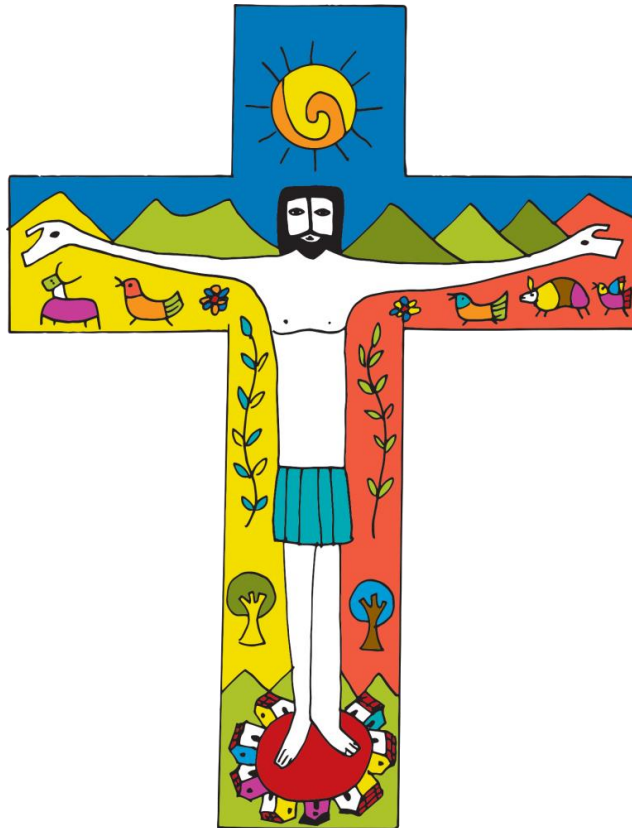


El Salvador

RE resource for Key Stage 2



This resource includes:

- Reflections, with links to Catholic Social Teaching
- Key questions and key words to support class discussion
- Suggested classroom activities, written in tandem with the Levels of Attainment for Religious Education
- Links to the Universal Church 'Come and See' units of study

A special thanks to David Quinn, Primary RE adviser, Nottingham diocese, who contributed to the development of this resource.

About the resource

This pack is designed to support learning and assessment within RE. The activities are based on the photo cards, provided in CAFOD's El Salvador Geography education pack, which is available to download at:

cafod.org.uk/geography

This RE resource can be used in conjunction with the Geography education pack.

This resource includes:

- **Reflections** For each photo card, there is a different focus or theme that children can reflect on, with links to Catholic Social Teaching and scripture.
- **Key questions and key words** Children should spend time looking at and discussing each photograph. Some key questions and key words are included to help teachers to guide the discussions, but children should also be encouraged to come up with their own questions.
- **Suggested activities** All activities include levels of attainment to support assessment in RE. Different activities are included for level 2, 3 and 4.
- **Links to Universal Church units** Each photo card includes links to CAFOD's Universal Church units for Key Stage 2, which are available at

cafod.org.uk/comeandsee

Wonder moments (AT2)

Within the levels of attainment for Religious Education, pupils are invited to reflect upon their learning, to wonder about and ask questions relating to the actions and lives of others, as well as explore how they too might 'live out' their own beliefs. The activities in this resource are shaped by this.

About CAFOD

CAFOD is the Catholic Agency for Overseas Development. We are the official aid agency of the Catholic Church in England and Wales and part of Caritas International. We work with partners across the world, wherever the need is the greatest, to bring hope and compassion to poor communities, standing side by side with them to end poverty and injustice. We work with people of all faiths and none.

CAFOD has been working in El Salvador since the 1970s. At that time, there was much inequality between the rich and poor and people began to demand change. CAFOD supported the Legal Aid Office of Archbishop Romero. This office helped the families of people who were imprisoned or even killed for speaking out against injustice. Today, CAFOD focuses on projects which reduce the risk of disasters, help farmers to improve their crops, and help to build peace in the country.

Photo card 1.1: Diego's story



Reflect on Archbishop Oscar Romero

Diego lives in El Salvador. Before Diego was born, in the 1970's, there was huge inequality in El Salvador. There were a few families who were rich and owned most of the land, but most people were poor and earned very little. People, including Archbishop Oscar Romero, spoke out against this unfairness.

