

# KS4 RE What does it mean to be a Christian, Muslim, Hindu in Britain today?

S.Moloney

Autumn Year 2

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

<p><b>Subject curriculum intent:</b></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>		
	<p><b>End of KS3 intent/outcome</b></p>	<p><b>End of KS4 intent/outcome</b></p>	<p><b>End of KS5 intent/outcome</b></p>
	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Students will be able to discuss how they feel about religion, and should show an unbiased understanding of both religious and non-religious beliefs.</p>
<p><b>Intent for this topic:</b></p>	<p>Students will gain an understanding of what it is like to be religious in modern society. They will look at the influences religion can have on a persons life, and how these might affect decision making and behaviour. Student will look at the difficulties facing religious people in modern Britain, and how barriers can be overcome. Students will also look at how communities and individual may adapt religious traditions to support their ability to practice in a modern society.</p>		
<p><b>Core vocabulary needed for this subject/topic:</b></p>	<p>Christianity, Church, Bible, God Islam, Muslim, Qur’an, Mosque, Allah Hinduism, Mandir (Temple) deity, Vishnu,</p>		
<p><b>Vocabulary pupils will have accessed in other topics or</b></p>	<p>Community, respect, prayer, adapt, compromise, morals, worship, belief, community, individual, faith</p>		

subject areas:

Key vocabulary taught within this topic: Sacred, respect, belief, faith, moral, reflect(ion)

**Prior knowledge: what pupils may already have studied**

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	RE	Who is a Christian and what do they believe?	Year 1/ Autumn 1	Students will have knowledge of basic beliefs of Christians, students should be able to name holy book, place of worship and some key festivals.
KS3	RE	Who is a Muslim and what do they believe?	Year 2/ Autumn 1	Students will have knowledge of basic beliefs of Muslims, students should be able to name holy book, place of worship and some key festivals.
KS3	PSHE	Recognising and celebrating differences	Year 1/Autumn 2	Students will have knowledge and understanding that not all people are the same and that we must be understanding and considerate of people difference.

Links to other subjects: PSHE

Key elements	Worship and identity, Belonging to a religion, Worship and Devotion, Sacraments and other signs of belonging					
	B2 Pstep 1-3	B2 Pstep 4-6	B2 Pstep 7-8	B2 Step 1	B2 Step 2	B2 Step 3
<b>Subject specific knowledge</b>	<p><b>To know</b> activities related to different religions</p> <p><b>To know</b> remain still and quiet during times of reflection, with support</p> <p><b>To know</b> certain artefacts relate to RE</p>	<p><b>To know</b> their preference between two items</p> <p><b>To know</b> there are different religions</p> <p><b>To know</b> a picture story from Key religions</p>	<p><b>To know</b> the importance of rituals and routines within key religions</p> <p><b>To know</b> symbols and artefacts linked to key religions</p> <p><b>To know</b> what is special to them</p> <p><b>To know</b> what makes them happy/ sad</p> <p><b>To know</b> who is special to them</p> <p><b>To know</b> some of the features of a key religious places</p> <p><b>To know</b> simple facts about Key religions</p>	<p><b>To know</b> that places of worship are special places to religious communities</p> <p><b>To know</b> that people have an effect on their surroundings</p> <p><b>To know</b> the definition of family/ community</p> <p><b>To know</b> some key beliefs of key religions</p> <p><b>To know</b> how simple artefacts are used.</p> <p><b>To know</b> some things people of key religions may have at home</p> <p><b>To know</b> some religious celebrations</p> <p><b>To know</b> the holy books of key religions</p> <p><b>To know</b> some religious symbols</p> <p><b>To know</b> who key religions follow and their leaders</p>	<p><b>To know</b> following a religion is a way of life for believers</p> <p><b>To know</b> we make choices based on our beliefs and values.</p> <p><b>To know</b> why holy books are so important to religious communities</p> <p><b>To know</b> what inspires them</p> <p><b>To know</b> some religions share beliefs</p> <p><b>To know</b> the meaning of some religious symbols</p> <p><b>To know</b> beliefs and practices Key religions</p>	<p><b>To know</b> that worship can be a communal or individual activity</p> <p><b>To know</b> that faith can make a huge difference to a believer's life</p> <p><b>To know</b> that religion is a way of life for some believers.</p> <p>To have a good understanding of the rules and guidance of key religions.</p> <p><b>To know</b> links between religious stories, beliefs and practices</p> <p><b>To know</b> a range of religious beliefs, symbols and actions showing links between different religions including rules for living and forms of worship</p> <p><b>To know</b> how religious beliefs, practices and forms of expression influence individuals and communities</p> <p><b>To know</b> similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p>

