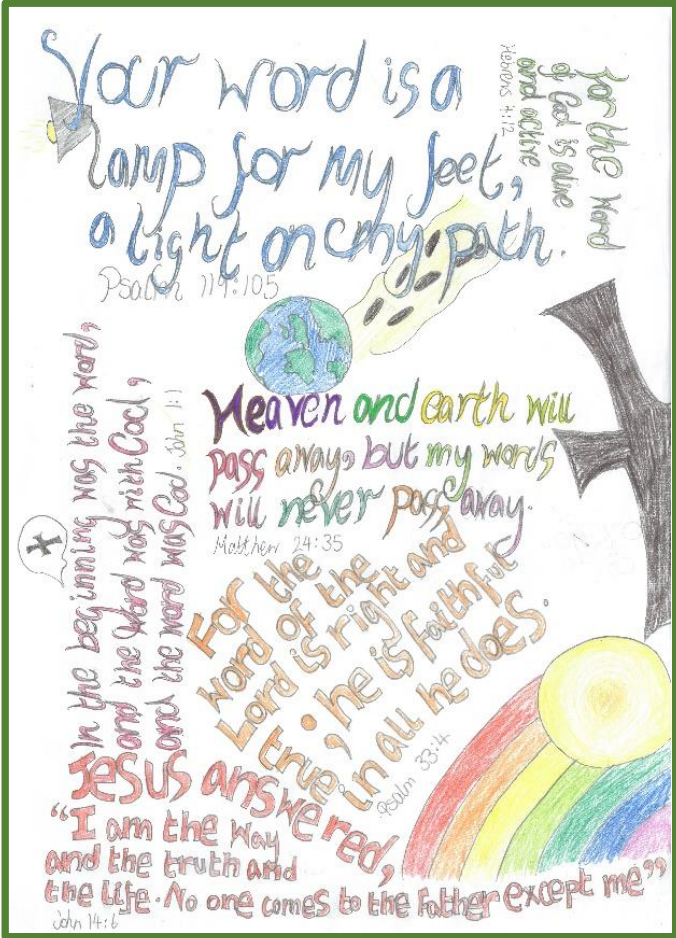


# Ethical Veganism in RE

## Unit 5 (ages 14 to 16)

### Is veganism a religious duty?



**‘Perspective’**

**Ping-Ting, Age 13**

**NATRE Art in Heaven, 2017**

Ping-Ting wrote:

“The colours I’ve used are all different because we have different ways of seeing things and we are all different, but still base our lives on God’s words. I used bright colours to also represent the brightness and light of God and his words. The idea is basically to show we are all different and have different views of God and his words.”

## Aims of Religious Education

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that students can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

To help you to make the most of these units, please read and refer to the Teachers' Guide.

### About this unit:

This Religious Education unit offers opportunities to explore ethical veganism as a religious worldview. The previous unit (Unit 4) considered how ethical veganism can be regarded as a non-religious worldview, in that it is a practice-based philosophical conviction which does not depend on religious teachings, beliefs or doctrine. Whilst the vegan worldview can be an entirely non-religious one, students also learnt in Unit 4 that for many people being vegan is inextricably bound up with their religious faith. So, the vegan worldview, like many others, is complex, intersecting and intertwining with religious and non-religious beliefs, values and practices.

The current unit builds on the previous one, further exploring veganism as a religious way of life. Students will learn that some religious people see veganism as a religious duty. For them, veganism is in fact a religious worldview. Thus, as well as developing students' understanding of ethical veganism itself, this unit also helps them to understand – and hopefully enjoy and appreciate – the complexity of worldviews in people's everyday lives. Worldviews often cannot be neatly labelled, e.g., as 'religious' or 'non-religious'. The unit also enables students to critically consider different interpretations of religious teachings: whilst some religious people draw the conclusion that being vegan is very much a religious duty, the majority of religious people do not see veganism as a religious duty at all.

