

KS3 RE

Living: How should we care for others and the world, and why does it matter? Christians, Jewish and Muslim people

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Living 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 P Step 1-3 | B2 P Step 4 - P6 | B2 P Step P7 - P8 | B2 NC Step 1 | B2 NC Step 2 | B2 NC Step 3 |
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| | Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. For example reacting to noises in a sensory story from the bible. | Pupils use single elements of communication [for example, words, gestures, signs or symbols, to express their feelings] They show they understand 'yes' and 'no'. They begin to respond to the feelings of others [for example, matching their emotions and laughing when another pupil is laughing] They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and | Pupils listen and respond to religious stories, understand the needs of other religious people and respect them, communicate simple facts about religion and people in religion. Begin to realise the significance of religious artefacts, symbols and places. | Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression. | Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways. | Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some |

| | | quietness. | | | | forms of religious expression. |
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| Should we care for everyone? | <p><u>To know</u> activities related to different religions</p> <p><u>To know</u> remain still and quiet during times of reflection, with support</p> <p><u>To know</u> certain artefacts relate to RE</p> <p><u>Is able to</u> react to new activities and experiences, for example, briefly looking around in unfamiliar natural and manmade environments They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, becoming still in response to silence.</p> <p><u>Is able to</u> recognise familiar people, events and objects, for example, becoming quiet and attentive during a certain piece of music Stills in response to silence</p> <p><u>Is able to</u> react to new activities and experiences, for example, briefly looking around in unfamiliar natural and manmade environments</p> | <p><u>To know</u> their preference between two items</p> <p><u>To know</u> there are different religions</p> <p><u>To know</u> a picture</p> <p><u>Is able to</u> join in with activities by initiating ritual actions or sounds</p> <p><u>Is able to</u> show they understand using yes and no</p> <p><u>Is able to</u> use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p><u>Is able to</u> participate with help in caring for their surroundings</p> <p><u>Is able to</u> listen to, and begin to respond to, familiar religious stories, poems and music</p> <p><u>Is able to</u> make their own contribution to festivals and celebrations.</p> | <p><u>To know</u> where is special to them</p> <p><u>To know</u> ways to show we care for something</p> <p><u>To know</u> that some people believe God created the world and so we should look after it</p> | <p><u>To know</u> the creation story</p> <p><u>To know</u> what is special to them to them</p> | <p><u>To know</u> the bible and other Holy books tell us how to care for the world</p> <p><u>To know</u> how religions teach that people are valuable, giving simple examples</p> | <p><u>To know</u> how some non-religious ideas, beliefs and teachings guide people in making moral decisions</p> <p><u>To know</u> ways in which believers put their beliefs about others and the world into action, making links with religious stories</p> |
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| <p>What do Christians believe about caring for people?</p> <p>What do some religions say about caring for other people?</p> | | <p>Is able to respond to others in group situations and cooperate when working in small groups</p> <p>Is able to carry out ritualised actions in familiar circumstances</p> <p>Is able to begin to respond to the feelings of others [for example, matching their emotions and laughing when another pupil is laughing]</p> <p>Is able to respond to a variety of new religious experiences [for example, involving music, drama, colour, lights, food, or tactile objects]</p> | <p>To know that people of different faiths can live in the same location, anywhere in the world</p> | <p>To know some religious and nonreligious ideas, beliefs and teachings guide people in making moral decisions</p> <p>To know ways that some people make a response to God by caring for others and the world</p> | <p>To know stories in the bible raise issues about caring for others</p> | <p>To know the impact of beliefs on how people decide what is right and wrong, comparing two views (e.g. one religious and one nonreligious; or contrasting religious views, within or between faith traditions)</p> <p>To know ways in which believers put their beliefs about others and the world into action, making links with religious stories</p> |
| | | <p>Is able to take part in activities involving two or three other learners They may also engage in moments of individual reflection.</p> <p>Is able to show concern and sympathy for others in distress [for example, through gestures, facial expressions or by offering comfort]</p> | <p>Is able to find out about aspects of religion through stories, music or drama, answer questions and communicate their responses</p> <p>Is able to communicate ideas, feelings or responses to experiences</p> | <p>Is able to talk about how religions teach that people are valuable, giving simple examples</p> <p>Is able to re-tell Bible stories and stories from another faith about caring for others and the world</p> | <p>Is able to reflect on similarities and differences within and between different religions, worldviews and sacred places</p> | <p>Is able to use research skills to find out</p> <p>Is able to Talk about issues of good and bad, right and wrong arising from the stories</p> <p>Is able to use creative ways to express their own ideas about the creation story and what it says about what God is like</p> <p>Is able to talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this</p> |

