

## Unit 13 How do we deal with conflict?

### About the unit

Schools need to decide which opportunities to develop as explicit citizenship provision. This unit explores conflict and ways of resolving it and is designed to be delivered through citizenship or RE. It looks at what conflict is and how it arises; what different religions teach about forgiveness; and the importance of these teachings in resolving conflict. It examines forgiveness through pupils' own examples as well as the examples of reconciliation offered by key historical figures and groups.

The unit examines conflict in personal relationships, local communities and the global community. It evaluates the need for understanding, respect and compromise and reflects on contemporary issues.

### Where the unit fits in

This unit addresses the following aspects of the key stage 3 citizenship programme of study:

#### Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1f the work of community-based, national and international voluntary groups
- 1g the importance of resolving conflict fairly
- 1i the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations

#### Developing skills of enquiry and communication

Pupils should be taught to:

- 2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- 2b justify orally and in writing a personal opinion about such issues, problems or events
- 2c contribute to group and exploratory class discussions, and take part in debates

#### Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

This unit links with unit 10 'Debating a global issue', unit 11 'Why is it so difficult to keep the peace in the world today?', unit 7 'Local democracy' and unit 8 'Leisure and sport'.

This unit also links with many aspects of RE in local agreed syllabuses and with the following units in the RE scheme of work at key stage 3: unit 7B 'What does justice mean to Christians?', unit 8C 'Belief and practice (generic)', unit 9C 'Why do we suffer?', unit 9D 'Why are some places special to religious believers?'.

### Expectations

#### At the end of this unit

**most pupils:** understand different types of conflict. They understand Christian and other religions' teachings on forgiveness and conflict. They recognise that forgiveness is not always easy and it may be necessary to compromise. They understand that not forgiving may result in further conflict. They know about the major religions' Holy Sites in Jerusalem or other areas of conflict. They describe how some religions share some beliefs and values and ask relevant questions about identity, tradition, conflict and peace. They discuss their opinions of conflict, forgiveness, compromise and reconciliation, and make an informed response.

**some pupils have not made so much progress and:** understand some aspects of conflict. They know about people and groups of people who work to resolve conflict. They recognise the struggle that some individuals, communities or religions experience in achieving reconciliation and forgiveness. They consider basic questions of respect in Jerusalem or other places of conflict.

**some pupils have progressed further and:** understand how simple conflict relates to global conflict. They critically evaluate the outcomes of continuing conflict or compromise and reconciliation in places like Jerusalem. They understand political situations, their religious dimensions and the difficulties in resolving them.

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## Resources

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 3 citizenship scheme of work site at [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)

- United Nations High Commissioner for Refugees
- United Nations Association UK
- Religious Tolerance (OCRT) (*promotes tolerance of all faiths*)
- Interfaith (*information on various religious and spiritual organisations*)
- Muscade (*reference point for anyone interested in RE*)
- TAIZE
- Coventry Cathedral
- Community Service Volunteers' online database of voluntary organisations
- Muslim Aid
- Christian Aid
- Amnesty International
- World Council of Churches
- QCA (*for information on RE*)

NB: care should be taken when encouraging pupils to access websites

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## Literacy and language

References to the Key Stage 3 National Strategy *Framework for teaching English, Years 7, 8 and 9* (NSE) are given in brackets and are indicated in appropriate sections of this unit.

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- conflict, *eg persecution, dialogue, co-existence, respect, compromise*
- resolution, *eg forgiveness, reconciliation and renewal*
- names of places connected with conflict in the world, *eg Jerusalem, Yad Vashem, Corymeela*

Speaking and listening – through the activities pupils learn to:

- use speculative talk to develop thinking about complex issues (year 7 S&L12, year 8 S&L10, year 9 S&L9)

Writing – through the activities pupils learn to:

- assemble ideas in an appropriate planning format (year 7 Wr2, year 9 Wr2)

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## Links with other subjects

PSHE: 3h, 3i

Pupils should learn:

Pupils:

