

Curriculum Scheme of Learning

RE

KS1

Cycle A – Spring 2

Cycle B – Spring 2

Objectives Covered in Unit

LKS2

Cycle A – Autumn 2

Cycle B – Autumn 2

Objectives Covered in Unit

UKS2

Cycle A – Spring 1

Cycle B – Spring 1

Objectives Covered in Unit

KS1 - Cycle A – Spring 2 – What's Fair?

Week 1 - Believing	Week 2 - Believing	Week 3 - Expressing	Week 4 - Expressing	Week 5 - Living	Week 6 - Living
Who is a Christian and what do they believe? Pg 4	Who is a Christian and what do they believe? Why do Christians pray? Pg 16	What makes some Christian places sacred? Where do I feel safe? Where is a sacred place for believers to go? Pg 4	What makes some Christian places sacred? Which place of worship is sacred for Christians? Pg 6	What does it mean to belong to a Christian faith community? Do we all belong to something? Pg 4	What does it mean to belong to a Christian faith community? How do Christians show they belong? Pg 5



LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Who is a Christian and what do they believe?		
<p>Pupils will learn:</p> <p>Describe what they think about what Christians believe and think is important</p> <p>Consider questions such as what Christian might believe and think is important</p>	<ul style="list-style-type: none"> • Invite the children to work out what they are going to be learning about by introducing of a series of items from a mystery bag. You might include; a children’s bible, a cross or crucifix, a picture of a church, a nativity tableau, a picture of a priest or vicar, a picture of some Christians (make sure they are young, old and of various nationalities), a picture of a font, a Christian charity leaflet and a picture of a person praying. Ask the children to look at the clues and identify what links the items. Introduce the key question for the unit. • Ask the children to work in groups to draw a picture of a Christian child and draw or write what else they know or think they know about Christians. Encourage the children to link to any of the other questions they have explored e.g. How and why do we celebrate special and sacred times? Encourage the children to the items that they saw in the bag. • Introduce the children to ‘Mary’, or another child, who is going to tell them about what it is like to be a Christian and what people believe. You could use a photograph of this imaginary child or a persona doll. This child can be the guide for the rest of the unit introducing favourite stories. <p>Notes: For more information about Persona dolls See: http://bit.ly/1ID6nOk Say Hello to and Share a story from RE Today Services are really useful partner publications for this unit. They each provide an interactive book about Mary where she describes what is important to her and in Share a Story shares the story of the lost sheep.</p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about the fact that Christians believe in God and follow the example of Jesus (A1). <p>Expected:</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1).

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why do Christians pray?		
<p>Pupils will learn:</p> <p>Think, talk about and ask some thoughtful questions about how the Bible influences Christians and what influences them</p> <p>Make links between what Jesus taught and what Christians believe and do</p> <p>Give reasons why Christians pray and describe what Christians pray about</p>	<p>What does the Lord's Prayer mean?</p> <ul style="list-style-type: none"> Tell the story of Jesus teaching his disciples the Lord's Prayer. Explore the Lord's Prayer including its source in the Bible, from a contemporary version of the text. (Matthew 6: 5-15) Talk to children about its content and purpose. Tell pupils that many people know this prayer by heart, and talk about learning by heart. Perhaps if Mary is a persona doll she could recite it or talk about the importance of it in her church. Ask children to think about the 5 key words in the prayer. What would they suggest? These might be: Father / Heaven / Daily / Forgive / Temptation. Ask the children to think about learning things off by heart: when we know the words of a song for example, does it make it easy to think about the words? Ask the children to think up a prayer that Mary might say with one of the 5 key words in it. Their prayer (or meditations) could be simple – just one line is fine. With the class, watch the Lord's Prayer at: www.youtube.com/watch?v=bjQI2CHwfJA Ask the children what they like or dislike about it. Can they do something similar? What do pupils like about the presentation, the words, the music? Tell pupils how this might be used in worship at a church, and talk about the old fashioned language of this version. It shows that the Lord's Prayer has been used for hundreds of years. It is also used all over the world. To enable the pupils to make sense of the prayer in a creative way, ask them in small groups to plan their own presentation by choosing images and music to go with each phrase of the prayer. They might use an ICT based image bank, or pictures cut from magazines, or their own artwork. For example you could ask a group of 5 to draw 5 pictures, one each for a different key word in the prayer. This activity links to English (non-fiction texts) and to the expressive arts curriculum Talk about how the Lord's Prayer is used. Can the children suggest what is meant by the phrase used by many Christians 'the power of prayer'? 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the example of Jesus (A1). <p>Expected:</p> <ul style="list-style-type: none"> Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Talk about issues of good and bad, right and wrong arising from the stories (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what Jesus taught and what Christians believe and do (A2).

