

KS4 RE What do religions say to us when life gets hard? *Christian, Hindu's, non-religious responses (Humanism)*

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Summer Year 1

<p>Believing Topic: Religious beliefs, teachings, sources; questions about meaning, purpose and truth.</p> <p>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.</p> <p>Know about and understand a range of religions and worldviews.</p> <p>Express ideas and insights about the nature, significance and impact of religions and worldviews.</p> <p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>

Subject curriculum intent:	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.		
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome	
Students should have an understanding of the three main faiths - Christianity, Islam and Judaism and the key beliefs within. They should have an understanding of sacred books, sacred texts, and sacred places and sacred times relating to each religion, as well of knowing why these are sacred. Students should show an understanding of the meaning of at least one story from each religion and should be able to relate the teachings of these sacred texts to their lives - knowing how to care for others and our world.	Students should show an understanding of how people of different religions perceive God and how they show their faith. Students should be able to talk about how this may be different in a modern society, what this may mean for people growing up in Britain today, and how religion may help people at different stages of their lives. Students will be to identify a religious festival for Christianity, Islam and Judaism, and will show an understanding of why these are important within each faith.	Students will have an understanding of the challenges faced by people of different religions within society today. Students will delve deeper into what it means to be religious, and the affects religion can have on a person's life. Students will look into big questions surrounding religion's effect on the happiness, suffering, war, and peace that exists in society. Students will look at what living by religion may mean, and whether this means needing to obey all teachings in the sacred book, or by allowing religion to fit around the individual. Students will be able to discuss how they feel about religion, and should show an unbiased understanding of both religious and non-religious beliefs.	
Intent for this topic:	Students will show an understanding of death, and how Christianity, Hinduism and Humanism support believers when they are approaching hard times in life. Students will gain an understanding of key terms and how believing in these may impact their lives. Students will have opportunities to discuss how they feel about these topics, and will be given a non-religious viewpoint to consider alongside religious beliefs.		
Core vocabulary needed for this subject/topic:	Christianity, Christians, Bible, Church Judaism, Jewish, Torah, Tenakh, Synagogue Islam, Muslim, Qur'an, Mosque		
Vocabulary pupils will have accessed in other topics or subject areas:	Festival, traditions, Christmas, culture		
Key vocabulary taught within this topic:	karma, reincarnation, judgement, heaven, salvation		
Prior knowledge: what pupils may already have studied			

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS4	RE	What do people believe about God?	Year 1 Spring	Students may know some practices and symbols/items used in some main religions.
KS3	RE	How and why do we celebrate special and sacred times?	Year 3 Summer	Students will have an understanding of some sacred times with the religious year.
Links to other subjects: PSHE				

Key elements	Life after death, Christianity, Hinduism, Humanism,					
SKILLS	P1-3	P4 - P6	P7 - P8	Step 1	Step 2	Step 3
Subject specific knowledge	<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 artefacts relate to RE</p>	<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 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> <p>To know a simple definition of death and heaven</p> <p>To know places of worship for each religion</p> <p>To know where non-religious people may</p>	<p>To know simple definitions of key terms relating to life after death, e.g. salvation, reincarnation</p> <p>To know why people may turn to religion in hard times</p> <p>To know some ideas thought of by Christian and Hindu beliefs on life after death</p> <p>To know not all people turn to religion in hard times</p> <p>To know some simple ideas about how religions can help believers, e.g. speaking to a priest,</p>	<p>To know and understand simple definitions of judgement and karma</p> <p>To know why religions support beliefs in hard times</p> <p>To know why people may not turn to religion</p> <p>To know there are similarities between different religions view on life after death</p> <p>To know there are differences between different religions view on life after death</p> <p>To know religions can provide support for people</p>	<p>To know there are some similarities and differences between how religions view life after death</p> <p>To know some teachings by Hinduism and Christianity</p> <p>To know beliefs can be expressed in an artistic manner</p> <p>To know people may see artistic expressions in different ways.</p> <p>To know differences between Christianity and Humanism</p>