### What do we mean by conflict?

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| <ul style="list-style-type: none"> <li>• to define conflict and learn about the different types of conflict</li> <li>• to examine different perspectives on conflict and consider why conflicts arise</li> <li>• how conflict affects individuals and communities</li> <li>• to assemble ideas in an appropriate planning format (NSE)</li> </ul> | <ul style="list-style-type: none"> <li>• Ask the pupils, working in pairs or groups, to study newspaper and magazine pictures of conflict between individuals, groups of people or communities. Include young people and parents, bullying situations, violence, arguments between friends, groups threatening one person or another group, and possible racial conflict. What kind of conflict is happening in the picture? What are the people doing? What could have happened before the picture was taken? And after? How does the situation affect those in the picture? Might it affect others who are not in the picture?</li> <li>• Ask pupils to consider other situations of conflict they know about. These could be at school or in the media. Include local, regional, national and international situations.</li> <li>• Build a class list of types of conflicts and ask the pupils to discuss common features. Ask pupils to work in pairs to produce a definition of conflict.</li> <li>• Pupils select one conflict situation and consider how it affects individuals and communities. In groups, they produce a storyboard to show the conflict, its origin and one possible outcome.</li> </ul> | <ul style="list-style-type: none"> <li>• define conflict</li> <li>• identify different kinds of conflict and why they arise</li> <li>• understand how conflict begins and how it affects individuals and communities</li> </ul> | <ul style="list-style-type: none"> <li>• Review with pupils their agreed ground rules at the start of the unit (see <i>Teacher's guide</i> and introductory unit 1 'Citizenship – what's it all about?').</li> <li>• Make pupils aware that this is not a forum for them to air grievances against other pupils.</li> <li>• Control difficult groups by asking pupils to write down points to share with the class one at a time.</li> <li>• This topic may be influenced by media coverage of current world conflicts. Take care not to perpetuate stereotypical views.</li> <li>• The topic may provide a teaching opportunity in resolving conflict in class.</li> <li>• Link with thinking skills: enquiry, reasoning.</li> <li>• Link with NSE: year 7 Wr2, year 9 Wr2.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****What part does forgiveness play in resolving conflict?**

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| <ul style="list-style-type: none"> <li>• about the teachings of Jesus and other key religious figures concerning forgiveness</li> <li>• about forgiveness: that it is not always easy and that it may have a big impact on people</li> <li>• about forgiving and forgetting and the importance of the link between repentance and forgiveness</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils could study the parable of the Unmerciful Servant (Mt 18:21–35) and discuss what Jesus was trying to teach. Ask them to write a modern version of this parable, thinking about different possible outcomes.</li> <li>• Ask pupils to consider Jesus forgiving his executioners (Lk 23:34). They could watch an extract from the film <i>Jesus of Nazareth</i> to help stimulate a discussion about how the people at the crucifixion may have felt and why.</li> <li>• Look at The Lord's Prayer (Lk 11:2–4) and consider things that pupils forgive and might like to be forgiven for.</li> <li>• Pupils study the teachings of religious leaders such as Guru Nanak, the Buddha, Muhammad ﷺ and Moses on forgiveness, reconciliation, and how to treat other people. How were these teachings originally taught? How do they influence followers now? Are there any similarities between the religions? What lessons are there for people who are not members of a faith group? How do different religions respect and/or tolerate the views of others? Is fairness always a factor in reconciliation?</li> <li>• Ask pupils to write about forgiveness. They could base it on personal experiences, or on imaginary characters.</li> <li>• Ask pupils to return to the storyboard produced earlier and develop an ending that reflects what they have learnt about forgiveness and reconciliation. In this activity they should illustrate fairness, respect for and tolerance of the views of others.</li> </ul> | <ul style="list-style-type: none"> <li>• understand Jesus' attitude to forgiveness</li> <li>• explain the significance of Jesus' teaching for aspects of life today</li> <li>• understand the teaching of other religious leaders on forgiveness and discuss its significance to aspects of life today</li> <li>• describe how it feels to forgive, or not; or to be forgiven, or not; and explain how difficult this might be for people</li> <li>• respond to issues such as expecting others to forgive us if we will not forgive them; and appreciate what happens if we forgive but do not forget, and how to feel and express real forgiveness</li> <li>• recognise that forgiveness can be difficult and involves empathy with others</li> <li>• respect and tolerate the views of others</li> </ul> | <ul style="list-style-type: none"> <li>• The choice of religions depends on locally agreed syllabus requirements.</li> <li>• There is always a danger of promoting an ideal of a key religious figure that followers do not always live up to. The lesson should include the reasons for this.</li> <li>• There is much opportunity here for reflective work and spiritual development. It may also be appropriate to further develop the theme of forgiving and forgetting.</li> </ul> |
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**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****Are forgiveness and conflict resolution possible?**

- about specific situations in which forgiveness and conflict resolution are implemented, *eg Coventry, Northern Ireland*
- some of the values expressed in these situations
- about current situations of conflict, and the role of local, national and international groups
- Use the story of Coventry Cathedral and the work for reconciliation following the Second World War to discuss why people thought it necessary to work for peace.
- Explore reconciliation stories from Northern Ireland where Protestants and Catholics work together. Pupils could consider the work of the Corymeela Community, the World Council of Churches, local churches and the ecumenical movement. Songs from the musical 'The Beautiful Game' may act as illustrations.
- Discuss with the pupils the motivation and idealism behind such initiatives. Use thought bubbles to connect texts and ideals with real events, and balance diagrams where there are tensions to be resolved.
- Explore current conflict situations as they arise. Pupils could address the religious and other factors that are involved through debate and speech writing. They consider the work of voluntary organisations and inter-faith groups such as the United Nations and other agencies, *eg Christian Aid, Muslim Aid, Amnesty International*.
- Use flow charts to show a sequence of events that will lead to no forgiveness. Repeat the diagram, this time ending with forgiveness. Discuss with the pupils the differences and the difficulties for those involved.
- describe situations in which people find it difficult to forgive, and explain why
- explain that forgiveness and reconciliation may lead to peace, and give examples
- realise that not forgiving may lead to a chain of further events involving anger, hatred and escalation of the conflict
- There are many examples of individuals or communities working towards reconciliation.
- Refer to the Community Service Volunteers' online database of voluntary organisations (see [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)).
- The Coventry Cathedral website includes information about reconciliation resources.
- There are also many examples of forgiveness in action, *eg Gordon Wilson in Northern Ireland*.
- Link with thinking skills: enquiry, reasoning.