The unit further explores questions about the moral status of animals and human beings' relationship with the environment: How do humans treat animals and does this align with how they *should* treat them? Do animals have rights? Do world religions support the idea of veganism? Has religion been good or bad for animals? Can veganism be important as a religious path that reduces suffering? The unit explores responses to these kinds of question from a range of religious standpoints. Teachers are invited to be selective if they wish, and to choose the content which aligns with their curriculum and meets the educational needs of their cohort.

The unit sometimes challenges and sometimes supports religious and philosophical convictions. It affords students opportunities to deepen and refine their own understanding and viewpoints. The enquiries presented set challenging standards for students, encouraging them to think critically and creatively and to engage in thoughtful discussion. As with the teaching of all religious and non-religious worldviews, this unit does not seek to promote any worldview as correct, nor does it seek to alter the views or behaviours of the young people who engage with it. By contrast, it aims to give them a clear and accurate understanding of ethical veganism as a recognised philosophical conviction and way of life that is increasingly featuring in the lives of religious individuals and communities in the UK and internationally.

**Where does this unit fit in?**

The unit will provide teachers with guidance in planning and delivering up to 5 1-hour RE lessons designed for students in Key Stage 4 (ages 14–16). Of course, the activities and content can be adapted to suit other age groups. The unit is designed to slot easily into RE schemes of learning, with statutory, non-examined Key Stage 4 RE in mind, providing stimulating materials and activities to engage students in purposeful learning which helps to equip them for life in a multi-religious and multi-secular world. Although not written for GCSE RS, this unit can enable deeper understanding of some aspects of GCSE Religious Studies specifications, for example:

- All GCSE specifications include content relating to religious doctrine around food consumption, e.g., halal as it relates to food in Islam, Kashrut food laws in Judaism, vegetarianism in Hinduism, Sikhism and Buddhism. Often these elements of study involve consideration of the treatment of animals, e.g. slaughter practices, animals regarded as sacred or impure, and so on.
- AQA Theme B: Religion and Life (3.2.1.2) requires students to study ‘the use and abuse of animals, including animal experimentation, the use of animals for food’.
- Eduqas and WJEC, Theme 2, Issues of Life and Death, The Origin and Value of Human Life requires students to study Peter Singer’s views on ‘speciesism’.

Teachers are encouraged to think about where this unit may fit in with their current RE syllabus. Christian and Jewish perspectives feature strongly in this unit, along with a case study of a Hindu campaigner. The activities are intended to be adaptable so that teachers can use them as a model to design activities based on other religions which may better fit their schemes of learning for Key Stage 4.

This unit can be used to enrich currently taught themes/religions/worldviews. For instance, to enhance teaching about stewardship and religious concern for the environment, as well as the more obvious placement within themes that deal with religious (and/or secular) views of animals. It may also be added to a systematic study of religion, offering a new dimension on belief and practice within a particular religious tradition. Alternatively, these activities could be used within stand-alone RE enrichment days.

**Estimated teaching time for this unit: 3–5 hours. Teach less, in depth, if you have less time – it is not recommended to skate over the surface of the important issues covered in these lessons. Invest more time if you can or teach fewer concepts well if time is limited.**

**The unit will provide these opportunities:**

- Students have opportunities to consider a diverse range of views about questions connected to ethical veganism as a religious worldview.
- From the study of sources of wisdom and authority, students will be able to examine and develop reasoned viewpoints and thoughtful evaluations of these questions. They will encounter some diverse views about the moral status of animals, human nature and how to make the world a better place, including sources relating to the environment.
- Perspectives from a range of religions will be considered. Some schools may plan to address the questions of the unit with reference to other religious traditions, or to limit the range of the perspectives we mention here, taking account of their syllabus for RE and the overall need for a balanced RE curriculum.
- Students will be able to think about their own views, the influences upon them, and the reasons why they hold them in relation to questions about ethical veganism.
- Experiences and opportunities provided by this unit include engaging with a range of views, and students will be encouraged to think critically and creatively, as well as to articulate their own views

**KEY THEMES ADDRESSED BY THIS UNIT****Beliefs and concepts:**

- How are animals used by humans? Are we right to use animals in these ways?
- How does ethical veganism connect with religious belief?
- Does ethical veganism align with or challenge religion?
- Why is veganism becoming more and more mainstream in some religious communities?
- What matters most to religious ethical vegans?

