

## RE: 6.4 'What was the Kindertransport? Who resisted and rescued? How can we be upstanders today?'

### SACRE links

Know about and understand religions and worldviews	Express ideas and insights into the significance of religion and worldviews	Gain and deploy skills for engaging with religions and worldviews
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.



Key Vocabulary	Definition
Beliefs	Something one accepts as true or real; a firmly held opinion.
Jews	A member of the people and cultural community whose traditional religion is Judaism and who trace their origins through the ancient Hebrew people of Israel to Abraham.
Kindertransport	The operation to evacuate Jewish children from Nazi-controlled areas of Europe to the United Kingdom between 1938 and 1940.
Nazi	A member of the far-right National Socialist German Workers' Party.
Persecution	Hostility and ill-treatment, especially on the basis of ethnicity, religion, or sexual orientation or political beliefs.
Prejudice	A preconceived opinion that is not based on reason or actual experience.
Upstander	A person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied.

Objective 1	Objective 2	Objective 3 (2 sessions)	Objective 4	Objective 5
To learn about the Jewish religion and community prior to the war.	To learn about the persecution of Jewish people during the war.  (Anne Frank link)	To learn about the Kindertransport scheme. To learn about case studies linked to this scheme. To write about the life of a Kindertransport.	To know what an upstander is. To learn about ways that we could be upstanders.	To creatively express ideas about prejudice.

### Key Knowledge

- To know that Jews experienced prejudice during the second world war.
- To know who Anne Frank was and where she hid.
- To know what kindertransport means.
- To understand what prejudice means.
- To know who the Nazis were, who their leader was and which groups they disliked.