**A contemporary situation – Jerusalem: conflict or reconciliation?**

- that Jerusalem is important to Jews, Christians and Muslims
- to understand why Jerusalem is a place of conflict, in a region of conflict
- about examples of conflict, coexistence, dialogue and harmony in Jerusalem which have implications elsewhere, including in their own communities
- to use speculative talk to develop thinking about complex issues (NSE)
- Explore the reasons for the current situation in Jerusalem. Ask pupils to draw a map of the Walled City of Jerusalem showing the major sites for each religion. Point out how each is close to, or part of, another's traditional area.
- Use textbooks, tour guides and videos to explore the historical and religious traditions of the sites. Include the Dome of the Rock; Western Wall; Via Dolorosa; Yad Vashem; and Church of the Holy Sepulchre.
- In groups, pupils discuss the possibility of a shared holy city. Pupils' ideas could form part of a project about their opinions and hopes for the future in Jerusalem.
- Carry out a similar exercise for other forms of conflict, including within pupils' own communities (see next topic).
- understand why there is conflict in and around Jerusalem
- describe the points of view of people who live there and are involved in the conflict
- produce an informed summary of their own views and opinions
- appreciate why reconciliation is difficult but necessary, and realise the need for dialogue and possible need for compromise
- Link with RE: unit 9D 'Why are some places special to religious believers?'. This unit includes more details of voluntary groups and resources.
- Link with ICT: use ICT to research the major sites.
- Focus on Yad Vashem and what this represents.
- The ways in which the media interpret events can be useful for discussions about media bias.
- A similar approach could be taken to other well-known places of conflict such as sites in India, and pupils' local communities where there may be conflict between members of different groups.
- Link with thinking skills: evaluation.
- Link with NSE: year 7 S&L12, year 8 S&L10, year 9 S&L9.

**Learning objectives**

Pupils should learn:

**Possible teaching activities****Learning outcomes**

Pupils:

**Points to note****How can conflict be resolved?**

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| <ul style="list-style-type: none"> <li>• to apply the lessons about conflict to their own communities</li> <li>• how coexistence, peace and harmony and the need for dialogue may be necessary locally and nationally</li> <li>• to consider their own attitudes to conflict resolution</li> <li>• to put into practice their ideas for conflict resolution</li> </ul> | <ul style="list-style-type: none"> <li>• Review what the class has learnt about conflict and conflict resolution. Ask pupils to identify the factors they think need to be present for a peaceful end to conflict. Can they apply these factors or actions to a conflict situation they know about? (This could be a personal, school or community conflict.) They could contact the local Standing Advisory Council for RE (SACRE) and local inter-faith groups to discuss community issues that involve different faith groups.</li> <li>• Discuss symbols of peace and their importance, eg <i>the Dove of Peace</i>. Let pupils design their own symbol for reconciliation.</li> <li>• Ask pupils to analyse, in pairs, some dilemmas involving forgiveness and dialogue. Encourage them to think of case studies and stories, whether they are from television programmes or are real situations. Should they forgive? If so, why, when and how? What happens if they do not forgive? How would they start dialogue and reconciliation? Offer feedback to the whole class.</li> <li>• Pupils could prepare a Peace Charter for personal, school or community situations. Discuss how they would publish and implement it. How would they deal with conflict at school?</li> </ul> | <ul style="list-style-type: none"> <li>• identify common features of conflict resolution in different religions</li> <li>• explain the need for reconciliation and dialogue in their own lives</li> <li>• understand the need for principles and compromise: that 'fair' may not mean 'getting our own way'</li> <li>• are aware of, and respond to, contemporary situations in their communities</li> </ul> | <ul style="list-style-type: none"> <li>• Stress the complexity of these issues – there is a danger of over-simplifying complex local, national and international issues.</li> <li>• A safe environment and sensitive handling are necessary if teacher and pupils are to consider conflict in their own lives. There is information in the <i>Teacher's guide</i> about dealing with controversial and sensitive issues.</li> <li>• These activities can apply to school conflict situations in the context of the school behaviour policy.</li> <li>• It may be important to involve local and community leaders if there are contentious community issues.</li> <li>• Link with thinking skills: creative thinking.</li> </ul> |
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