

KS4 RE What do different people believe about God? *Christian, Hindu's, Muslims*

Autumn Year 1

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	Who is Christian/Muslim/Hindu and what do they believe in? Why do some people believe in God? Religions and Worldviews Christians, Hindus and/or Muslims				
SKILLS	B2 P 4-6	B2 P 7-8	B2 step 1	B2 step 2	B2 step 3
Subject specific knowledge	<p>To know their preference between two items</p> <p>To know there are different religions</p> <p>To know a religious picture story</p>	<p>To know that religious and other stories carry moral and religious meaning</p> <p>To know religions have a holy book</p> <p>To know some religious symbols</p> <p>To know some facts about key religions</p> <p>To know what is special/ important to them</p> <p>To know religions have</p>	<p>To know some religious practices</p> <p>To know they have responsibilities and what some of them are</p> <p>To know people have different values</p> <p>To know some key beliefs of Christianity, Hinduism and Islam</p> <p>To know religions offer guidelines to live by</p> <p>To know communities have rules</p> <p>To know communities they belong to</p>	<p>To know religion is a way of life for believers</p> <p>To know we make choices based on our beliefs and values.</p> <p>To know why holy books are important</p> <p>To know what inspires them</p> <p>To know some religions share beliefs</p> <p>To know the meaning of some religious symbols</p> <p>To know some communities face challenges</p> <p>To know beliefs and</p>	<p>To know links between stories, beliefs and practices of faith communities</p> <p>To know a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship</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>special buildings</p> <p>To know religions have special celebrations</p> <p>To know religions have leaders</p> <p>To know what makes them happy, sad, excited or lonely</p> <p>To know what is right and wrong in familiar situations</p> <p>To know that other people have thought and opinions and to respect these</p>		practices of key religions	<p>To know similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p> <p>To know similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</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>
SKILLS	P4 - P6	P7 - P8	Step 1	Step 2	Step 3
Subject specific skills	<p>Is able to demonstrate an awareness of stillness and quiet</p> <p>Is able to engage in 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 listen to and follow religious stories; they communicate simple facts about religions and important people in religions.</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 recognise some religious symbols, pupils will recount some religious stories, pupils will identify what is of value and concern to themselves.</p> <p>Is able to describe objects or events in simple terms.</p> <p>Is able to give ideas about the existence of</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 ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p>Is able to recognise their own responsibilities and</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 identify what inspires them, making links between aspects of their own and others' experiences. Compare key features of their class to others</p> <p>Is able to describe some of the key rules and say why</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>Is able to talk about what they can see when looking at something.</p> <p>Is able to listen to a range of faith stories.</p> <p>Is able to say what they believe in.</p> <p>Is able to act out simple stories.</p> <p>Is able to asks and answers questions about the natural world.</p> <p>Is able to express views and feelings.</p>	<p>God.</p> <p>Is able to identify things they find interesting or puzzling.</p> <p>Is able to make observational drawings.</p> <p>Is able to describe things in simple terms.</p> <p>Is able to retell elements of simple stories.</p> <p>Is able to act out sections of stories</p> <p>Is able to describe an action of a character.</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>values and those of others.</p> <p>Is able to identify religious beliefs, teachings and practices and know that some are characteristic of more than one religion.</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>Is able to talk about why a holy book is special.</p> <p>Is able to show respect to religious artefacts.</p>	<p>they are important within a community.</p> <p>Is able to explain the significance of holy books to religions.</p> <p>Is able to describe and suggest meanings for some religious symbols. Eg. Fish, cross</p>
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<p><u>Suggested content for learning:</u></p>	<p><i>Teachers can select content from these examples, and add more of their own.</i></p> <ul style="list-style-type: none"> • Talk about ways in which we exercise trust and faith in our everyday lives. • Find some examples of how we know about something we have not seen or experienced for ourselves. • What do people believe about God? Explore some of the ways in which religions name and describe the attributes of God - with a particular focus on how Christians think of God as Trinity - Father, Son and Holy Spirit; the 99 names of Allah; or Hindu beliefs about the Trimurti - Brahma (creator), Vishnu (preserver), Shiva (destroyer). • Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God to find out what they say about God. • Explore how ideas about God are shown in stories/narratives: E.g. encounters which help believers to understand God's relationship with people, e.g. Moses and the Burning Bush (Exodus 3.1-15), Jonah (book of Jonah in the old testament);
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	<p>baptism of Jesus (Mark 1.9-11); Pentecost (Acts 2.1-21) and Paul's conversation (Acts 9.1-19); stories Jesus told which teach about God e.g. the parable of the forgiving father (Luke 15.11-32).</p> <ul style="list-style-type: none"> • Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7;8-9 and 10:21-41; [http://www.asitis.com/7/] or the poem 'Who?' by Sri Aurobindo). • Explore the stories which help Muslims understand the nature of God e.g. the story of the Night of Power - the revelation of the Qur'an to Muhammad, and the story of Muhammed's night journey and ascension. • Examine similarities and differences between these views of God. • Explore the influence believing in God has on the lives of believers. • Explore the fact that many people do not believe in God. • Reflect on Pupils own Questions and ideas and God in the light of their learning. • Express their own ideas about God through art, music, poetry and Drama.
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<p><u>Suggested learning activities:</u></p>	<p>Sensory stories Listen to music Reenact celebrations Listen to cermans Explore artefacts</p>	<p>Explore picture stories Role play Dress up Match artefacts to pictures</p>	<p>Sequence pictures to tell a story Talk about artefacts</p>	<p>Caption images Match artefacts with names Role play Multiple choice questions Comprehension Re tell atory</p>	<p>Storyboard Discuss significance of artefacts Closed questions</p>	<p>Discussion explore meanings of stories Open questions</p>
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Online resources
<http://rightchoice.wiltshire.gov.uk/Page/10622>
<https://www.youtube.com/watch?v=fPYyWhtTDmQ>
<http://www.primaryhomeworkhelp.co.uk/religion/christian.htm>