Romero said that we should: "Aspire not to have more but to be more". Diego is living this out in his life. He is working hard to be the best person he can be. There is lots of poverty and violence where Diego lives, but he is working hard in school so he can get a job. He speaks out against the gangs in his area and plays in a peace band every Saturday.

Key questions

What does the photograph show?

What did Archbishop Oscar Romero do for the people of El Salvador?

Suggested activities

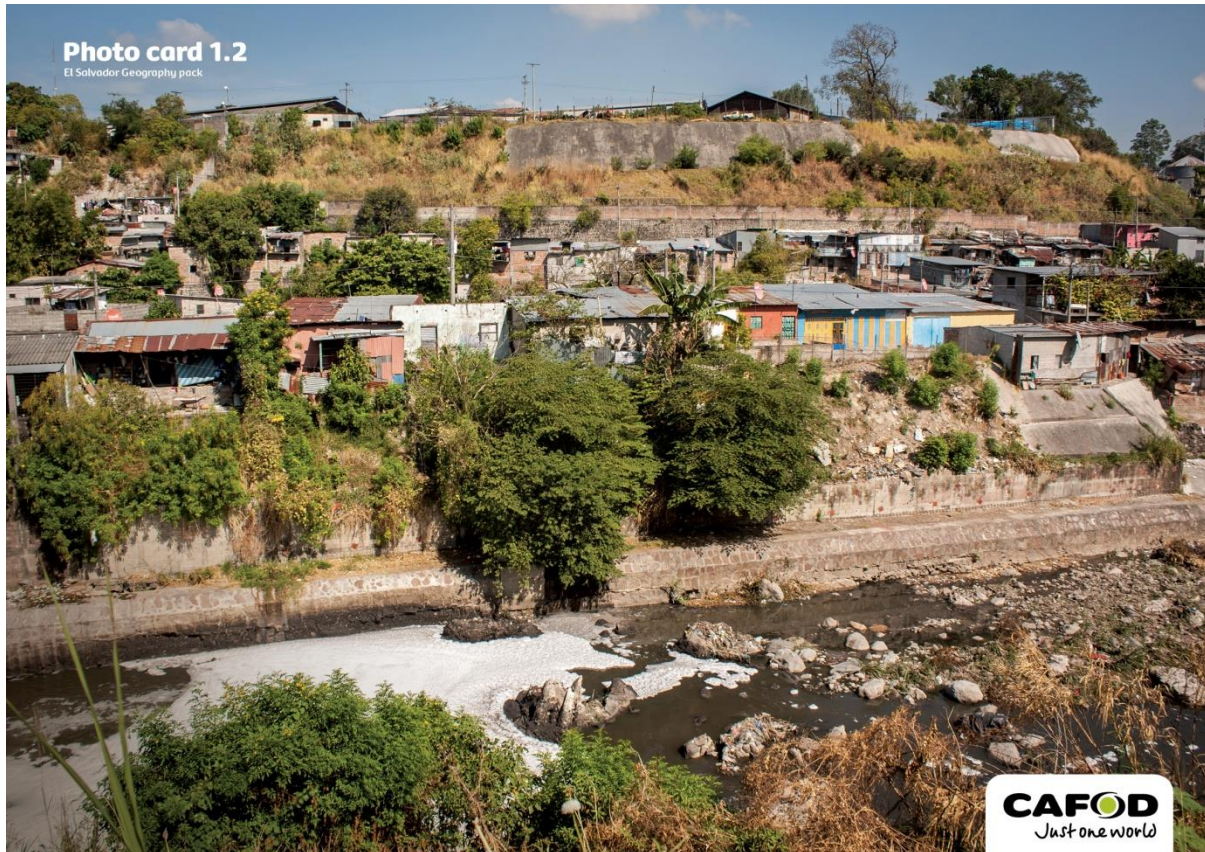
Attainment Target	Level	Activity
AT2ii	2	Spend a moment reflecting on Diego's life. Discuss with a partner some of the things which cause you to wonder about Diego's life and the way in which he aspires to live.
AT2i	3	What do you feel makes Diego act and live out his life in the way that he does? Discuss Archbishop Romero's words, 'Aspire not to have more but to be more'. In what ways could you live this out in your own life? Discuss and compare your thoughts.
AT2ii	4	Invite the pupils to reflect upon the words of Archbishop Romero, 'Aspire not to have more but to be more'. In pairs or small groups draw up a 'Charter to live by' which reflects how we could put these words into action. How might these words and actions make us better people/citizens?