			go to 'worship'	reading the holy book e.g. John 11:25-26 To know what Christianity and Hinduism believe about life after death To know what Humanists teach regarding life after death		
SKILLS	P1-3	P4 - P6	P7 - P8	Step 1	Step 2	Step 3
Subject specific skills	<p>Is able to show simple reflex responses. For example reacting to noises in a sensory story.</p> <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. For example making noises or movements in reaction to activity.</p> <p>Is able to to respond consistently to familiar people, events and objects. Is able to react to new activities and experiences. Is able to</p>	<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 pictoral 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 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 talk about what they can see when looking at something.</p> <p>Is able to asks and answers questions about the natural world.</p> <p>Is able to express views and feelings.</p>	<p>Is able to describe objects or events in simple terms.</p> <p>Is able to give ideas about the existence of 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 explore religious images and discuss what they can</p>	<p>Is able to compare religious beliefs to Humanist beliefs</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 interpret a range of artistic expressions in their own way</p> <p>Is able to explain difference between key terms, e.g. judgement karma, reincarnation</p> <p>Is able to explain some similarities and differences between how religions view life after death</p> <p>Is able to define key words used throughout the topic</p> <p>Is able to explain why religious and non-religious viewpoints may differ</p> <p>Is able to compare</p>

	<p>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>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>see</p>		<p>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 discuss differing opinions on artistic expressions</p>
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<p>Suggested content for learning:</p>	<p><i>Note: although this is a challenging topic, especially to do with death, it is one that needs to be considered in primary school. Be mindful of the particular context in your classroom.</i></p> <ul style="list-style-type: none"> • Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. • Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc. • Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. • Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that many non-religious people believe that death is the end of life, and that there is no afterlife. • Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also, one non-religious view about what happens after death, e.g. Humanism. • Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with artwork of their own. How do ideas of life after death help people in difficult times? • Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. • Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and
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	<p>beliefs they address.</p> <ul style="list-style-type: none"> Taking due care, ask pupils to reflect on and express their own ideas, concerns and possibly worries about death and the idea of life beyond 					
Suggested learning activities:	<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 atstory</p>	<p>Storyboard Discuss significance of artefacts Closed questions</p>	<p>Discussion explore meanings of stories Open questions</p>
<p>Online resources</p> <p>http://rightchoice.wiltshire.gov.uk/Page/10622</p> <p>https://www.youtube.com/watch?v=fPYyWhTDmQ</p> <p>http://www.primaryhomeworkhelp.co.uk/religion/christian.htm</p>						
<p>Resources in school (Helvellyn Stock Cupboard)</p> <p>Christianity:</p> <p>Pottery statue of Mary (FRAGILE!)</p> <ul style="list-style-type: none"> Pottery Chalice + Saucer (FRAGILE!) Crucifix necklace Doll <p>Battery Powered Candles</p> <ul style="list-style-type: none"> Photos Bell Ornaments (x8) Large, Wooden Crucifix Mary Statue Candle x3 (Satchel) Crucifix x3 Satchel 			<p>Hiduism:</p> <p>Items:</p> <p>Candle holders (x11)</p> <p>Necklaces (X6)</p> <p>Silver plate</p> <p>Spoon</p> <p>Wind chime</p> <p>Rocks (x4)</p> <p>Henna Glove</p> <p>God/dess statues (X4)</p> <p>Goddess picture</p> <p>Photo pack</p> <p>Celebration Cards (x8)</p> <p>Artefacts (including bell)</p>		<p>Islam:</p> <p>Items:</p> <p>Kufi cap (x2)</p> <p>Flag of Pakistan (x2)</p> <p>Henna Powder</p> <p>Beads (White)</p> <p>Beads (Wooden)</p> <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>Books:</p> <p>New Testament and Psalms</p> <p>Good News Bible</p> <p>Holy Scriptures</p> <p>A man with a vision</p> <p>Christmas</p> <p>Children's Illustrated Bible</p> <p>The Birth of Jesus</p> <p>Creation</p> <p>Messiah</p> <p>Jesus in Galilee</p>	<p>Hindu Collection</p> <p>Hindu god Statue</p> <p>A/V:</p> <p>DVD:</p> <p>'Festivals'</p> <p>'Festivals 2'</p> <p>'Animated World Faiths'</p> <p>Audio:</p> <p>Cassettes</p> <p>Books/ Documents:</p> <p>Teachers notes</p> <p>Our Culture: Hindu</p> <p>Photopack: Hinduism</p> <p>Hindu Manir</p> <p>Hindu Dharma</p> <p>My Hindu Life</p> <p>Hinduism</p> <p>India</p> <p>Specials! Hinduism</p> <p>Discovering religions: Hinduism</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>
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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.

