

KS4 RE Believing: What would Jesus Do? Can we live by the values of Jesus in the twenty-first Century?

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Believing Topic: Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Know about and understand a range of religions and worldviews.

Express ideas and insights about the nature, significance and impact of religions and worldviews.

Gain and deploy the skills needed to engage seriously with religions and worldviews.

RRS - UNCRC Relating Articles (Use within your teaching and planning)

- Article 8 (protection and preservation of identity) Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.
- Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

| Key elements | B2 Step P1-3 | B2 Step P4 - P6 | B2 Step P7 - P8 | B2NC Step 1 | B2NC Step 2 | B2NC Step 3 |
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| Which people are special and why? | <p>To know activities related to different religions</p> <p>To know remain still and quiet during times of reflection, with support</p> <p>To know certain</p> | <p>To know a religious picture story</p> <p>To know there are different religions</p> | <p>To know what is special/ important to them</p> <p>To know religions have leaders</p> <p>To know what makes them happy, sad, excited or lonely</p> | <p>To know who and what is special to them and why</p> | <p>To know what inspires them</p> <p>To know their own responsibilities and values and those of others.</p> | <p>To know we make choices based on our beliefs and values.</p> |

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| | artefacts relate to RE | | <p>Is able to express views and feelings. Is able to say what they believe in.</p> | <p>Is able to describe who and what is special to them</p> | <p>Is able to recognise their own responsibilities and values and those of others.</p> | <p>Is able to identify what inspires them, making links between aspects of their own and others' experiences. Compare key features of their class to others</p> |
| What are the key teachings of Jesus? | | | <p>To know that religious and other stories carry moral and religious meaning To know some facts about key religions To know what is right and wrong in familiar situations</p> | <p>To know some religious practices To know some key beliefs of Christianity</p> | <p>To know why holy books are important To know some religions share beliefs To know the meaning of some religious symbols To know beliefs and practices of key religions</p> | <p>To know links between stories, beliefs and practices of faith communities To know similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p> |
| | | | <p>Is able to listen to a range of faith stories. Is able to act out simple stories. Is able to listen to and follow religious stories; they communicate simple facts about religions and important people in religions.</p> | <p>Is able to describe objects or events in simple terms. Is able to make observational drawings. Is able to describe things in simple terms. Is able to retell elements of simple stories. Is able to act out sections of stories Is able to describe an action of a character. Is able to retell elements of simple stories, outlining Jesus' teachings on his followers should live</p> | <p>Is able to identify religious beliefs, teachings and practices and know that some are characteristic of more than one religion.</p> | |
| Why is Jesus inspiring to some people? | <p>Is able to show simple reflex responses. For example reacting to noises in a sensory story.</p> | <p>Is able to demonstrate an awareness of stillness and quiet Is able to engage in</p> | <p>To know religions have special celebrations</p> | <p>To know religions offer guidelines to live by To know communities have rules To know communities</p> | <p>To know religion is a way of life for believers To know we make choices based on our beliefs and values.</p> | <p>To know a range of beliefs, symbols and actions showing links between different religions including rules for</p> |