Key words: aspire, persevere, poverty, respect.

Links to Universal Church

Year 4 God's people	LF3: Oscar Romero – a recent martyr showing us what God is like. LF4: An ordinary person showing us what God is like
Year 6 Common good	LF6: Jesus gave Christians a new way of living

Photo card 1.2: Focus on rivers and the environment



Reflect on Catholic Social Teaching and the stewardship of creation

Our faith teaches us that we are called to stewardship. The earth and all life on it is God's creation. We need to take care of it because it is a gift from God and the only place we can live.

When we are careless with the world's resources, people suffer. We can see this in Diego's community, where there are problems of pollution in the local river.

When we make good choices about how we treat other living things (people, animals, plants) we help all living things to live as God intends. Making wise choices about the care of God's creation is called good stewardship. Diego thinks it's really important to care for the environment. He says: "I feel really bad because people are polluting the environment. We should look after the environment because otherwise we'll get sick."

Key questions

What does the photograph show?

What does stewardship mean? How can we show care for God's creation?

Suggested activities

Attainment Target	Level	Activity
AT2ii	2	Spend a moment reflecting on Diego's community. Discuss with a partner some of the things which cause you to wonder. List things which make you sad as well as those which make you happy and give you hope.
AT2i	3	How might you be inspired to be a better steward of God's creation and your community through what you have learned about Diego's community? Discuss and compare your thoughts and ideas.
AT2ii	4	As a steward of God's creation, discuss in groups an action plan for Diego's community. Could your ideas be used elsewhere in the world? What about in your community?

Key words: steward, stewardship, God's creation, environment.

Links to Universal Church

Year 5 Stewardship	LF2: The task of stewardship LF3: Ways to be stewards of God's creation LF4: We are called to Stewardship
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Photo card 1.3: Focus on housing and land-use



Reflect on Catholic Social Teaching and rights and responsibilities

Our faith teaches us that all people have the right to basic things, including a home. These 'rights' are things that every person on earth needs in order to live a full life. But many people do not have them. There were many problems with Diego's old home, as it often got flooded in the wet season. Diego and his family are able to build a new home.

But many people in Diego's community do not have good housing. Jesus wants people who have these basic rights to help their sisters and brothers obtain their rights. It is not enough to feel badly for others. Jesus says it is our responsibility to see that everyone receives his or her rights.

Key questions

What does the photograph show?

What does Jesus teach us about rights and responsibilities?

Suggested activities

Attainment Target	Level	Activity
AT2ii	2	Take time to wonder about living without basic 'rights'. How would this feel? Could you make a difference? Discuss any difficulties with this. What does Diego's life teach us about this?
AT2i	3	<i>Jesus says it is our responsibility to see that everyone receives his or her rights.</i> Discuss this in pairs. Think about Diego's community and the problems which exist. In what ways could we support?
AT2ii	4	Think of ways in which you could make a difference to the rights of others. Look at your own community as well as nationally and globally. How could your school make a difference?

Key words: rights and responsibilities, justice, faith.

Links to Universal Church

Year 6 Common good	LF1: God asks us to live justly LF4: Catholic Social Teaching is about continuing the work of Jesus
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Photo card 1.4: Focus on Diego's community and physical and human features



Reflect on Catholic Social Teaching and the promotion of peace

Our faith teaches us that we are called to forgive others. When we have done something wrong we must try to put things right, not just by saying sorry, but by changing our behaviour. Jesus teaches us to live in peace with one another. He says we must forgive those who hurt us and make friends again. This is not easy and we all need to work at promoting peace in order to have one just world.

There is lots of violence where Diego lives. CAFOD is funding a peace-building project in the area. This gives Diego and his friends a safe place to go. Diego is working to promote peace. In the photograph, you can see him playing drums in the peace band.

Key questions

What does the photograph show?
In what ways do you promote peace?

Suggested activities

Attainment Target	Level	Activity
AT2ii	2	'A world without peace' - imagine, wonder about, and discuss what this would be like.
AT2i	3	How could you be inspired through Diego's story to live a better life, promoting peace? List some of the simple ways as well as those actions which may involve a little more time.
AT2i	4	Explore and discuss some of the barriers that may exist which prevent peace being achieved. In small groups think of ways and actions in which these could be overcome.