**ATTITUDES FOCUS**

Students will explore attitudes of:

- **Self-awareness** by becoming more aware of the implications of behaviour and ideas about human uses of animals
- **Open mindedness** by distinguishing between opinions, viewpoints and beliefs with reference to ideas about ethical veganism
- **Empathy** by considering issues from the perspectives of other people, particularly religious responses in this current unit, as well as being encouraged to think about and reflect upon the experiences of non-human animals
- **Compassion** by thinking about how their own actions and those of other humans impact on non-human animals and other people, and considering ways to have a positive impact on the lives of human and non-human animals

**CONCEPTS**

The core concepts from RE that this unit addresses are beliefs, values, meaning and purpose, commitments, and diversity. Teachers should plan to enable learners to see the significance of these core ideas at every point.

**Contributions to spiritual, moral, social and cultural development of students**

**Opportunities for spiritual development come from:**

- Engaging with profound questions about how religious people understand the value of human and non-human animals and their relationships with each other, the natural world and, where applicable with God or a Supreme Being
- Reflecting on and developing their own views in relation to diverse philosophical ideas from different religious sources and enabling students to think critically about these and to express their own views

**Opportunities for moral development come from:**

- Exploring and valuing a diversity of views and values on issues relating to veganism as a religious worldview
- Asking and answering moral questions: can adopting a vegan way of living help fulfil a person’s commitment to their religion/to God? Can it help humanity reduce its contribution to suffering in the world? Do we have moral/religious duties towards non-human animals, and if so, what are these duties? Do the ways in which humans use animals in today’s world make sense in the context of a given religion? Do they make sense morally?
- Reflecting and formulating ideas around religious and/or moral duties, rights, responsibilities and our place and status in the world in relation to non-human animals and the environment

**Opportunities for social development come from:**

- Appreciating and further exploring what is meant by ethical veganism and developing an awareness of the presence of veganism in religious communities and/or the lives of religious individuals
- Considering diverse religious and non-religious beliefs, and understanding why some religious people choose to lead a vegan life whilst others do not
- Articulating their own ideas and those of others on a range of contemporary issues and debates around veganism

**Opportunities for cultural development come from:**

- Exploring the relationship between religious and cultural motivations for adopting a vegan lifestyle
- Thinking about veganism as a cultural and/or religious identity/phenomenon
- Acquiring an understanding of veganism which promotes respect and combats prejudice and discrimination and enables students to appreciate that individuals and communities with diverse, and even conflicting, worldviews can coexist and even cooperate with one another in pursuit of common goods
- Promoting inter-cultural understanding whereby students are encouraged to reflect upon their own cultural pre-dispositions
- Understanding that worldviews are complex cultural phenomena, and can be independent of, align with, challenge or be an integral part of religion

<b>Expectations:</b> By the end of this unit, most learners should achieve the following outcomes:		
<p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Compare and explain at least two religious perspectives on ethical veganism</li> <li>• Explain a range of religious beliefs which lead people to adopt a vegan worldview, and sometimes to campaign for others to be vegan too</li> </ul>	<p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Show how some religious beliefs and teachings affect how people respond to issues involving human use of animals</li> <li>• Give reasons and examples to explain why religious people have differing views about whether ethical veganism can be considered a religious duty</li> </ul>	<p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast religious views on issues relating to veganism and human uses of animals</li> <li>• Evaluate questions relating to the duties of humans towards animals and the environment and to what extent veganism offers a good solution within religious contexts</li> </ul>

Please feel free to adapt these to meet the requirements of your RE syllabus.