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| | <p>Is able to show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. <i>For example making noises or movements in reaction to activity.</i></p> <p>Is able to to respond consistently to familiar people, events and objects.</p> <p>Is able to react to new activities and experiences.</p> <p>Is able to begin to communicate intentionally. They seek attention through eye</p> <p>Is able to use emerging conventional communication. They greet known people and may initiate interactions and activities.</p> | <p>moments of individual reflection, they carry out ritualised actions in familiar circumstances.</p> <p>Is able to make pictorial representation of an object.</p> <p>Is able to demonstrates a preference.</p> <p>Is able to show curiosity in outside world.</p> <p>Is able to observe religious patterns.</p> <p>Is able to expresses likes and dislikes.</p> <p>Is able to engage in moments of reflection in group times.</p> <p>Is able to take part in activities based on simple questions with support.</p> <p>Is able to recognises pictures telling stories.</p> <p>Is able to match pictures to pictures about the story.</p> <p>Is able to look at religious pictures related to creation story. Notices changes in environment.</p> | | <p>they belong to</p> <p>To know how people live a religious life</p> | <p>To know how followers receive guidance on how to live.</p> | <p>living and forms of worship</p> <p>To know the significance of beliefs, practices and forms of expression to individual members and faith communities</p> <p>To know different ways of life and ways of expressing meaning including rules for living and forms of worship</p> <p>To know why religion is a way of life for believers and find out more about it.</p> |
| <p>What is so radical about Jesus?</p> | | | <p>Is able to observe an event to recognise that certain things occur in certain events.</p> <p>Is able to say what they believe is happening.</p> <p>Is able to make connections between some of Jesus' teachings and the way Christians live their life today.</p> <p>To know that other people have thought and opinions and to respect these</p> | <p>Is able to recognise some religious symbols, pupils will recount some religious stories, pupils will identify what is of value and concern top themselves.</p> <p>Is able to recognise how people can live a religious life</p> <p>Is able to know that we all make decisions about how we live</p> <p>To know people have different values</p> <p>To know they have responsibilities and what some of them are</p> | <p>Is able to identify some religious practices, pupils will respond sensitively to the experiences and feelings of others.</p> <p>Is able to recognise how followers receive guidance on how to live.</p> <p>Is able to explain why it is important for different people to belong to a religion</p> <p>To know some communities face challenges</p> <p>To Know why it is important for different people to belong to a religion</p> | <p>Is able to describe some of the key rules and say why they are important within a community.</p> <p>To know how beliefs, practices and forms of expression influence individuals and communities</p> <p>To know the challenges of commitment to a community of faith</p> <p>To know similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p> |

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| | | | <p>Is able to talk about what they can see when looking at something.</p> | <p>Is able to identify things they find interesting or puzzling.</p> <p>Is able to give ideas about the life of Jesus</p> | <p>Is able to ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p>Is able to talk about why a Jesus is special in Christianity</p> <p>Is able to show respect to different religious views</p> | <p>Is able to compare aspects of their own experiences with that of others; make links between their own values and their attitudes and behaviours.</p> <p>Is able to explain the significance of Jesus to religions.</p> |
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| <p>Suggested teaching activities</p> <p>Teachers can select content from these examples, and add more of their own.</p> | <ul style="list-style-type: none"> • Sensory stories • Listen to music • Reenact celebrations • Listen to cermans • Explore artefacts • Explore picture stories • Role play • Dress up • Match artefacts to pictures | <ul style="list-style-type: none"> • Who is Jesus, what does he mean to you? How wouldk he look to you? Who recognises Jesus? • Explore Jesus' teachings and example and how they inspire Christians today. Consider the extent to which Jesus' values and example would benefittodays world, within the school community, local and national communities and out to the global community. • Examine Luke 4:18-19 and find out what Jesus saw as his mission. Find examples of where he fulfilled this. • LOVE: use some of Jesus' Stories, teachings and example to understand what Christians believe he meant by loving others, eg, greatest comandments, Matthew 22:37-40; good Samaritan, Luke 10:30-35; the lost son, Luke 15:11-32;love your enemies, self sacrifice, make the link that Jesus dies to save all others, John 3:16. • FORGIVENESS: Use some of Jesus' stories, teaching and example to understand why he saw forgiveness as so important, eg, forgive other Mark:11:25/Luke 6:37; the two debtors, Luke 7:36-50; the unforgiving servant, Matthew 18:21-35;Jesus forgives those who crucify him, Luke 23:34. • JUSTICE AND FAIRNESS: Use some of the Jesus' stories, teachings and examples to understand the way Christians believe we should treat each other eg, the sheep and the goats, Matthew 10:17-27 • GENEROUSITY AND NOT BEING GREEDY: Use some of Jesus' stories, teaching and examples the understand the way Christians should handle wealth. Eg, the vineyard workers, Matthew 20:1-16; widow's offering, Mark 12:41-44; the rich young man, Mark 10:17-27; Zacchaeus, Luke 19:1-9. • Devise some moral dilemmas and ask pupils to say 'What would Jesus Do? From their learning in this unit. Reflect on and discuss what impact following Jesus' example and teaching have on the school/local community/world? Some say Jesus' demands are impossible: is this true, and if so, is it worth aiming for them or not? |
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Online Resources
<https://www.reonline.org.uk/teaching-resources/>