Key words: Peace, reconciliation, forgiveness, saying sorry

Links to Universal Church

Year 6 Common good	LF1: God asks us to live justly LF4: Catholic Social Teaching is about continuing the work of Jesus
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Photo card 2.1: Karen's story



Reflect on the fullness of life

In the Gospel, Jesus tells us: "I have come so that they may have life, and have it to the full" (John 10:10).

What does it mean to live life to the full?

Karen is living life to the full. She is working hard to be the best person she can be. Karen wants to be a teacher when she grows up and she is studying hard for this. She is always busy, studying, helping around the house, playing with her friends or taking part in activities at the youth centre, like clean-up campaigns in the local area. Karen thinks it's really important to care for the environment.

Key questions

What does the photograph show?

How do you think everything Karen is doing is helping her live life to the full?

Suggested activities

Attainment Target	Level	Activity
AT2ii	2	Spend a moment reflecting on Karen's life. Discuss with a partner some of the things which cause you to wonder about Karen's life and the way in which she aspires to <i>live life to the full</i> .
AT2i	3	What do you think drives Karen to be the best person she can be? In what ways could you live these values in your own life? Discuss and compare your thoughts.
AT2ii	4	Invite the pupils to reflect upon Jesus's words "I have come so that they may have life, and have it to the full" John 10:10. In pairs or small groups draw up a 'Charter to live by' which reflects how we could live life to the full. How might these words and actions make us better people/citizens?

Key words: dedication, determination, applied, fullness.

Links to Universal Church

Year 3 Special places	LF5: Respecting our world as a special place
Year 4 God's people	LF4: An ordinary person showing us what God is like
Year 5 Stewardship	LF4: We are called to Stewardship

Photo card 2.2: Focus on settlement and migration



Reflect on the value of hope

One of CAFOD's values is hope. But what does hope mean?

At CAFOD, our hope is inspired by our Christian faith and the strength of the families that we work with. We see how Karen's family is working hard to build a better life for themselves – Karen's mum is saving money to build a new house for the family. In the photograph, you can see Karen's mum embroidering cloths to sell. Karen and her brother are helping too. We also see how Karen's community in Guarjila have worked hard to rebuild the town, after many years of fighting in El Salvador. By working together, like Karen's family and community, we can build a better world so everyone can become the best person they can be.

Key questions

What does the photograph show?
What is Karen's mum doing that shows she has hope?
What are you hopeful about in your life?

Suggested activities

Attainment Target	Level	Activity
AT2ii	2	Spend a moment reflecting on Karen's family and how they are building a better life for themselves. Discuss with a partner some of the things which cause you to wonder. List the things which you admire as well as those which give you hope for their future life.
AT2i	3	How might you be inspired by the actions of Karen's family? What is it that you and others could do? Discuss and compare your thoughts and ideas.
AT2ii	4	Having learned about Karen's family, how might you <i>build a better world where each of us can become the best person we can be</i> ? Could some of your ideas be used elsewhere in the world? What about in your community?

Key words: hope, unity, inspiration, community.

Links to Universal Church

Year 6 Common good	LF5: The Common good
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Photo card 2.3: Focus on weather and climate



Reflect on Catholic Social Teaching and rights and responsibilities

Our faith teaches us that all people have the right to basic things, including the right to water. These 'rights' are things that every person on earth needs in order to live a full life. But many people do not have them. For Karen's family and community, there isn't enough water during the dry season – they have to walk to collect water from nearby wells.

Jesus wants people who enjoy basic rights like water to help their sisters and brothers obtain their rights. It is not enough to feel badly for others. Jesus says it is our responsibility to see that everyone receives his or her rights.

Key questions

What does the photograph show?

What does Jesus teach us about rights and responsibilities?

Suggested activities

Attainment Target	Level	Activity
AT2ii	2	Take time to wonder about living without basic 'rights' such as not having enough drinking water. How would this feel? Could you make a difference? What does Karen's life teach us about this?
AT2i	3	<i>Jesus says it is our responsibility to see that everyone receives his or her rights.</i> Discuss this in pairs. Think about Karen's community and the problems which exist. In what ways could we support our sisters and brothers around the world?
AT2ii	4	Think of ways in which you could make a difference to the rights of others like Karen and her family. Look at your own community as well as nationally and globally. How could your school make a difference?

Key words: rights, just, actions, responsibility.

