices of the people in their community, Wales and the wider world and respond sensitively to them • Develop secure values and establish their own ethical beliefs and spirituality • Discuss and reflect on their own perspectives and those of others 		

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	<p>The RVE lens By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to explore a range of RVE concepts through the sub lenses below:</p> <ul style="list-style-type: none"> • <u>Search for meaning and purpose;</u> • <u>The natural world and living things;</u> • <u>Identity and belonging;</u> • <u>Authority and influence;</u> • <u>Relationships and responsibility;</u> • <u>Values and ethics;</u> • <u>The journey of life;</u> <p>*Please note that RVE is locally determined through an agreed syllabus. Each local authority has its own agreed syllabus for RVE that schools must have regard to. All agreed syllabi have had regard to the Curriculum for Wales framework and RVE guidance referenced above and below.</p> <p>Useful Links:</p> <p>The RVE Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance</p> <p>Hwb Humanities Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities</p> <p>Statements of What Matters - https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/</p> <p>Cross-cutting Themes - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes</p>		

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Key Words	<p>6 major world religions- An umbrella title for the 6 biggest/ most popular religions in the world (includes Hinduism, Judaism, Christianity, Islam, Buddhism and Sikhism).</p> <p>Aryan- Indo Europeans who invaded Northern India in the 2nd millennium BC.</p> <p>Brahmin- The priests within the caste system.</p> <p>Creator- A supernatural being who some believe created our world.</p> <p>Dana- Giving</p> <p>Global Citizenship- A responsibility to look after our world.</p> <p>Hinduism- The oldest of all major world religions.</p> <p>Inequality- Being treated differently because of a specific factor(s).</p> <p>Kshatriya- The warriors within the caste system.</p> <p>Poverty- A lack of money and resources.</p> <p>Privilege- A special right or advantage because of who you are.</p> <p>Religion- A set of beliefs, often includes worship of a superhuman controlling power (God).</p> <p>Sewa UK- An Indian Hindu charity based in the</p>	<p>Football World Cup - a tournament organised every four years between world nations. A number of qualifier matches must be played to reach the final rounds.</p> <p>Red Wall - the name given to Wales' supporters</p> <p>Doha - capital of Qatar</p> <p>Arabic - the Semitic language of the Arabs, spoken by approximately 150 million people across the Middle East and North Africa.</p> <p>'Arabian is anyone from Middle Eastern and North African nations where Arabic is the main language.'</p> <p>Adjective relating to Arabian people's literature or language. 'Arabian Literature'.</p> <p>Punishment - punishment for something that is illegal or against the rules.</p> <p>Semi-constitutional monarchy - a monarchy where the king/queen rules according to a democratic constitution but still retains substantial powers.</p> <p>Emir - Arabic term for the head of state</p> <p>Salafi Islam Wahabist Organisation - an organisation that is part of Sunni Islam and is fundamentalist in nature</p> <p>Sharia - Islamic religious law that provides guidance</p>	<p>Poverty - living without life's necessities in terms of food, clothing and home.</p> <p>Fairness - a situation where everyone is treated the same in terms of care and life needs.</p> <p>Denominations - various groups within a religion, usually Christianity.</p> <p>Fair Trade - a trading system where those producing food are properly treated and paid.</p> <p>Conflict - a situation of failing to cohabit due to war and all kinds of differences.</p>

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	<p>UK.</p> <p>Sudra- The commoners within the caste system.</p> <p>System- A set of things put in place.</p> <p>The caste system- An order of social groups within India/ Hinduism. Tradition- a long established custom that is passed through generations.</p> <p>Untouchables- Those seen as outcasts within the caste system. Often street sweepers, cleaners..)</p> <p>Vaishya- The merchants/landowners within the caste system.</p>	<p>to Muslims on how to live. It derives from the Qu’ran and the Hadith</p> <p>FIFA - the body that manages world football</p> <p>Amnesty International - an organisation that seeks to ensure human rights in all countries</p> <p>Kafala sponsorship system - the system that creates poverty and injustice in Qatar where the worker is sponsored by the employer and is therefore indebted to him.</p> <p>Migrants - people moving from one country to another mainly looking for work or a better standard of living.</p>	
<p>Search words</p>	<p>Brahmin</p> <p>Hinduism</p> <p>Inequality</p> <p>Kshatriya</p> <p>Poverty</p> <p>Privilege</p> <p>Religion</p> <p>Sudra</p> <p>System</p>	<p>Qatar</p> <p>Persian Gulf</p> <p>Football World Cup</p> <p>Red Wall</p> <p>Doha</p> <p>Emir</p> <p>Sharia</p>	<p>Poverty</p> <p>Fairness</p> <p>Denominations</p> <p>Fair Trade</p> <p>Conflict</p>

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	Tradition Untouchables Vaishya	Alcohol Amnesty International Poverty Employees Football pitches Migrants Islam Slavery	
Extended Tasks			
Classroom Tasks	<ol style="list-style-type: none"> To gain an understanding of what charitable work Sewa UK achieve, read an 'Intern Blog' from their website. There are a variety to choose from! A link is attached below. Youth For Sewa – Engage Discover Serve Scroll down to page 8 for a task on 	<ol style="list-style-type: none"> Design a leaflet for those visiting Qatar during the World Cup by drawing attention to some of the most important things that belong to the country. Undertake further research into the beliefs of the Salafi Islam Wahabist Organisation Write an article arguing that people should not visit Qatar to support a society where injustice is so prominent. 	<ol style="list-style-type: none"> Research some of the High Street charities, e.g. Oxfam, Hope House, Cancer Research, Air Ambulance. Why not select those seen in your area? What is the aim and what motivates the work of these charities? Gather information on one aspect of the work of Christian Aid or Muslim Aid, e.g. Short-term/Long-term Aid, Improvement of Medical/Educational Provision. Christian Aid Week in May receives

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	the Caste System.	<ol style="list-style-type: none"> 4. Imagine that you are a worker arriving in Qatar to work on one of the football pitches and write a letter home describing the circumstances. 5. Undertake further research into Sharia law and discuss whether or not it is suitable for the twenty first century. 6. Create a blog - Qatar and the World Cup. 	<p>considerable attention every year. In 2022, attention was given to the lives of Janet and Jessica in Zimbabwe. Present the nature of their lives in a format of your choice: Poster, Illustration, Monologue, Mind Map - you choose!</p> <ol style="list-style-type: none"> 4. The Teams4U charity is located in the Wrexham area. Gather information about the background of this charity and what motivates the work. 5. 'Let the little children come to me' were the words of Christ. To what extent does the Teams4U work in Ukraine follow these words in a practical way?
Further resources			

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The Caste System: A Social Hierarchy

Who are the Brahmins?

Who are the Kshatriyas?

Who are the Vaishyas?

Draw a diagram of the caste system:

Who are the Sudras?

Who are the untouchables?

CHALLENGE: Can you think of any advantages of the caste system?

CHALLENGE: Can you think of any disadvantages of the caste system?