

Title: Religion and Food

Titles	Vegetarianism/Veganism	Food rules in Judaism and Islam	Food and Celebration
<p>Logic</p>	<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 However, the content of the articles has been archived and the information has not been updated.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 Religion and Food 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>		
<p>Key words</p>	<p>Advocate- Stand for something you believe in.</p> <p>Ahimsa- Non-violence.</p> <p>Biodiversity- The variety of life on Earth at all its levels, from genes to ecosystems</p>	<p>Kashrut – A term for Jewish dietary laws.</p> <p>Mitzvot – the orders that are followed by Jews.</p> <p>Torah - the five books of the Jewish law.</p>	<p>Culture - the ideas, practices and values belonging to a particular people or community.</p> <p>Eid al-fitr – the Festival that brings Ramadan fasting to an end in the Islamic religion</p>

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	<p>Compassion- Recognising the suffering of others and then take action to help.</p> <p>Conservation- Prevention of wasteful use of a resource.</p> <p>Conviction- A firmly held belief or opinion.</p> <p>Empathy- The ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling.</p> <p>Environmental- Relating to the natural world and the impact of human activity on its condition.</p> <p>Ethical- A person or behaviour that is seen as right in the moral sense.</p> <p>Holistic- Relating to or concerned with wholes or with complete systems rather than with the individual parts.</p> <p>Interconnection- The fact or state of being connected or linked with one another</p> <p>Mindfulness- Maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens.</p>	<p>Kosher- food that is acceptable to Jews.</p> <p>Trefah- food that is unacceptable to Jews.</p> <p>Parev- neutral food according to the Jewish dietary laws.</p> <p>Shechitah – the Jewish method of slaughtering animals for consumption.</p> <p>Shochet- the person eligible to slaughter an animal for it to be kosher/acceptable to Jews.</p> <p>Quran- The Islamic holy book.</p> <p>Sunnah - Islam practices and traditions that come from the words and the history of prophet Muhammad.</p> <p>Halal - food that is permitted by Islam rules.</p> <p>Halal - food that is not permitted by Islam rules.</p>	<p>Ramadan - a holy month in the Islam religion when Muslims will fast</p> <p>Medina - one of the most holy cities in the Islamic religion - in Saudi Arabia</p> <p>Peshach Holiday - A Jewish Festival that celebrates the history of Moses saving the Jews from Egypt's servitude.</p> <p>Seder Meal - the symbolic meal that is eaten as part of the Peshach celebrations</p> <p>Purim Holiday - A Jewish Festival that celebrates the history of the princess Esther saving the Jews from Haman's plan to kill them.</p> <p>‘Hamantaschen’ – Haman pockets or ears - the triangular cakes that are eaten during the Purim</p> <p>Easter Holiday - A Christian Festival that celebrates Jesus’ resurrection.</p> <p>Mass Service / Communion / Lord's Supper - the practice in churches and chapels of eating bread and drinking wine to remember about the crucifixion of Jesus.</p>

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	<p>Philosophy/ Philosophical- A theory or attitude that acts as a guiding principle for behaviour.</p> <p>Rastafari- A religion that was developed in Jamaica.</p> <p>Spiritual- Relating to religion or religious belief or relating to or affecting the human spirit or soul as opposed to material or physical things.</p> <p>Stewardship- Duty to look after the world.</p> <p>Sustainable- Made in a way that causes, little or no damage to the environment and therefore able to continue for a long time.</p> <p>Vegan- A person who refrains from eating animal produce.</p> <p>Veganuary- Becoming Vegan for the month of January.</p> <p>Vegetarian- A person who refrains from eating meat.</p>		<p>Identity - what makes us who we are, either as individuals, a community, or a nation.</p>
Search words	<p>Advocate</p> <p>Ahimsa</p> <p>Biodiversity</p> <p>Compassion</p> <p>Conservation</p>	<p>Kashrut</p> <p>Mitzvot</p> <p>Torah</p> <p>Kosher</p> <p>Trefah</p>	<p>Eid al-fitr</p> <p>Ramadan</p> <p>Islam</p> <p>Medina</p>

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	Conviction- Empathy Environmental Ethical Holistic Interconnection Mindfulness Philosophy/ Philosophical Rastafari Spiritual Stewardship Sustainable Vegan Veganuary Vegetarian	Parev Shechitah Shochet Quran Sunnah Halal Haram	Saudi Arabia Peshach Moses Seder Egypt Slaves Purim Esther 'Hamantaschen' Easter Holidays Resurrection Mass Service / Communion / Lord's Supper Chinese New Year
Extended tasks	'The food that we eat makes no difference in terms of the kind of person we are' - Discuss this by considering arguments in favour and against the statement.		

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Classroom tasks	<ol style="list-style-type: none"> 1. Create a VEGAN menu for a party. You need to come up with a three course meal for you and your guests. 2. Vegetarianism and Veganism are often confused with one another, but they aren't the same! Complete the venn diagram, including the list of foods in the correct section. Eggs, Milk, Cod Fish, Cucumber, Milk chocolate, Salmon, Latte Coffee, Honey, Peppers, Cheese 	<ol style="list-style-type: none"> 1. Collect information on how keeping meat and milk separate can make things complicated in a Jewish Kitchen. 2. Prepare a three-course menu that keeps to the kashrut rules. 3. The Jews vary substantially in terms of keeping to kashrut. What is the attitude of Jews in Wales and beyond? Remember to discuss different Jewish traditions and groups. 4. 'It is difficult to find kosher and halal food in Wales', To what extent is this true? 5. You have invited a Muslim family to your home for a Welsh Meal. Make a list of the things to remember when preparing the food. 	<ol style="list-style-type: none"> 1. Discuss whether the use of the food is necessary in the celebrations that are referred to in the article. Would the meaning of the celebrations be lost if the food and eating was not a part of them? Does including food or special food prevent some people from taking part in the celebrations e.g., would vegetarians be able to take part in a celebration that includes eating meat? 2. To what extent is food a part of our identity? Write an article on the subject - "You are what you eat". 3. Research further into the practices of the holidays that are referred to and give a summary to the rest of the class in the form of a news report. 4. Create a vlog on the use of food in celebrations.
Further resources			

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