Links to Universal Church

Year 6 Common good	LF1: God asks us to live justly LF4: Catholic Social Teaching is about continuing the work of Jesus
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Photo card 2.4: Focus on Karen's community and caring for the environment



Reflect on Catholic Social Teaching and solidarity

Solidarity is a key part of our Catholic faith. But what do we mean by solidarity? When we walk alongside our sisters and brothers around the world, we call this solidarity. When we learn from each other and take action together to make things happen, we call this solidarity. When we work together to make sure everyone has the things they need, we call this solidarity.

We can see solidarity within Karen's community, as the people come together to look after their community. The murals in the photograph are painted by the health clinic to teach people in the area about how to look after their health and the environment. The community work together to clean up the area, to make sure everyone has a nice place to live.

The murals in the photograph say:

- What happened to my nest and my tree? (Que fue de mi nido mi arbol?)
- Let's look after the environment. (Cuidemos el medio ambiente.)

Key questions

What does the photograph show?

In what ways are Karen's community working together in solidarity?

Suggested activities

Attainment Target	Level	Activity
AT2ii	2	'Walk alongside our sisters and brothers around the world' – what is it that you wonder about this? Discuss how you could live this out.
AT2i	3	How could you be inspired through Karen's story to live a better life, promoting solidarity? List some simple ways as well as actions which may involve a little more time.
AT2i	4	Explore and discuss some of the barriers that may exist which prevent solidarity being achieved. In small groups think of ways and actions in which these could be overcome.

Key words: Solidarity, togetherness, united, application.

Links to Universal Church

Year 6 Common good	LF1: God asks us to live justly LF4: Catholic Social Teaching is about continuing the work of Jesus
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Photo card 3.1: Jacqueline's story



Reflect on Catholic Social Teaching and the principle that we are called to live as family and community

Jesus understood that people need each other. We all need our families, friends and neighbours – these important people can help us. Jesus says we must help them too. Doing this, we create a loving community where everyone can live life to the full.

Jacqueline's family work together, helping each other. Jacqueline wakes up very early, at four o'clock, to help her dad feed and clean the animals, with her sisters and brothers. Jacqueline's older sister teaches her that we should work for the needs of others.

Jacqueline's community is also working together, helping each other, so they can rebuild their church, which was damaged in an earthquake. For more information about this watch Jacqueline's film at cafod.org.uk/geography

Key questions

What does the photograph show?

In what ways are you working together with your family and community in your daily life?

Suggested activities

Attainment Target	Level	Activity
AT2ii	2	Spend a moment reflecting on Jacqueline's daily life. Discuss with a partner some of the things which cause you to wonder about Jacqueline's life and the way in which she and her family work together, helping one another.
AT2i	3	What do you think inspires Jacqueline and her family to do what they do? In what ways could you support others (locally and globally) in your daily life? Discuss and compare your thoughts.
AT2ii	4	Invite the pupils to reflect upon the words of Jacqueline's sister that we should <i>work for the needs of others</i> . In pairs or small groups draw up an action plan of how we might achieve this, reflecting how we could put these words into action. How might these words and actions make us better people/citizens?

Key words: family, community, needs, citizen, global.

Links to Universal Church

Year 3 Special places	LF3: Holy places of worship
Year 4 God's people	LF4: An ordinary person showing us what God is like
Year 6 Common good	LF1: God asks us to live justly LF4: Catholic Social Teaching is about continuing the work of Jesus

Photo card 3.2: Focus on land-use and economic activity



Reflect on sustainability and sustainable development

One of CAFOD's values is sustainability. But what does sustainability mean?

In simple terms, sustainability means taking into account the impact that our choices will make on other people, future generations and the earth that nourishes us. CAFOD works together with communities to promote sustainable development. This means development that reduces poverty and creates a more equal world, without harming the environment.

There is lots of poverty where Jacqueline lives. People grow food to eat, but the steep, rocky land makes farming difficult. CAFOD has been working with people to find ways to farm the land better. By learning to grow a variety of nourishing crops, people now have a better diet and are healthier. They are also protecting their crops for the future. Diseases can spread more easily if the crops are all the same variety. By growing lots of different crops families are less at risk if one of their crops is destroyed. Jacqueline's family grows at least 43 different types of crops.

Key questions

What does the photograph show?

How are Jacqueline and her community living sustainably?