**ESSENTIAL KNOWLEDGE FOR STUDENTS**

A basic knowledge and understanding of the religions/worldviews chosen as the focus for the lessons as would be expected from standard RE provision up to the end of Key Stage 3 is sufficient prior knowledge for this unit. Although not essential, learners will benefit if they have had opportunities to study any or all of the previous four units in this series.

SUB-QUESTION: Are religions compatible with veganism?	
<p><b>Ideas and some content for learning:</b> Teachers can select content from these examples and add more of their own to enable students to achieve the outcomes.</p>	<p><b>Learning outcomes</b> (applying this content to the RE end of key stage outcomes):</p>
<p><b>Vegan motives</b> Use Resource 1 in the Supplementary Resource for this unit or simply divide a large sheet of paper into 4 sections, with headings ‘scientific’, ‘ethical’ (or moral), ‘religious’ and ‘other’. You may wish to remind students of (or teach them, if this is their first lesson about ethical veganism) the widely accepted definition of ethical veganism as a way of living that seeks to avoid as far as possible and practicable, any form of harm to or exploitation of other animals. Spend some time discussing ethical veganism as a concept, a philosophical conviction, and encourage learners to consider the practical applications. Making distinctions between ethical veganism, vegetarianism, plant-based diets, and so on is helpful to consolidate and check understanding. The Teachers’ Guide gives definitions to help with this.</p> <p>In small groups or pairs, ask students to record their ideas on the grid and to be particularly specific when it comes to religious reasons – can they think of teachings, beliefs or practices in the religions they’ve studied that might motivate someone to be vegan? Discuss ideas with the whole class, asking groups to feed back. Encourage students to think about which reasons are perhaps more centred on non-human animals, and which are people-centred reasons. Which reasons are not centred on either of these – and what else may they be centred on? It is important that students know that people choose to be vegan not only to avoid harm and exploitation to animals, but also for other reasons, such as protecting the environment, social justice for people and human health as well.</p> <p><b>Religion and veganism</b> Use a highlighter to identify any specifically religious motivations for being vegan. Where do these fall in the four sections? Explore, through discussion, some of the religious reasons students have come up with for being vegan. Which religions are being mentioned most (if any) and why? Ask students to consider how compelling these reasons are? For instance, teachings from holy books are often interpreted very differently by people of the same religion. To extend thinking further, ask students to consider, out of the religions they have studied in RE, which is most or least compatible with veganism. This is a great opportunity for teachers to assess prior learning and for students to apply their knowledge and understanding to a new context.</p> <p>Discuss reasons as a class. Of course, there are no clear answers here. What is important is how students analyse, evaluate and put forward evidence for their viewpoints. It makes a good research homework for students to find out about which religions have followers who are embracing veganism. Figures are difficult to pin down, but qualitative research can be fruitful and deepen students’ understanding of religious and moral convictions for believers.</p> <p>Through class discussion, explore reasons why some religions may be compatible with vegan philosophies and ways of living. Consider teachings, practices and traditions.</p>	<p>Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p><b>Make sense of belief</b></p> <ul style="list-style-type: none"> <li>• Understand some of the religious and non-religious beliefs and values that motivate some people to be vegan</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Give reasons and examples to explain why veganism may be in line with religious belief and practice</li> <li>• Give reasons and examples to explain why veganism may be at odds with or a challenge to religious belief and practice</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Begin to think deeply about how veganism connects religious perspectives</li> </ul>

**Five stories of vegan activism in religious communities**

Read the article [5 Stories of Vegan Activism in Religious Communities - VegFund](#) as a class. See Resource 2 in the Supplementary Resources for this unit for some notes on these stories. Ask students to sum up each of the five stories in no more than four bullet points each. From this, ask them to write a sentence about each one that summarises their view of the story. Which of the stories did they most like, or find most surprising and why? What does the entire article suggest to them about veganism and religion today? What would be their three key takeaways from the article? How do the stories relate to, support or challenge their understanding of religion?