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| <p>Resources in school (Fiennes Stock Cupboard)</p> <p>Christianity: Pottery statue of Mary (FRAGILE!) • Pottery Chalice + Saucer (FRAGILE!) • Crucifix necklace</p> | <p>Islam: Items: Kufi cap (x2) Flag of Pakistan (x2) Henna Powder Beads (White) Beads (Wooden)</p> | <p>There is a Judaism box in class Fiennes: Judaism Items: Photos Small, wooden dreidels Plastic Dreidel</p> |
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| <ul style="list-style-type: none"> • Doll Battery Powered Candles • Photos • Bell • Ornaments (x8) • Large, Wooden Crucifix • Mary Statue • Candle x3 (Satchel) • Crucifix x3 Satchel Books: New Testament and Psalms Good News Bible Holy Scriptures A man with a vision Christmas Children's Illustrated Bible The Birth of Jesus Creation Messiah Jesus in Galilee | <p>Bag</p> <p>Scroll in a pouch</p> <p>Gold temple</p> <p>A gift for life</p> <p>Blue bag.</p> <p>DVD's:</p> <p>The message of Islam</p> <p>The miracles of our life</p> <p>The miracles of the Qur'an</p> <p>The final prophet</p> <p>The secret</p> <p>Books/ Documents:</p> <p>The Holy Qur'an</p> <p>The Noble Qur'an</p> <p>Ramadan</p> <p>Photopack: Islam</p> <p>The Life of the Prophet Muhammad</p> <p>Muhammad: The messenger of Allah</p> <p>Answers to the Non-Muslims' Common Questions about Islam</p> <p>Who is Allah & his Prophet</p> <p>A Brief Illustrated Guide to Understanding Islam</p> <p>Imran Learns about Allah</p> <p>You must know this man</p> <p>Islam at a Glance</p> <p>The Qur'an (Heinemann)</p> <p>Our Culture: Muslim</p> <p>Imran Learns about Ramadan</p> <p>Imran Learns about the Qur'an</p> <p>School Worship File: Islam</p> <p>Muslim Artefacts Teaching Pack</p> <p>The Qur'an & Modern Science</p> <p>The Prophet and the Blind Man</p> <p>Islam: the FAQ's</p> <p>3 men: 1 mission</p> <p>Disbury Mosque details</p> <p>Eid cards (x4)</p> <p>Photo pack</p> | <p>Menorah (x4)</p> <p>Candle Holder (x3)</p> <p>Chalice</p> <p>Plate</p> <p>Torah Scroll (x2)</p> <p>Lantern</p> <p>Kippah</p> <p>Tallit</p> <p>Channukah Celebration Box</p> <p>Judaism Resource Box</p> <p>Passover Plate</p> <p>Photos (Satchel)</p> <p>Small Candles (Satchel)</p> <p>White Cloth (Satchel)</p> <p>Candle Holder (Satchel)</p> <p>DVD:</p> <p>Interactive Places of Worship: Judaism</p> <p>The Jewish Museum on Cheetham Hill Road is an excellent resource but please be aware there is limited disabled access.</p> <p>There is a local Synagogue on Middleton Road.</p> |
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Evidencing Work

There must be a **balance** between practical and worksheet based work. Each new skill must be taught using practical style lessons with the use of physical resources.