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| | | | | | | idea more |
| <p>What difference does it make to believe in...?</p> <p>What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?</p> | | | <p>To know that other people have needs and to respect these</p> <p>To know that some people believe God created the world and so we should look after it</p> <p>Give examples of</p> | <p>To know how people can lead a religious life</p> <p>To know a key practice of a religion</p> <p>To know ways people show they belong to a group or religion</p> <p>To know some special things a religious believer might have or do at home</p> <p>To know ways that some people make a response to God by caring for others and the world</p> | <p>To know how followers of a religion receive guidance on how to live</p> <p>To know how beliefs, practices and forms of expression influence individuals and communities</p> <p>To know of the challenges of commitment to a community of faith</p> | <p>To know why some religious beliefs and teachings are important to believers</p> <p>To know that religious beliefs can be expressed in a variety of ways</p> <p>To know that religion is a way of life for believers</p> <p>To know that worship can be individual or a communal activity</p> <p>To know what having faith means to believers</p> <p>To know ways in which believers put their beliefs about others and the world into action, making links with religious stories</p> |

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| | | | <p>Is able to communicate simple facts about religion and important people in religions.</p> <p>Is able to be sensitive to the needs and feelings of others and show respect for themselves and others</p> | <p>Id able to re-tell Bible stories and stories from another faith about caring for others and the world</p> | <p>Is able to use creative ways to express their own ideas about the creation story and what it says about what God is like</p> <p>Is able to suggest why belonging to a community of faith may be valuable, both to faith members and in their own lives</p> | <p>Is able to list different ways people express their faith</p> <p>Is able to present their own and others' views to challenging questions about belonging, meaning, purpose and truth</p> <p>Is able to reflect on the significance for faith members of participating in celebrations, worship and the rituals which mark birth and marriage</p> <p>Is able to give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories</p> |
| <p>How have some people shown they cared? How is the golden rule an encouragement to care?</p> | | | <p>To know what is right and wrong in familiar situations</p> <p>Emerging Talk about (B1). Expected Identify (B1). (C2) Exceeding Give (B1).</p> | <p>To know that we all make decisions about how we live</p> <p>To know how religions teach that people are valuable, giving simple examples</p> | <p>To know that religion is a way of life for believers</p> <p>To know that some faiths have expectations of how people behave</p> <p>To know ways that some people make a response to God by caring for others and the world</p> | <p>To know that religion effects the decisions people make</p> <p>To know examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories</p> |

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| | | | <p>Is able to evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences</p> | <p>Is able to explain that they have choices which can involve right and wrong</p> <p>Is able to display awareness of how their behaviour impacts on themselves and others</p> <p>Is able to compare what they feel is right and wrong to their peers</p> | <p>Is able to demonstrate an awareness of the needs of others</p> <p>Is able to respond sensitively when discussing different faiths</p> <p>Is able to talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more</p> | <p>Is able to identify simple moral issues and consider right or wrong, giving a reason</p> <p>Is able to give a considered reasons for a difference</p> |
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| <p>Suggested teaching activities</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"> • Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences • between an Orthodox and a Reform synagogue. • Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places? • Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places? • Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide. • Learn about the destruction of the Jewish temple, the 'house of God', in 70 CE. Find out what purpose modern synagogues serve in the absence of a 'house of God'. • Consider these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the key question in light of these definitions. • What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the 'body of Christ', mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don't like institutions, hierarchies, crowds! Why do Christians worship in different ways? • Find out about alternative forms of Christian communities, e.g. www.freshexpressions.org.uk Consider the appeal of these to some Christians. |
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Online Resources

<https://www.reonline.org.uk/teaching-resources/>

Resources in school (Helvellyn Stock Cupboard)

List of resources can be found here; Resources/ RE Resources/ RE Resources/ Resource List

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.