**Think PINC thought experiment**

Set up a thought experiment, with pupils working in groups of four or five: 'All religious people must be vegan'. Depending on your RE curriculum, you may want to keep the thought experiment general to all religions, or you could make it specific to a religion/religions that you have been studying. You may want to allocate a number of different religions to different groups in the class.

Start with PIN – Positive, Intriguing (questions), Negative. Students discuss and make notes under the three headings. Encourage them to think about religious teachings, values, beliefs, ways of living, practices including worship, festivals and celebrations. Can they give specific examples to back up their points?

Allow plenty of time for discussion and exchange of views, then introduce the 'C' of PINC – conclusions! Challenge students to appraise the points they made under the P, I and N headings, and compose a paragraph, with their concluding thoughts. Discuss points as a class.

**Blogpost challenge**

Individual written task: Write a blogpost of no more than 500 words (or perhaps one page of an exercise book) with one of the following titles: 'Veganism and religion go together' or 'Veganism and religion don't work'. Give three reasons to back up the point of view expressed. For each reason, give evidence, an example or refer to a source of wisdom/authority.

*If time and resources permit, we recommend showing students clips from the film A Prayer for Compassion, particularly interviews with people from faith communities they have studied. The film is very helpful in that it shows authentic voices from people of faith who see veganism as part of their commitment to their religion. The film also shows the perspectives of vegans who are spiritual but not religious.*



## SUB-QUESTION: Should Christians be vegan?

<p><b>Ideas and some content for learning:</b> Teachers can select content from these examples and add more of their own to enable students to achieve the outcomes.</p>	<p><b>Learning outcomes</b> (applying this content to the RE end of key stage outcomes):</p>
<p><b>A look at the Bible</b> Use Resource 3 in Supplementary Resources for this unit to challenge students to engage with some key passages from the Bible that are frequently discussed in relation to Christian perspectives on the moral status of animals. Teachers should be prepared to help students with some context for some passages and also to help them think about how people might interpret these passages differently. You may wish to focus on just some of the passages. Perhaps allocate a selection of passages to different groups, so that students can focus on developing an expertise around fewer passages (or a single passage) and share learning through peer teaching. After thinking about the passages, and discussing students’ responses to them, discuss which passages (if any):</p> <ul style="list-style-type: none"> <li>• Support the belief that humans are superior and/or dominant over other animals</li> <li>• Challenge the belief that humans are superior and/or dominant over other animals</li> <li>• Support the belief that humans can use animals as they wish</li> <li>• Challenge the belief that humans can use animals as they wish</li> <li>• Support the belief that God’s love extends to all living creatures</li> <li>• Support the belief that God intended all living beings to live in harmony and peace with one another</li> </ul> <p><b>A scholarly viewpoint</b> Give students a copy of Professor David Clough’s article, <a href="#">Should Christians be vegan?   The Vegan Society</a>. The article was written in 2019 when Professor Clough was Professor of Theological Ethics at the University of Chester. He is now Professor in Theology and Applied Sciences at the University of Aberdeen. In pairs, use three different highlighters. Highlight in one colour the text that argues that veganism can be seen as a Christian duty, in another colour the text that indicates it is not. The third colour will highlight the text that raises further questions on this issue. Encourage students to draw on their wider knowledge of Christianity, making notes that provide evidence to challenge, provide further support for or to question Clough’s points.</p> <p><b>Should the Pope go vegan?</b> Resource 4 for this unit is a set of eight statements made by Pope Francis in his 2015 encyclical <i>Laudato Si</i>. The full text can be read here: <a href="https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html">https://www.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html</a> . Ask students to consider how far these statements align with a vegan worldview. Do any of the statements present a serious challenge for Christians who continue to consume animal products in today’s world? Cutting the statements into a card-sort, where students can re-order them according to questions posed in class discussion may be a helpful approach. Is the Pope, who is not vegan in practice, expressing a vegan worldview?</p>	<p>Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Compare and explain two Christian and Biblical views on the status of animals</li> <li>• Explain at least two reasons why some Christians may regard veganism as a religious duty and other Christians may not</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Show how some Christian teachings affect how people respond to animals and issues around how they are used or treated by humans</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Offer a coherent account of the Christian teachings relating to animals and how these have been differently understood and interpreted in relation to the issue of veganism</li> <li>• Evaluate how far veganism can be regarded as a Christian duty</li> </ul>