<p>How and why do Christians pray today?</p> <ul style="list-style-type: none"> Examine posters, leaflets, photos of notice boards about prayer groups. Develop interview questions or 'hot seat' to explore modern Christian prayer activities. Consider who Christians pray to. Use the site www.request.org.uk to explore some varieties of Christian prayer. There is a useful section on prayer in the Infants section of the site. Explore some modern prayers including music or ways of praying such as stilling / meditation, the use of a rosary. Consider what Christians pray for in mealtime 'Grace', at bedtimes and in shared sign of peace. Write a poem, meditation or prayer (the choice is important – never require children to write prayers as this seems coercive). If you have used the idea of Mary within this unit ask the children to write a prayer that Mary would use. It might be about praise, thanksgiving, asking for help or saying sorry. Children find this works well if you give them a choice of pictures to work from, for example: <ul style="list-style-type: none"> What would the child in this photo or painting pray? What prayer would you write for peace, for people who are bullied, for older people, for our school, for your own family? Who, from the movies you like, needs to say sorry? Write a 'sorry' meditation or prayer for them. <p>Notes: When doing work on prayer it is important to offer choice of activities – never require children to write prayers as this seems coercive.</p>



Lesson 3

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Where do I feel safe? Where is a sacred place for believers to go?		
<p>Pupils will learn:</p> <p>Consider places that make them feel safe.</p> <p>Give simple reasons for why these places make them feel safe.</p> <p>Find out more about places of worship.</p> <p>Consider questions such as: Where is a sacred place for believers?</p> <p>Why are places of worship sacred or holy for believers?</p> <p>Look for similarities and differences between pictures of three different places of worship.</p>	<p>Where do you feel safe?</p> <ul style="list-style-type: none"> Talk to the children about where they feel safe. What makes these places safe places? Ask the children to share their ideas with a partner and see if they share the same safe place. Why might one person's safe place be different to someone else? Encourage the children to feedback their partner's ideas. Teacher to scribe the ideas on the whiteboard to create a class mindmap. Do the children like any of the other safe places? Why would they feel safe there? <p>Why is your safe place special to you?</p> <ul style="list-style-type: none"> Share a picture of a place that is special you with the class (a holiday destination, a house, a place for a day out, a historical house etc). Ask the children to consider why this place might be special to them. Is it just the place or the things within the place? Ask the children to draw a picture of the place that is special to them and colour/paint it. More able children should write a sentence about what they have drawn and why it is special to them. Most children should write key words about their place which can be displayed around their pictures, less able children should talk about their pictures with teaching assistant or teacher and adult to scribe their ideas. Bring the class back together and children to present their ideas and writing. Why are all these places special? Is it the place that is special or the things that are there? Collate the children's pictures and ideas into a whole class book. Explain to the children that because these places are safe they are also special. Can the children think of any spaces that are special to other people? <p>Where is a special place for believers to go?</p> <ul style="list-style-type: none"> Talk to the children about places in their community that might be special to other people and show them photographs (school, library, swimming pool, gym, doctors surgery, hospital). Have the children ever been to any of these places? What was good about them? Ask the children to consider if there are other places in their community that are special to others. Show the children a picture of a local church, mosque and synagogue. Do they recognise these places? Why might they be important to people? 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there (A1).