Suggested activities

Attainment Target	Level	Activity
AT2ii	2	Spend a moment reflecting on Jacqueline's community, Puentecitos. Discuss with a partner some of the things which cause you to wonder. List things which make you sad, as well as those which make you happy and give you hope.
AT2i	3	How might you and your community be inspired to become more sustainable through what you have learned about Jacqueline's community? Discuss and compare your thoughts and ideas.
AT2ii	4	In groups, draw up an action plan to further improve Jacqueline's community. Could your ideas be used elsewhere in the world? What about in your community?

Key words: sustainability, sustainable development, environment, carbon footprint.

Links to Universal Church

Year 3 Special places	LF5: Respecting our world as a special place
Year 5 Stewardship	LF2: The task of stewardship – caring for God's creation LF3: Ways to be stewards of God's creation LF4: We are called to Stewardship
Year 6 Common good	LF1: God asks us to live justly

Photo card 3.3: Focus on volcanoes and earthquakes



Reflect on the value of compassion

One of CAFOD's values is compassion. But what does compassion mean?

When we see our sisters and brothers suffering we know we must take action to help stop this – we call this compassion.

Volcanoes and earthquakes in El Salvador often damage homes and people can get hurt. A few years ago, Jacqueline's home was destroyed by an earthquake.

CAFOD helped the family to learn to breed the pigs, so they could earn money to be able to help themselves. Jacqueline's family used the money they earned from selling pigs to build their new home. Jacqueline is happy she has a safe place to live. Their new home is more stable and less at risk of damage during earth tremors.

Key questions

What does the photograph show?

How did CAFOD show compassion to Jacqueline's family?

Suggested activities

Attainment Target	Level	Activity
AT2ii	2	Take time to wonder about living with the fears which Jacqueline and her family live. How would this feel? Could you make a difference? How might you show compassion?
AT2i	3	<i>How might we show compassion to others?</i> Discuss this in pairs. Think about Jacqueline's community and the challenges which exist. In what ways could we support?
AT2ii	4	Think of ways in which you could make a difference to the suffering of others. Look at your own community as well as nationally and globally. How could you and your school make a difference?

Key words: compassion, suffering, action, commitment.

Links to Universal Church

Year 4 God's people	LF2: Christians are invited to be saints
Year 5 Stewardship	LF5: Caring for God's people
Year 6 Common good	LF1: God asks us to live justly LF4: Catholic Social Teaching is about continuing the work of Jesus LF5: The Common good

Photo card 3.4: Focus on Jacqueline's community and physical and human features



Reflect on Catholic Social Teaching and an option for the poor

Our faith teaches us that every person needs basic things like food, water, and a school to go to. People who do not have these basic things should be treated with respect and care to help them obtain these things. Everyone should have access to what they need. Those who are not poor should share what they have with others, because the gifts of God's world are for all people.

Before this bridge was built, there was no way for people to cross this part of the river safely during the wet season, as the river is fast and full flowing. This meant that families on the other side of the bridge were cut off from the rest of the community. Children could not get to school. With support from CAFOD, the women in the community built the bridge. Now people can cross safely and have the things they need. Children are able to go to school.

Key questions

What does the photograph show?

What do you think having a new bridge meant for Jacqueline's community?

Suggested activities

Attainment Target	Level	Activity
AT2ii	2	<i>People who do not have their basic needs should be treated with respect and care to help them get these things, so everyone has what they need</i> – discuss this in small groups. How might we put this into action?
AT2i	3	How could you be inspired through Jacqueline’s story to live a better life, promoting care and respect for those who do not have basic things? List some simple ways as well as actions which may involve a little more time.
AT2i	4	Explore and discuss some of the barriers that may exist which prevent <i>basic rights for all</i> being achieved. In small groups think of ways and actions in which these could be overcome.

Key words: basic rights, action, respect, care.

Links to Universal Church

Year 6 Common good	LF1: God asks us to live justly LF4: Catholic Social Teaching is about continuing the work of Jesus
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Photo card 4.1: Aracely's story (pronounced "Ara-sell-ee")



Reflect on the gift of creation

Our world is a wonderful gift from God. We must look after it.

Pope Francis tells us: "Creation is a wonderful gift that God has given us, so that we care for it and we use it for the benefit of all, always with great respect and gratitude." (Pope Francis, 2014)

In Aracely's story we hear how she loves to learn and she is learning about ways to take care of creation, for example, by not throwing rubbish in the rivers.

Key questions

What does the photograph show?

When you hear the words 'respect' and 'gratitude', what images come to mind?

