

KS3 RE Who is Christian and What do they believe?

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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.

Key elements	Christian worship and identity, Belonging to the Christian Church, Christian Worship and Devotion, Sacraments and other signs of belonging				
	B2 P4-6	B2 P7-8	B2 step 1	B2 step 2	B2 step 3
Subject specific knowledge	<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 story from Christianity</p>	<p><u>To know</u> the importance of the rituals and routines within the Christian family and community</p> <p><u>To know</u> symbols and artefacts linked to Christianity</p> <p><u>To know</u> what is special to them</p> <p><u>To know</u> what makes them happy/ sad</p> <p><u>To know</u> who is special to them</p> <p><u>To know</u> some of the features of a church</p> <p><u>To know</u> simple facts about Christianity</p>	<p><u>To know</u> that a Church is a special place for Christians and know what people go to church for.</p> <p><u>To know</u> that people have an effect on their surroundings</p> <p><u>To know</u> the definition of family/ community</p> <p><u>To know</u> some key beliefs of Christianity</p> <p><u>To know</u> how simple artefacts are used.</p> <p><u>To know</u> some things Christian people may have at home</p> <p><u>To know</u> some Christian celebrations</p>	<p><u>To know</u> Christianity is a way of life for believers</p> <p><u>To know</u> we make choices based on our beliefs and values.</p> <p><u>To know</u> why the Bible is important</p> <p><u>To know</u> what inspires them</p> <p><u>To know</u> some religions share beliefs</p> <p><u>To know</u> the meaning of some Christian symbols</p> <p><u>To know</u> beliefs and practices Christianity</p>	<p><u>To know</u> that worship can be a communal or individual activity</p> <p><u>To know</u> that faith can make a huge difference to a believer's life</p> <p><u>To know</u> that religion is a way of life for some Christians. Pupils will have a good understanding of the 10 commandments and Christian festivals.</p> <p><u>To know</u> links between Christian stories, beliefs and practices</p> <p><u>To know</u> a range of Christian beliefs, symbols and actions showing links between different religions including rules for living and forms of worship</p>

			<p><u>To know</u> the Bible is the Christian holy book</p> <p><u>To know</u> some Christian symbols</p> <p><u>To know</u> Christians follow the example of Jesus</p>		<p><u>To know</u> how Christian beliefs, practices and forms of expression influence individuals and communities</p> <p><u>To know</u> similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p> <p><u>To know</u> the significance of beliefs, practices and forms of expression to individual members and faith communities</p> <p><u>To know</u> different ways of life and ways of expressing meaning including rules for living and forms of worship</p>
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<p>Subject specific skills</p>	<p>Is able to 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>Is able to 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>Is able to react to new activities and experiences, for example, briefly looking around in</p>	<p>Is able to use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings Say who are their friends</p> <p>Is able to use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p>Is able to participate with help in caring for their surroundings Recognise Christian music</p> <p>Is able to use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p>Is able to listen to, and begin to respond to, familiar religious stories, poems and music P6</p> <p>Is able to make their own contribution to festivals</p>	<p>Is able to communicate ideas, feelings or responses to experiences or to religious stories</p> <p>Is able to recognise and name some of the symbols and artefacts of Christianity.</p> <p>Is able to communicate their feelings about what is special to them</p> <p>Is able to reflect on what makes them happy, sad or excited</p> <p>Is able to say who is special to them</p> <p>Is able to recognise some of the key features of a Church</p> <p>Is able to listen to, and begin to respond to, familiar religious stories, poems and music</p> <p>Is able to communicate</p>	<p>Is able to identify aspects of their own experience and feelings, and what they find interesting or puzzling and of value and concern to themselves in the religious material studied</p> <p>Is able to identify what is involved belonging to a family/ community</p> <p>Is able to make simple comparisons</p> <p>Is able to ask questions about religions</p> <p>Is able to identify a key belief in the Christian religion</p> <p>Is able to make observational drawings</p>	<p>Is able to ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p>Is able to recognise their own values and those of others.</p> <p>Is able to describe some of the key beliefs of the Christian religion</p> <p>Is able to identify some key Christian symbols</p> <p>Is able to recognise their own values and those of others.</p> <p>Is able to give basic reasons why a Church is a special place.</p> <p>Is able to describe the main features of a Church.</p> <p>Is able to explore the difference between 2</p>	<p>Is able to identify what inspires them, making links between aspects of their own and others' experiences. Compare key features of Christian religion to other religions</p> <p>Is able to describe the key features of Christian worship Know where worship takes place</p> <p>Is able to use research skills to find out about a place of worship</p> <p>Is able to explore how the Church is used by the Christian community</p> <p>Is able to explain the significance of some Christian Festivals.</p> <p>Is able to respond thoughtfully to a piece ofv Christian music and a Bible text that inspired them</p>
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	unfamiliar natural and manmade environments	and celebrations.P6	simple facts about religion and important people in religions.	of parts of a Church Is able to identify some special things that Christian people might have or do at home. Is able to state some of the Christian festivals. Explain the main meaning behind a celebration Identify main holy days in the Christian religion Is able to talk about issues of good and bad, right and wrong arising from stories Is able to ask question about believing in God and offer some ideas of their own.	religious buildings. Is able to use a camera to record a visit Is able to identify the main ways Christian people celebrate festivals. Is able to describe the main practices associated with Christian worship Is able to make links between what Jesus taught and what Christians believe and do	
Suggested teaching activities	<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 • Visit Church 	Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26-56), the lost son (Luke 15:11-32) and Pentecost (Acts 2:1-13). <ul style="list-style-type: none"> • Describe some of the beliefs that Christian traditions (organised worldviews) teach about God e.g. all-powerful, loving, close to every person, forgiving. • Look at art and recognise some symbols and images used to express ideas about God. • Listen to pieces of music that express ideas about God. • Talk to Christians about what they believe about God (personal worldviews). • Give opportunities for pupils to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g responding to the question 'Where is God?' through art. • Using a suitable children's Bible (e.g. The Lion Storyteller Bible or New International Children's Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. 				

- Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives.
- Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Note that not all Christians practise their faith in the same ways.
- Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship.
- Many pupils have no personal belief in God but have just learnt lots about people who do. Give them the opportunity to comment on the idea of God for themselves, such as whether or not it has any meaning in their lives.

Online Resources

Re today

www.retoday.org.uk/syllabus-resources Password: ASyllabusRET!

Other Resources:

Available from Helvellyn stock cupboard

Items:

Pottery statue of Mary (FRAGILE!)

Pottery Chalice + Saucer (FRAGILE!)

Crucifix necklace

Doll

Battery Powered Candles

Photos

Bell

Ornaments (x8)

Large, Wooden Crucifix

Mary Statue

Candle x3 (Satchel)

Crucifix x3 Satchel

A/V:

DVD:

Interactive Places of Worship

CD:

'Bible' (Audiobook?)

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

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.