<ul style="list-style-type: none"> Split the children into small mixed ability groups (with an adult if possible). Give each group a picture of a mosque OR church OR synagogue. Ask the children to work in groups to look at the picture and think carefully about what the place might be and why it might be important to a group of people (more able pupils might like to write key words on post it notes or paper). Bring the children back together and ask one child from each group to feedback what has been discussed. Explain to the children that these are all places of worship and are more than special for a group of children and adults called believers. These places would be called sacred or holy. What might that mean? 	<p>Checking the learning</p> <ul style="list-style-type: none"> Put three large hoops out in the middle of the carpet space. Ask the children to put one photo in each hoop. Show the children some artefacts or photos that might be found in each of these places of worship. As a class discuss what each artefact is and place it into the correct hoop. Photograph for the children/topic books. Put a big question mark on the whiteboard and explain that you want the children to think really carefully about a big question. Explain that the big question for today is 'Why are these places sacred or holy for believers?'. Give the children time to think carefully without sharing their ideas. Then explain they are going to tell their partner what they think but that they will have to feedback their partner's response to the rest of the class so they will need to listen really carefully. Children to feedback ideas and TA to record responses to put in a class 'Big Questions Book'.
<p>Notes: Post it notes could be used to note down the children's responses to other children's safe spaces. These could be placed in the class book and used as an assessment point for the children's reflection points.</p> <p>Note ideas about what might make a place sacred or holy in the class book.</p> <p>You may only be studying two of the three religions in this unit of work. Choose activities to reflect the religions you are teaching about.</p>	