**The case of Genesis Butler**

In 2019, the American vegan activist, Genesis Butler (then 12 years old), challenged the Pope to go vegan for Lent. She was encouraged by his statements from *Laudato Si* and the fact the Pope took his name from St Francis, a saint famed for his compassion towards animals and his ability to communicate with them. If the Pope took up the challenge, the 'Million Dollar Vegan' campaign would give 1 million dollars to a charity of his choice. Remind the class that fasting/giving something up is a commitment made by many Christians during Lent. Indeed, many Orthodox Christians follow a vegan diet for Lent. Explain the challenge to the class. Watch this clip: [We are asking Pope Francis to go vegan for Lent to protect the planet | Million Dollar Vegan - YouTube](#). Based on their learning so far, ask students to predict what happened. The Pope did reply to Genesis, offering her his blessing but not committing to the challenge. This article explains it well: <https://www.ncronline.org/earthbeat/pope-sends-blessing-no-vegan-promises-12-year-old-activist>.

To extend students' understanding, you may wish to ask them to research the Orthodox Christian practice of adopting a vegan diet during Lent.

Ask students to reflect on the case of Genesis Butler. What do they think of Genesis as an activist, encouraging others to adopt a vegan worldview and way of living? Do they think that her actions have had a positive impact? Do individuals have a duty to challenge things they see as unjust?

**Mystery activity: Will Marty go vegan?**

Resource 5 in the Supplementary Resources for this unit is a mystery activity, based around a fictitious character. It is intended to encourage students to think about the lived experience of a young Christian who is considering whether a vegan life is right for him. Give students the information about Marty. Students consider the statements one at a time, discussing whether each suggests that Marty will or will not go vegan, then sorting or organising the cards appropriately. Remind students that there is not a correct/definitive answer to the question – what is important is their thinking process and how well they can use their prior learning in this new context, and articulate reasons for their conclusions. Discuss each group's conclusion, encouraging students to make connections with their wider learning on the issues of belief and ways of life raised in this mystery activity.

**Evaluation tasks**

Write a script of an imagined *friendly* conversation between two Christians: one a meat eater and the other a vegan, discussing whether Christians should be vegan. Explain at least two points on each side of the argument and try to refer to sources of wisdom and authority where possible. If time permits, role play the script, and review and discuss the points made as a class.

Write an opinion piece: '*Is it time for Christians in Britain to go Vegan?*' The article should express the student's point of view on this issue, based on their learning so far from this unit. It should acknowledge and deal with challenges to their point of view, too. Limit the article to two pages of A4 – like a double-page spread in a magazine. The article should refer to evidence and sources of wisdom.