						<p><b>To know</b> the significance of beliefs, practices and forms of expression to individual members and faith communities</p> <p><b>To know</b> different ways of life and ways of expressing meaning including rules for living and forms of worship</p>
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<p><b>Subject specific skills</b></p>	<p><b>Is able to</b> 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><b>Is able to</b> 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><b>Is able to</b> react to new activities and experiences, for example, briefly looking around in</p>	<p><b>Is able to</b> use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings Say who are their friends</p> <p><b>Is able to</b> use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p><b>Is able to</b> participate with help in caring for their surroundings Recognise music from key religions</p> <p><b>Is able to</b> use single elements of communication, for example, words, gestures, signs or symbols, to express their feelings</p> <p><b>Is able to</b> listen to, and begin to respond to, familiar religious stories, poems and music</p> <p><b>Is able to</b> make their own</p>	<p><b>Is able to</b> communicate ideas, feelings or responses to experiences or to religious stories</p> <p><b>Is able to</b> recognise and name some of the symbols and artefacts of Key religions.</p> <p><b>Is able to</b> communicate their feelings about what is special to them</p> <p><b>Is able to</b> reflect on what makes them happy, sad or excited</p> <p><b>Is able to</b> say who is special to them</p> <p><b>Is able to</b> recognise some of the key features of key religious places</p> <p><b>Is able to</b> listen to, and begin to respond to, familiar religious stories, poems and music</p> <p><b>Is able to</b> communicate</p>	<p><b>Is able to</b> 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><b>Is able to</b> identify what is involved belonging to a family/ community</p> <p><b>Is able to</b> make simple comparisons</p> <p><b>Is able to</b> ask questions about religions</p> <p><b>Is able to</b> identify key religious beliefs</p> <p><b>Is able to</b> make observational drawings of parts of a place of</p>	<p><b>Is able to</b> ask, and respond sensitively to, questions about their own and others' experiences and feelings.</p> <p><b>Is able to</b> recognise their own values and those of others.</p> <p><b>Is able to</b> describe some of the key beliefs of the key religions</p> <p><b>Is able to</b> identify some key religious symbols</p> <p><b>Is able to</b> recognise their own values and those of others.</p> <p><b>Is able to</b> give basic reasons why a place of worship is a special place.</p> <p><b>Is able to</b> describe the main features of a place of worship</p> <p><b>Is able to</b> explore the</p>	<p><b>Is able to</b> 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><b>Is able to</b> describe the key features worship in key religions Know where worship takes place</p> <p><b>Is able to</b> use research skills to find out about a place of worship</p> <p><b>Is able to</b> explore how places of worship are used by the community</p> <p><b>Is able to</b> explain the significance of some religious Festivals.</p> <p><b>Is able to</b> respond thoughtfully to a piece of religious music and/ or text that inspired them</p>
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	unfamiliar natural and manmade environments	contribution to festivals and celebrations.	simple facts about religion and important people in religions.	<p>worship</p> <p><b>Is able to</b> identify some special things that religious people might have or do at home.</p> <p><b>Is able to</b> state some religious festivals. Explain the main meaning behind a celebration Identify main holy days in the key religions</p> <p><b>Is able to</b> talk about issues of good and bad, right and wrong arising from stories</p> <p><b>Is able to</b> ask question about believing in God and offer some ideas of their own.</p>	<p>difference between 2 religious buildings.</p> <p><b>Is able to</b> use a camera to record a visit</p> <p><b>Is able to</b> identify the main ways religious people celebrate festivals.</p> <p><b>Is able to</b> describe the main practices associated with worship in key religions</p> <p><b>Is able to</b> make links between what religions teach and what followers believe and do</p>	<b>Is able to</b> answer What does it mean to be Christian, Muslim, and Hindu in Britain today from different perspectives, including their own?
<b>Suggested teaching activities</b>	<ul style="list-style-type: none"> <li>• Sensory stories</li> <li>• Listen to music</li> <li>• Reenact celebrations</li> <li>• Listen to cermans</li> <li>• Explore artefacts</li> <li>• Explore picture stories</li> <li>• Role play</li> <li>• Dress up</li> <li>• Match artefacts to pictures</li> <li>• Visit key religious places</li> </ul>		<p><b>Christians</b></p> <ul style="list-style-type: none"> <li>• Find out about how Christians show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with</li> </ul>			

the family values and home rituals of pupils in the class?

- Explore what Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith.
- Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out why Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why?
- Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc.

#### Hindu

- Find out about how Hindus show their faith within their families. Note that what RE calls 'Hinduism' is called 'Sanatana Dharma' within the tradition - i.e. 'Eternal Way'. It is incredibly diverse as a whole way of life rather than a set of beliefs. What objects might you find in a Hindu's home and why? E.g. murtis, family shrine, statues and pictures of deities, puja tray including

incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols. What kinds of things would Hindu families do during the week? Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?

- Explore Hindu ideas about the four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. Compare these with pupils' goals for living.
- Explore Hindu ideas of karma - how actions bring good or bad karma. Find out how and why 'snakes and ladders' links with Hindu ideas of karma.
- Explore what Hindus do to show their tradition within their faith communities. What do they do together and why? E.g. visiting the temple/mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God; looking at Hindu iconography - how do the different images show the different characters and attributes of the deities? Ask some Hindu teenagers about how they show their faith.
- Find out about some ways in which Hindus make a difference in the worldwide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale.

#### **Muslim**

- Find out what pupils already know about Islam (e.g. from key question 1.2); how many Muslims do they think there are in Britain and in your local area? Find out and talk about the information from the 2011 Census.



- Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?
- Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils' lives.
- Talk about the Shahadah ('There is no god except Allah') and use the 99 names of Allah to explore the attributes of God. Make links with belief in tawhid. Explore Islamic art, looking at shape, pattern, colour and calligraphy. Ask: what is their significance for Muslims, in the context of tawhid? (NB link with Key Question L2.1.)
- Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17 (the Prophet's Night Journey). Find out about people who memorise the Qur'an and why (hafiz, hafiza).
- Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad).
- Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.
- Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect

## Muslim beliefs.

### 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.

### Online resources

<http://rightchoice.wiltshire.gov.uk/Page/10622>

Re today

[www.retoday.org.uk/syllabus-resources](http://www.retoday.org.uk/syllabus-resources) Password: ASyllabusRET!

### Resources in school

Key religions:

- 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/dress 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
- Photo pack: 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
- Photo pack: 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

	<p>Hindu Manor Hindu Dharma My Hindu Life Hinduism India Specials! Hinduism Discovering religions: Hinduism</p>	<p>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 &amp; Modern Science The Prophet and the Blind Man Islam: the FAQ's 3 men: 1 mission Didsbury Mosque details Eid cards (x4) Photo pack</p>
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