Suggested activities

Attainment Target	Level	Activity
AT2ii	2	Spend a moment reflecting on Aracely's life. Discuss with a partner some of the things which cause you to wonder about Aracely's life and the way in which she is learning to look after God's creation.
AT2i	3	What do you think makes Aracely act and live out her life in the way that she does? Pope Francis tells us: "Creation is a wonderful gift that God has given us, so that we care for it and we use it for the benefit of all, always with great respect and gratitude." In what ways could you live this out in your own life? Discuss and compare your thoughts.
AT2ii	4	Invite the pupils to reflect upon the words of Pope Francis: "Creation is a wonderful gift that God has given us, so that we care for it and we use it for the benefit of all, always with great respect and gratitude." In pairs or small groups draw up a 'Charter to live by' which reflects how we could put these words into action. How might these words and actions make us better people/citizens?

Key words: creation, gift, gratitude, respect.

Links to Universal Church

Year 4 God's people	LF4: An ordinary person showing us what God is like
Year 5 Stewardship	LF1: The wonders of God's creation LF2: The task of stewardship – caring for God's creation

Photo card 4.2: Focus on natural resources



Reflect on CAFOD's vision

CAFOD's vision is a world where the rights and dignity of every person are respected, and all people have access to the basic needs of life, like food and water.

In Cachagua, where Aracely lives, people do not always have access to their basic needs. Aracely says: "Sometimes we don't have enough water to water the plants. Sometimes the water pipes are broken and water doesn't come down to the house. If the plants don't have any water they die."

It is especially difficult for Aracely's family in the dry season. Water is supplied to the house for only two hours every two days. The lack of water makes it difficult to grow food in the dry season.

Key questions

What does the photograph show?

What is CAFOD's vision for the world?

Suggested activities

Attainment Target	Level	Activity
AT2ii	2	Spend a moment reflecting on Aracely's difficulty in getting basic needs like water. Discuss with a partner some of the things which cause you to wonder. List things which make you sad, as well as those which make you happy and give you hope.
AT2i	3	How might you be inspired to support people like Aracely and her family? Discuss and compare your thoughts and ideas as to what you could do locally and globally.
AT2ii	4	In groups, develop an action plan for Aracely's community. Could your ideas be used elsewhere in the world? What about in your community?

Key words: rights, dignity, needs, respect, action, making a difference.

Links to Universal Church

Year 6 Common good	LF1: God asks us to live justly LF4: Catholic Social Teaching is about continuing the work of Jesus
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Suggested activities

Attainment Target	Level	Activity
AT2	2	'A world in which workers have little or no rights' - imagine, wonder about and discuss what this would be like.
AT2	3	How could you be inspired through Aracely's story to support Fairtrade? List some simple ways as well as actions which may involve a little more time.
AT2	4	Explore and discuss some of the barriers that may exist which prevent Fairtrade from being developed further. In small groups think of ways and actions in which these could be overcome.

Key words: Fairtrade, justice, rights for workers, dignity.

Links to Universal Church

Year 6 Common good	LF5: The Common good
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Photo card 4.4: Focus on Aracely's community and natural disasters



Reflect on Catholic Social Teaching and dignity

God made each one of us. We are all special – it doesn't matter who we are, who our friends are, what we own, or what we look like. What matters is that we are all special – we should all be treated with respect and fairness.

CAFOD is working alongside communities like Aracely's to find ways to cope with emergencies like flooding and earthquakes. By providing equipment and training, families can help themselves in an emergency. This is one way that families in Aracely's community are being treated with respect and fairness.

Key questions

What does the photograph show?

How is Aracely’s family and community being treated with respect and fairness?

Suggested activities

Attainment Target	Level	Activity
AT2ii	2	<i>God made each one of us. We are all special – it doesn’t matter who we are, who our friends are, what we own, or what we look like. What matters is that we are all special – we should all be treated with respect and fairness.</i> Discuss what this might look like in our local community and wider world.
AT2i	3	How could you be inspired through Aracely’s story to support others so we are all treated with respect and fairness? List some of the things that you and others can do to <i>help people help themselves</i> .
AT2i	4	Explore and discuss some of the barriers that may exist which prevent fairness, respect and dignity for all. In small groups think of ways and actions in which these could be overcome on a local and global scale.

Key words: fairness, respect, special, dignity.

Links to Universal Church

Year 6 Common good	LF5: The Common good
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