## SUB-QUESTION: Is veganism the new Kashrut for the 21st Century?

<p><b>Ideas and some content for learning:</b> Teachers can select content from these examples and add more of their own to enable students to achieve the outcomes.</p>	<p><b>Learning outcomes</b> (applying this content to the RE end of key stage outcomes):</p>
<p><b>Kashrut food laws</b> To engage with this sub-question, students will need a sound understanding of Kashrut food laws. Here is a good resource for subject knowledge relating to this: <a href="https://www.jewfaq.org/kosher_dietary_laws">https://www.jewfaq.org/kosher_dietary_laws</a> . This is a good, short clip for recapping very basic points (and also covers some points around food in Islam, Hiduism and Buddhism): <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-k-is-for-kosher/zvtmnrtd">https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-k-is-for-kosher/zvtmnrtd</a> . Create a quiz to test students’ recall and understanding of Kashrut.</p> <p><b>Exploring Jewish perspectives on animals and veganism</b> Read Resource 6.1, which summarises some key teachings and principles relating to animals in Jewish traditions. Invite students to make connections – the texts from the Torah and Tanakh are common to Christianity as well. Note similarities and differences in Jewish and Christian perspectives.</p> <p><b>What can we learn from the Torah about Jewish attitudes towards animals?</b> In small groups, ask students to read through and discuss the five examples from the Torah relating to animals and how people should relate to them. Challenge students to come up with a statement of no more the five sentences to sum up what these statements show us about Jewish attitudes towards animals. Discuss each group’s statement. Can the class compose a statement to articulate a shared and accurate understanding?</p> <p><b>The case for veganism as the new kashrut for the 21st century</b> Read 6.3, inviting comments and questions from students. Share the four ‘Jewish Basis of an Animal-Free Diet’ infographics from Jewish Veg <a href="http://www.jewishveg.org/infographics">www.jewishveg.org/infographics</a>. These are freely available to print as PDFs from the website. Give students, in small groups, time to read, ask questions and discuss these infographics. Ask them to create a master infographic, summing up what they learnt from looking at the four separate ones. This is a good opportunity to assess their ability to apply their prior learning to a new context.</p> <p>Watch the short video clip of six rabbis talking about their reasons for signing the Rabbinic Statement on a Plant-Based Diet: <a href="http://www.jewishveg.org/rabbinic-statement">www.jewishveg.org/rabbinic-statement</a>. Discuss the ideas expressed in these resources as a class. Note that much of this content is based on the dietary aspects of veganism but be clear that veganism extends beyond what people eat and drink. Richard H. Schwartz’s article for the Jerusalem Post articulates six reasons why he thinks Jewish people should embrace a vegan lifestyle: <a href="http://www.jpost.com/opinion/article-696715">www.jpost.com/opinion/article-696715</a>.</p> <p>Ask students to write a short summary – no longer than five bullet points, summing up the case for veganism as the new kashrut for the 21<sup>st</sup> century</p>	<p>Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Explain a range of Jewish perspectives on the status of animals</li> <li>• Describe differing Jewish perspectives and attitudes towards the issue of veganism</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Understand the reasons why some Jewish people see veganism as areligious duty</li> <li>• Explain how Jewish teachings influence views and practices relating to animals in everyday life</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Evaluate how far it is the case that Jewish teachings, beliefs and practices call for Jewish people to embrace veganism as the new kashrut for the 21<sup>st</sup> Century</li> </ul>

**The case against veganism as the new kashrut for the 21st century**

Before reading Resource 6.4, ask students to imagine that they are lawyers, building a case against veganism being the new kashrut for the 21st century. Working together in groups of three or four, put together a two-minute speech against this idea. Ask each group to share their speech and vote for the most convincing one.

Now read Resource 6.4. Which arguments did they think of themselves? Which are new ideas? What is the strongest argument against veganism as the new kashrut?

**Reflect, create and evaluate**

Set up an activity where students can create their own knowledge organiser, to show what they know and understand about Jewish perspectives on veganism. Make it visual. Include short quotes and key information.

Using the newly created knowledge organiser write a response to the statement: 'Veganism is a religious duty for Jewish people in the UK today!' Students should explain at least two points in favour of the statement and two against. This can be an extended piece of writing, 1–2 sides of A4 or you may wish to encourage students to be creative and present this task in a visual format, or perhaps as a piece of poetry.

