# **Disposition: Remembering Roots**

## **Lesson:** Two & Three Decide how to allocate this material over two lessons

### Question/LO: How do statues perpetuate the stories that Christians and Sikhs think are important to retell?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | Recap from the previous lesson different ways in which historical people/events are remembered and the monuments that are erected. Question: Is a statue a good way to remember someone? Who deserves a statue? Which people alive now, or in recent memory, deserve to have a statue of themselves erected so that their deeds and actions can be remembered by people in the future?  Elicit a few names from pupils. Create small working groups. Allocate a name to each group of pupils to develop a few points as to why their character deserves a statue. Groups can then present their points to the rest of the class, followed by a vote. | n/a |
| Learning about religious traditions and non-religious world-views  Consider how the lessons of the past and the promises which were kept in the past help us to go forward. | Sometimes statues are erected of people from faith communities. In Smethwick, near Birmingham, members of the Guru Nanak Gurdwara campaigned to have a statue of a Sikh soldier erected to commemorate all the soldiers with roots in the Indian subcontinent in the first world war.  What are the pupils’ views about this statue? Why was it important for Sikhs to have this statue on view?  In the past, people have erected statues to people who happened to be part of Christian communities. One example is John Wesley, who is said to have founded Methodism or the Methodist Church. There are many statues to him. In Bristol, there is a statue of him on a horse. Find out some more about John Wesley.  Why do the pupils think that people put up a statue of John Wesley? What was it about his life and achievements that made people think that he deserved a statue?  Another statue in Bristol was erected to Edward Colston, who was also a Christian. As a result of his giving away of lots of money to charity, both in Bristol and more widely in the UK, people thought that he was a very generous man. HOWEVER, the source of his wealth was the slave trade. Find out more from the BBC news article. The article outlines his activities. In 2020, as part of the Black Lives Matter protests, people knocked over his statue and pushed it into the river. Do the pupils think that any people should have statues? What is the difference between the lives and actions of the two men commemorated in these statues? What from their lives was worth remembering?  What do Christians today think about statues of these two men? Ask pupils to contact the local church or other Christians known to the school. Ask pupils to devise questions which seek the views of the Christians about whether it is good to have a statue of a man who gave a lot of money to charity, whether it is good to have a statue of a religious leader like John Wesley, and who they would commend as good examples of Christians who deserve a statue.  Can pupils design a statue of one of the examples suggested? | <https://www.bbc.co.uk/news/uk-england-birmingham-46083728>  Find an image of the Bristol statue of John Wesley on a horse.  <https://www.youtube.com/watch?v=sEbm53o1HKo>  NB This is a short video about John Wesley and his influence on the Methodist Church today. It is made for Methodists and presents their viewpoint. Suggesting its use here is not to encourage pupils to become Methodists!  <https://www.bbc.co.uk/news/uk-england-bristol-42404825>  https://www.youtube.com/watch?v=l70SI9I1UPk The first two minutes of this clip from the Independent give a view of what happened and why people were upset by the statue and why other were angry that it had been pushed over.  There are further excellent resources to support an exploration of statues of religious people and anti-racism in the materials produced by RE Today and the Methodist Church: What can we learn from the stories of two statues in Bristol: Colston and Wesley? <https://www.methodistschools.org.uk/resource/details/54-anti-racist-re-resources-from-the-free-churches-group-and-methodist-schools>  There is an accompanying powerpoint with the same title with great classroom questions and activities <https://www.natre.org.uk/about-natre/projects/anti-racist-re/primary-classroom-resources/> |
| Learning from faith and non-religious world-views | Question: How does remembering the past help people to go forward?  What can be learned from how Christians commemorated people in the past? What lessons are there for the present and the future? | n/a |
| Learning to discern | Are there times when people need to be critical of what happened in the past? | n/a |