Resources in school (Helvellyn Stock Cupboard)

Christianity:

- 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

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

Hinduism:

Items:

- Candle holders (x11)
- Necklaces (X6)
- Silver plate
- Spoon
- Wind chime
- Rocks (x4)
- Henna Glove
- God/dess statues (X4)
- Goddess picture
- Photo pack
- Celebration Cards (x8)
- Artefacts (including bell)
- Hindu Collection
- Hindu god Statue

A/V:

DVD:

- 'Festivals'
- 'Festivals 2'
- 'Animated World Faiths'

Audio:

Cassettes

Books/ Documents:

- Teachers notes
- Our Culture: Hindu
- Photopack: Hinduism
- Hindu Manir
- Hindu Dharma
- My Hindu Life
- Hinduism
- India
- Specials! Hinduism
- Discovering religions: Hinduism

Islam:

Items:

- Kufi cap (x2)
- Flag of Pakistan (x2)
- Henna Powder
- Beads (White)
- Beads (Wooden)
- Bag
- Scroll in a pouch
- Gold temple
- A gift for life
- Blue bag.

DVD's:

- The message of Islam
- The miracles of our life
- The miracles of the Qur'an
- The final prophet
- The secret

Books/ Documents:

- The Holy Qur'an
- The Noble Qur'an
- Ramadan
- Photopack: Islam
- The Life of the Prophet Muhammad
- Muhammad: The messenger of Allah
- Answers to the Non-Muslims' Common Questions about Islam
- Who is Allah & his Prophet
- A Brief Illustrated Guide to Understanding Islam
- Imran Learns about Allah
- You must know this man
- Islam at a Glance
- The Qur'an (Heinemann)
- Our Culture: Muslim
- Imran Learns about Ramadan
- Imran Learns about the Qur'an
- School Worship File: Islam
- Muslim Artefacts Teaching Pack
- The Qur'an & Modern Science
- The Prophet and the Blind Man
- Islam: the FAQ's
- 3 men: 1 mission
- Disbury Mosque details
- Eid cards (x4)
- Photo pack

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.