**SUB-QUESTION: Why does Dr Sailesh Rao see veganism as a duty? (A Hindu and scientific perspective)**

<p><b>Ideas and some content for learning:</b> Teachers can select content from these examples and add more of their own to enable students to achieve the outcomes.</p>	<p><b>Learning outcomes</b> (applying this content to the RE end of key stage outcomes):</p>
<p><b>Recall and reflect</b> This sub-question engages students with a case study of Dr Sailesh Rao, a devout Hindu and an electrical systems engineer. He established ‘Climate Healers’ a campaign for a vegan world to save the planet. It may help students to engage with this unit to recap on Hindu teachings, values and practices. The Supplementary Resource for Unit 2 (Resource 1: Hinduism and Animals) provides an overview. Set up a quiz to assess students’ prior knowledge and understanding. Ensure that key vocabulary e.g., dharma, ahimsa, etc, is correctly understood by students.</p> <p><b>RE Today Magazine Article: Mother Earth has a Hole in her heart</b> This magazine article resource, written by Dr Sailesh Rao, is from the Autumn 2022 edition of RE Today magazine. Give students time to read the article carefully. You may wish to do this as a class, stopping for questions and discussions. After reading, ask students to make notes:</p> <ol style="list-style-type: none"> <li>1) What personal perspectives and motivations did Dr Rao talk about in his article?</li> <li>2) What did you learn about his religious worldview from reading the article?</li> <li>3) What did you learn about his scientific worldview?</li> <li>4) Why do you think Dr Rao believes that it is important to consider climate change through the lens of history?</li> <li>5) What are your 3 main take-aways from the article?</li> </ol> <p><b>Why Dr Rao went vegan?</b> Watch Dr Rao talking about his motivations for going vegan <a href="https://climatehealers.org/the-science/talks/">https://climatehealers.org/the-science/talks/</a>. Points for discussion:</p> <ul style="list-style-type: none"> <li>• What do you think Dr Rao means when he says veganism is a spiritual path or journey?</li> <li>• How would you sum up his motivations for going vegan?</li> <li>• What did he say about the challenges and the benefits of being vegan?</li> <li>• What points did you agree with and what points would you question or disagree with?</li> </ul> <p><b>Research tasks</b> Give students time, individually or in pairs, to explore the Climate Healers website <a href="https://climatehealers.org/">https://climatehealers.org/</a> - there is a lot to take in. Make notes:</p> <ul style="list-style-type: none"> <li>• Where do you find evidence of Dr Rao’s Hindu worldview? A good place to start looking for this is the page about Climate Healers’ philosophy: <a href="https://climatehealers.org/about/philosophy/">https://climatehealers.org/about/philosophy/</a>.</li> </ul>	<p>Teachers will enable students to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p><b>Make sense of belief:</b></p> <ul style="list-style-type: none"> <li>• Explain how Hindu beliefs and teachings are, for some people, in line with ethical veganism</li> </ul> <p><b>Understand the impact:</b></p> <ul style="list-style-type: none"> <li>• Describe how religious belief can inspire a person to be vegan and campaign for others to embrace veganism too</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Offer a coherent account of Dr Rao’s campaign for a vegan world, and how it is informed by his religious and scientific understandings of the world</li> <li>• Articulate authentic opinions and viewpoints on the value of Dr Rao’s campaign</li> </ul>

- Often science and religion are seen as separate or even incompatible. Dr Rao's campaign is both religious/spiritual and scientific. Ask students to make notes to discuss how Dr Rao combines science and religion in his campaign for a vegan world. What do students think of this?
- Dr Rao's campaign has a focus on veganism for social justice for people. What can you find out about this from the Climate Healers website?

**Reflect, review and evaluate**

Can Religion, Science and Veganism Heal the Planet? Students design a detailed mind map, based on what they've learnt about Dr Rao and his campaign. It could also be written as a report. However students present this task, it should show their understanding of Dr Rao's campaign, how it is inspired by his religious and scientific ways of seeing the world and students should set out their own views about Dr Rao's approaches. As an extension to this task, students could give a 5-minute presentation, setting out their own perspective on Dr Rao's campaign.