Lesson 4

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES			
Which place of worship is sacred for Christians?					
<p>Pupils will learn:</p> <p>Describe places of worship whilst considering why they are important to believers.</p> <p>Find out more about why the church is important to Christians.</p> <p>Consider questions such as: Are religious artefacts important to believers? Why is the church important to Christians? Is the church building important to Christians?</p> <p>Think of reasons why some people feel that the church is important even if</p>	<p>Which place is sacred for Christians?</p> <ul style="list-style-type: none"> Recap with the children over last lesson, talk to them about the three images and the artefacts that they looked at. Show the children the images again and ask them to consider which of these places of worship might be sacred for Christians. How do they know? Do all churches look the same? If not why not? <p>Visit a church</p> <ul style="list-style-type: none"> Arrange a trip to go to a local church. Encourage children to look around the church, explain that they are on a clue finding mission to see if they can find things to show that the church is important and sacred to believers. Give the children digital cameras and encourage them to photograph clues to share when they get back to the classroom. On return to school, download the photos and put them into a PowerPoint display alongside reasons from the children as to why these photos show the church is important/sacred to the believer. Are all the photos the same? If not, why not? Show the children photographs of key areas of the church and artefacts, look at these and ask them to consider why they might be important for believers. Encourage -Altar, cross or crucifix, Lord's Table, bread, wine, bible, font, lectern, candles, symbol of light. Depending on the denomination of church you are in look at specific features of that church e.g. Baptist church- Baptistery, Catholic church and some Anglican churches- stations of the cross <p>Expressing their learning</p> <ul style="list-style-type: none"> Ask the pupils to work in groups to create a 4 piece jigsaw for one or two of the artefacts. One piece should show the artefact e.g. a picture of the cup of wine, another piece should have the name of the artefact e.g. cup of wine or chalice of wine, the next piece should show the artefact in use e.g. the priest giving wine at communion and the final piece should have a sentence explaining why the artefact is important e.g. the wine reminds people that Jesus died. <p>Questions</p> <ul style="list-style-type: none"> Talk to the children about questions they might ask a believer about why a church is important to them. Ask them to use the question starters: why, where and when. In smaller groups (with adult support) ask the children to carefully consider questions that they might ask of a believer. Ask the 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there (A1). Identify at least three objects used in worship in two religions (A3). <p>Expected</p> <ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). 			
<table border="1"> <tr> <td data-bbox="1218 395 1361 901"> <p>they aren't a believer.</p> <p>Give simple reasons for why the church is important for believers.</p> </td> <td data-bbox="1361 395 1966 901"> <p>children to bring their suggestions back to the carpet and as a class shortlist the best questions. Remind the children that they need to consider which questions will give them the most information if they are answered.</p> <ul style="list-style-type: none"> If possible invite in a Christian to talk to the class. Begin the visit by showing your jigsaws to the visitor. If this is not possible send the questions the children have created to a Christian to respond to. Ask the visitor to share why their church is important and perhaps holy or sacred to them and their church family. Encourage the children to ask their short listed questions and video record the process using an ipad or recording device. After the visit, watch the video back with the children, what did they learn about the place of worship? Was it the artefacts found within the church that made it important or sacred for believers or was it something else? As a class create a mindmap or wordle of words explaining why the church is important and sacred for believers. <p>Time for reflection</p> <ul style="list-style-type: none"> Draw a big question mark on the whiteboard and remind the children that this is their big thinking time. Tell them that today you would like them to think about the following question...'Is a church still important and sacred to someone who is not a Christian?'. Give the children time to think carefully about their responses. Encourage the children you think yes to sit on one side of the class and the children who think no on the other. Explain to the children that there is no right or wrong but that you just want them to share their thoughts in a safe space. Children to share their ideas in a mini debate style session and TA to record some responses on post it notes to put in a whole class 'Big Questions Book'. <p>Notes: Virtual visits and the opportunity to email a believer can be found on RE Online www.reonline.org.uk. There are also films of different churches on www.request.org.uk</p> </td> <td data-bbox="1966 395 2150 901"> <ul style="list-style-type: none"> Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Exceeding</p> <ul style="list-style-type: none"> Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). </td> </tr> </table>			<p>they aren't a believer.</p> <p>Give simple reasons for why the church is important for believers.</p>	<p>children to bring their suggestions back to the carpet and as a class shortlist the best questions. Remind the children that they need to consider which questions will give them the most information if they are answered.</p> <ul style="list-style-type: none"> If possible invite in a Christian to talk to the class. Begin the visit by showing your jigsaws to the visitor. If this is not possible send the questions the children have created to a Christian to respond to. Ask the visitor to share why their church is important and perhaps holy or sacred to them and their church family. Encourage the children to ask their short listed questions and video record the process using an ipad or recording device. After the visit, watch the video back with the children, what did they learn about the place of worship? Was it the artefacts found within the church that made it important or sacred for believers or was it something else? 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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<i>Do we all belong to something?</i>		
<p>Pupils will learn:</p> <p>That we all belong to something and belonging is an important part of our lives.</p> <p>That religious people have signs we can notice about the fact that they belong to a religion</p>	<p>Way in: who am I? This could fit in with in work along the theme of 'myself'. Play a game of 'would you rather...?' to get children thinking about their own preferences.</p> <ul style="list-style-type: none"> • 'Would you rather...' be good at running or jumping, a deep sea diver or an astronaut, be a kitten or a puppy, live in a castle or live in a camper van, have wings to fly or breath underwater, etc. Talk about how all these choices are about who we are, what we like. We are all different. • Me, myself: Hand out cut-outs of a person, A4 size will give enough room. Pupils write or draw three things in the cut-out person that makes them who they are; parents, siblings, hair colour, name, likes, skills, etc. • How do I feel? Consider the feelings we all have and what inspires them. Discuss what makes them happy. Add a happy face to their person cut-out and write what makes them happy (one word or a picture is fine), add what makes them feel upset. The teacher may share his/her own sad times. • Being lost: what if pupils got lost at the shops, the seaside, park or a busy place? What words can they give you to describe this feeling of being lost? Write them all on the board. If you are artistic, add an emoticon for each one, or ask children to design one. <p>Symbols of belonging</p> <ul style="list-style-type: none"> • Teacher (or willing adult) shows things from their life that tells the children something about who or what they belong to. This could be multiple things, such as a family photo, a wedding ring, tickets to a play or gig they went to with a friend, mementoes from a holiday with friends, objects from a club they belong to, etc. Ask the children to talk about what each thing shows about the teacher. If two adults can do this together, it is fun to have the children guess who owns each object. Talk about how this shows all the things the teacher belongs to; family, friends, clubs, hobbies. • Return to the words and emoticons for feeling 'lost' above. Some pupils will be able to talk about how we feel worried and scared when we lose our special people because we belong to them and need them. <p>We all belong</p> <ul style="list-style-type: none"> • Return to the person cut-out. Glue the people onto a sheet of A4 (coloured A4 would be nice). Ask pupils to talk in pairs or threes about all the people, places and groups they belong to. Write some common words on the board to help them; family, brother, sister, friends, church, mosque, swimming, Rainbows, Beavers, football, etc. pupils write the two most important things they belong to on the outside of their person, and decorate the outside. Save these people for your Belonging display. 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging Talk about what is special and of value about belonging to a group that is important to them (B2)</p> <p>Expected Recognise symbols of belonging from their own experience (A3)</p> <p>Recognize symbols of belonging for Christians (A3)</p> <p>Recognize symbols of belonging for Jews or Muslims (A3)</p> <p>Think about why symbols of belonging matter to believers (A3)</p> <p>Exceeding Give examples of ways in which believers express their identity and belonging within faith communities</p>

LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<i>How do Christians show they belong?</i>		
<p>Pupils will learn:</p> <p>Describe what Christians believe about God caring for them.</p> <p>Find out more about Christian signs of belonging</p>	<p>Symbols of Christian belonging</p> <ul style="list-style-type: none"> • What can we notice about Christian belonging? Show images of or bring in artefacts of Christian symbols; a cross or a crucifix as a badge or necklace, fish/ichthus, What would Jesus do(WWJD) bracelet an image of /Jesus, Jesus and Mary, a church, rosary, bible, etc. Can the children tell you what religion this represents? Talk about Christians all belong to a group, and the most important person to them is Jesus. They belong to Jesus and he belongs to them. • Make a gallery of Christian signs of belonging. Label them and write a sentence to say why Christians wear them or use them or display them. <p>A Story of belonging in Christianity</p> <p>Tell children the story of the Lost Coin. Focus on the way that the woman does not settle for just the coins she has- she searches for the missing coin. Discuss why. They all belong to her. Teach that for Christians this makes them think about how God cares for every single human and notices when we are lost. Ask pupils to tell you who the woman represents (God) and who the coin represents (a lost person).</p> <p>(There are 2 other stories of lost people being found by God in Luke 15 if you have time; the story of the lost sheep and the story of the lost son, or prodigal son.)</p> <ul style="list-style-type: none"> • Ask some ‘wonder’ questions about the story. I wonder if you sometimes wander off sometimes? I wonder how your special adults feel when they lose you? I wonder how you feel when you get lost? I wonder how it feels to know that someone is always looking out for you? • What makes the children feel happy about the story? Give each group a plain outline of a bible (or book). Write why they feel happy in the bible, such as ‘being looked after’, or ‘being found’ or ‘feeling better’. Save this bible for your Belonging display. 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging Talk about what is special and of value about belonging to a group that is important to them (B2)</p> <p>Expected Recognise symbols of belonging from their own experience (A3)</p> <p>Recognize symbols of belonging for Christians (A3)</p> <p>Think about why symbols of belonging matter to believers (A3)</p> <p>Exceeding Give examples of ways in which believers express their identity and belonging within faith communities (B2)</p>

KS1 Cycle B – Spring 2 – What’s Fair?

Week 1 - Believing	Week 2 - Believing	Week 3 - Expressing	Week 4 - Expressing	Week 5 - Living	Week 6 - Living
Who is a Muslim and what do they believe?	Who is a Muslim and what do they believe?	What makes some Islamic places sacred?	What makes some Islamic places sacred?	What does it mean to belong to a Islamic faith community?	What does it mean to belong to a Islamic faith community?
What do we think about God?	Who was the Prophet Muhammad, and why is he important to Muslims?	Where do I feel safe? Where is a sacred place for believers to go?	Which place of worship is sacred for Muslims?	Do we all belong to something?	How do Muslims know that they belong?
Pg 4	Pg 5	Pg 4 (repeated and focusing on Islam)	Pg 10	Pg 4	Pg 6



Lesson 1

LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
What do we think about God?		
<p>Pupils will learn to:</p> <p>identify some ways a Muslim might describe God;</p> <p>respond sensitively to what matters to Muslims and what matters to me;</p>	<p>What really matters?</p> <ul style="list-style-type: none"> Teacher to show/discuss someone or something that is important to them and why. Opportunity to link to story about love and what matters (e.g. Dogger by Shirley Hughes). Children to share who / what they feel is most important in their lives and some children are asked why. Teacher to steer discussion away from objects and towards significant people. Ask: do people matter more than things? Children to have a picture of a heart and to draw and label who are the most important to them. Choose one drawing on the heart and explain why. <p>GOD: what does this word mean? What is invisible and what shows it is there?</p> <ul style="list-style-type: none"> Show a balloon to the children and blow it up. Talk about what is inside and that the air cannot be seen. Can the children think of other of things existing that can't be seen? (e.g. wind, electricity, love, magnetic force.) Recapping who was important to them, explain that some people believe that God is very important in their lives, even though they cannot see him. Link to previous ideas; e.g. Muslims believe that the world would not function without God just as a balloon would not function without air. Teach children that the Muslim word for God is in the Arabic language: Allah. Discuss in response partners the question, 'Where is God?' (Look at some pupil examples from www.natre.org.uk/spiritedarts) Children to produce artwork showing where they think people can find God. Tell them to draw a place, but not a person – because Muslims never draw Allah. They say all pictures of Allah are wrong! Allah is too great for pictures! <p>God is so important....</p> <ul style="list-style-type: none"> God is so important to Muslims that they form part of the Shahadah the words that are whispered into the ear of a baby when they are first born. The words 'God is most great. There is no god but Allah,' are also part of what Muslims pray five times every day. They are very important words for Muslims. Ask the children to think about whispering to a baby. If they could choose some words to whisper, what would they choose? Play a whispering game To extend the work for high achieving children, introduce them to the First Surah of the Quran which uses 5 of the Names of Allah. Some Muslim pupils may know it well. (See Unit 2.4 Exploration Planner) 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1) Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). <p>Expected:</p> <ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). <p>Exceeding:</p> <ul style="list-style-type: none"> Make links between what the Holy Qur'an says and how Muslims behave (A2). Ask some questions about God that are hard to answer and offer some ideas of their own (C1).



LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
<i>Who was the Prophet Muhammad, and why is he important to Muslims?</i>		
<p>Pupils will learn to:</p> <p>retell a story about the Prophet Muhammad;</p> <p>say why Muslims try to follow Muhammad and have great respect for him;</p> <p><i>respond sensitively to what matters to Muslims and what matters to me;</i></p>	<p>Who is a leader?</p> <ul style="list-style-type: none"> Ask the children who leads a school, a football team, a TV show, a family, a country? Does anyone lead the world? (They may say God). Talk about leaders and what they do. Pick out the idea that a leader sets an inspiring or good example. A good leader is not the one with the loudest shout, or the best fighter, or the cleverest – a good leader sets a good example. <p>The Prophet is a leader for Muslims. How and why?</p> <ul style="list-style-type: none"> Tell the children that Prophet Muhammad is such a special leader that he has over 1.5 billion followers who respect him, all over the world. People have followed his teaching for over 1400 years! More than 1400 years ago he taught all Muslim people how to follow God. He is so special that when Muslims talk about him, when they say his name they say ‘Peace be upon him’. And when they write his name they put the letters ‘PBUH’ after his name. (Children can write the letters downwards and the words across if this is useful to remind them.) Ask children if they know any other religious leaders. Talk about the examples these leaders set. They may know of Jesus or Moses, or some modern examples: welcome them all. Set up a story time using the story of Muhammad and the Cat (see the last page of this unit for a usable version and some simple activities. Remember that Muslims make no pictures of the Prophet.) Tell the story, and ask the children to think about the difference this story could make to how a Muslim person lives their life. Ask children to think about people they know who are kind to animals: how does it show? Does following a Prophet help people to understand things about God? Consider the possible answers to this question. 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). <p>Expected:</p> <ul style="list-style-type: none"> Re-tell a story about the life of the Prophet Muhammad (A2). <p>Exceeding:</p> <ul style="list-style-type: none"> Ask some questions about God that are hard to answer and offer some ideas of their own (C1).

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<i>Where do I feel safe? Where is a sacred place for believers to go?</i>		
<p>Pupils will learn:</p> <p>Consider places that make them feel safe.</p> <p>Give simple reasons for why these places make them feel safe.</p> <p>Find out more about places of worship.</p> <p>Consider questions such as: Where is a sacred place for believers? Why are places of worship sacred or holy for believers?</p> <p>Look for similarities and differences between pictures of three different places of worship.</p>	<p>Where do you feel safe?</p> <ul style="list-style-type: none"> • Talk to the children about where they feel safe. What makes these places safe places? Ask the children to share their ideas with a partner and see if they share the same safe place. Why might one person's safe place be different to someone else? • Encourage the children to feedback their partner's ideas. Teacher to scribe the ideas on the whiteboard to create a class mindmap. Do the children like any of the other safe places? Why would they feel safe there? <p>Why is your safe place special to you?</p> <ul style="list-style-type: none"> • Share a picture of a place that is special you with the class (a holiday destination, a house, a place for a day out, a historical house etc). Ask the children to consider why this place might be special to them. Is it just the place or the things within the place? • Ask the children to draw a picture of the place that is special to them and colour/paint it. More able children should write a sentence about what they have drawn and why it is special to them. Most children should write key words about their place which can be displayed around their pictures, less able children should talk about their pictures with teaching assistant or teacher and adult to scribe their ideas. • Bring the class back together and children to present their ideas and writing. Why are all these places special? Is it the place that is special or the things that are there? Collate the children's pictures and ideas into a whole class book. • Explain to the children that because these places are safe they are also special. Can the children think of any spaces that are special to other people? <p>Where is a special place for believers to go?</p> <ul style="list-style-type: none"> • Talk to the children about places in their community that might be special to other people and show them photographs (school, library, swimming pool, gym, doctors surgery, hospital). Have the children ever been to any of these places? What was good about them? • Ask the children to consider if there are other places in their community that are special to others. Show the children a picture of a local church, mosque and synagogue. Do they recognise these places? Why might they be important to people? 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there (A1).

