

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

Autumn 1 2024

<p>Subject curriculum intent:</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>End of KS3 intent/outcome</p>	<p>End of KS4 intent/outcome</p>	<p>End of KS5 intent/outcome</p>
<p>Students should understand the three main faiths - Christianity, Islam and Judaism and the key beliefs within. They should understand 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.</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 understand 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 investigate big questions surrounding religion's effect on the happiness, suffering, war, and peace that exists in society.</p> <p>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>Intent for this topic:</p>	<p>In learning about different religions, pupils will explore how Christians, Hindus, and Muslims describe God. Christians see God as omnipotent, omniscient, and omnipresent, often referred to as the Trinity (Father, Son, Holy Spirit). Hindus believe in Brahman, a supreme reality manifesting in various forms such as Brahma, Vishnu, and Shiva, along with many other deities. Muslims describe God (Allah) as the singular, all-powerful, and merciful creator. Pupils will ask questions and consider their own responses to ideas about God, fostering a deeper understanding. They will also discuss why having faith or belief can be challenging, such as due to doubts, societal pressures, or personal struggles. Additionally, they will identify how believing in God can impact people's lives, providing purpose, guidance, and a sense of community.</p>	
<p>Core vocabulary needed for this subject/topic:</p>	<p>Christianity, God, Church, Bible, Parable, God, Jesus, Islam, Allah, Quran, Hinduism, Gods (Shiva etc), Vedas, Upanishad</p>	

Vocabulary pupils will have accessed in other topics or subject areas:	Community, respect, prayer, morals, worship, belief, community, individual, faith			
Key vocabulary taught within this topic:	God, Holy books, prayer, religious stories, belief			
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.
KS4	RE	Living: What does it mean to be a Christian, Muslim, Hindu in Britain today?	Year 1/ Autumn 1	Students will have knowledge of basic beliefs of Christianity, Islam and Hinduism and how they influence Christians, Muslims and Hindus in Modern Britain.
Links to other subjects: PSHE				

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

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	<p>Who is Christian/Muslim/Hindus and what do they believe in? Why do some people believe in God? Religions and Worldviews Christians, Hindus and/or Muslims</p>			
	B2 PS1	B2 PS2	B2 PS3-4	PS5
Subject specific knowledge	<p><u>To know</u> that Muslims, Christian and Hindus believe in God(s).</p> <p><u>To know</u> the name of the God(s) from Hinduism, Islam and Christianity.</p> <p><u>To know</u> a religious story from all 3 religions that validates God(s) existence.</p> <p><u>To know</u> some people don't believe in God.</p>	<p><u>To know</u> that Holy scriptures/books contain information about Gods existence.</p> <p><u>To know</u> that all 3 religions describe God(s) in unique ways.</p> <p><u>To know</u> that some people struggle to believe in God and suggest reasons why.</p> <p><u>To know</u> some people believe in God(s) as it help provide their life with meaning.</p>	<p><u>To know</u> that Holy scriptures/books contain information about Gods existence and why this is important for believers.</p> <p><u>To know</u> that all 3 religious describe God(s) in unique ways and how this is meaningful to the believer.</p> <p><u>To know</u> that some people struggle to believe in God and suggest reasons why.</p> <p><u>To know</u> some people believe in God(s) as it help provide their life with meaning and suggest reasons how.</p>	<p><u>To know</u> how believers of these faiths prove God(s) existence through stories in the Holy scriptures/books and explain how each story describes God(s).</p> <p><u>To know</u> that all 3 religious describe God(s) in unique ways and how this impacts the believers daily life.</p> <p><u>To know</u> how to explain why some people struggle to believe in God(s) despite there being mention on God(s) in Holy scriptures/books.</p> <p><u>To know</u> how to explain why the existence of God(s) provides believers meaning in life by linking it to verses/parables from Holy scriptures/books.</p>
Subject specific skills	<u>Is able to</u> handles artefacts used for worship	<u>Is able to</u> demonstrate an awareness of the purpose of some artefacts	<u>Is able to</u> shows an awareness of different beliefs	<u>Is able to</u> identifies the main idea in religious stories

	<p><u>Is able to</u> explores religious objects with some interest</p> <p><u>Is able to</u> sits in a small group with a member of staff for a story</p> <p><u>Is able to</u> communicates an awareness of other people's feelings</p> <p><u>Is able to</u> responds when listening to religious music</p> <p><u>Is able to</u> imitates ritual action</p>	<p><u>Is able to</u> follows simple, short stories about people in the past</p> <p><u>Is able to</u> listens and responds to a range of faith stories</p> <p><u>Is able to</u> handles religious artefacts with care and respect</p> <p><u>Is able to</u> expresses an opinion with appropriate language</p> <p><u>Is able to</u> predicts what will happen in a repetitive religious story</p>	<p><u>Is able to</u> joins in discussion about the moral of the story</p> <p><u>Is able to</u> recognises that religions have holy or special days</p> <p><u>Is able to</u> describes an event in a story</p> <p><u>Is able to</u> explains simply which types of behaviours are right and wrong</p> <p><u>Is able to</u> shows some awareness that others' ideas, though different, are not wrong</p> <p><u>Is able to</u> indicates that people of different faiths can live in the same location, anywhere in the world</p> <p><u>Is able to</u> identifies some special things a religious believer might have or do at home</p> <p><u>Is able to</u> identifies a key belief in a religion</p> <p><u>Is able to</u> asks questions about religions</p>	<p><u>Is able to</u> identifies the key feelings in a religious story</p> <p><u>Is able to</u> understands and uses some simple religious words and phrases</p> <p><u>Is able to</u> states simple facts about holy books, e.g. they are considered special or important</p> <p><u>Is able to</u> names a leader of a religion</p> <p><u>Is able to</u> explains how people make their own decisions about how they live</p> <p><u>Is able to</u> demonstrates some respect when discussing different views with others</p> <p><u>Is able to</u> responds sensitively when discussing different faiths</p> <p><u>Is able to</u> identifies some differences and similarities between people</p>
--	---	--	--	---

<p>Suggested teaching activities</p>	<ul style="list-style-type: none"> • Sensory stories • Listen to music • Reenact celebrations • Listen to sermons • Explore artefacts • Explore picture stories • Role play • Dress up • Listen to music • Match artefacts to pictures 	<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); baptism of Jesus (Mark 1.9-11); Pentecost (Acts 2.1-21) and Paul's conversion (Acts 9.1-19); stories Jesus told which teach about God e.g. the parable of the forgiving father (Luke 15.11-32). • 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.
---	--	---

Online resources

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

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

Resources in school

- 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
- Children's Illustrated Bible
- The Birth of Jesus
- Creation
- Messiah
- Islamic clothing
- Religious story book
- Quran
- Prayer mat