Lesson 4

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Which place of worship is sacred for Muslims?		
<p>Pupils will learn:</p> <p>Describe the mosque and its features.</p> <p>Find out more about the mosque and why it is important to Muslims.</p> <p>Consider questions such as: What is the mosque like? What might it feel like to enter the mosque as a believer? Why do you think each area of the mosque is important?</p>	<p>Which place of worship is sacred for Muslims?</p> <ul style="list-style-type: none"> Recap the places of worship that the children have found out about so far. How are they the same? How are they different? Show the children pictures of a custom built mosque and a house that has been converted into a mosque, do they know who this place of worship is sacred to? Give the children photographs (one between two) of the mosque. Encourage them to look carefully at the picture and talk to their friend about how they would feel if they were able to visit it. What might it be like to walk inside? How might it feel? What might they expect to see? Note some of the responses on the IWB. Ask the children to look at the picture again and come up with one interesting question to ask about the image. Remind the children about using why, what, when and how question starters. <p>Visiting the Mosque Ideally you will take your pupils on a visit to the Mosque but if you are unable to do that the activities will help replace the visit. Many of you will be able to go on a mosque visit, use the activities below to guide your focus.</p> <ul style="list-style-type: none"> Explain to the children that today they are going to be finding out about key areas of the mosque. Take the children outside the classroom and explain that when Muslims enter the mosque they remove their shoes. Tell the children we are going to find out what this feels like, everyone to remove their shoes and leave them neatly at the classroom door. Why do the children think Muslims do this? Explain to the children that woman also cover their heads when they enter the mosque, what might they use to do this? Why might they choose to do this? How does it make them feel? Children to walk into the classroom with the teacher and look at images from around the mosque. Have photographs of the following images wuzu/wudu area (washing area), calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin (person who does the call to prayer) Talk to the children about the key places in the mosque (if possible show images or take them on a virtual tour using the IWB). Explain that the minaret is where the call to prayer takes place from, why do they think this might be important for believers? Play the children a recording of 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there (A1). Identify at least three objects used in worship in two religions (A3). <p>Expected</p> <ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).
	<p>the call to prayer, how would they feel if they were a believer? Explain to the children that the call is very loud so that everyone can hear.</p> <ul style="list-style-type: none"> Show the children some prayer mats, explain that in a mosque all the prayer mats face east, why might this be? Point out where the mihrab is, do the children know what this is? How might they find out? Look at the different areas for men and woman to pray, split the children into two groups (boys and girls). How does it feel to be separate? Why might this happen in a mosque? Children to make a paper mosque and talk about the key areas with a partner(see notes) <p>Time for reflection</p> <ul style="list-style-type: none"> Draw a big question mark on the whiteboard and remind the children that this is their big thinking time. Tell them that today you would like them to think about the following question...'why do you think the mosque is so important to Muslims?'. Give the children time to think carefully about their responses. Children to share their ideas and record some responses on post it notes to out in a whole class 'Big Questions Book'. <p>Notes: Opening up RE Islam has a mini model mosque to make from card. RE Ideas sacred places has a colour cutaway picture of a Mosque. RE Ideas Expressive arts has an activity to make a team model Mosque in the classroom. All these publications are from RE Today. www.reonline.org.uk has links to a virtual mosque visit.</p>	<p>Exceeding</p> <ul style="list-style-type: none"> Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).



LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Do we all belong to something?		
<p>Pupils will learn:</p> <p>That we all belong to something and belonging is an important part of our lives.</p> <p>That religious people have signs we can notice about the fact that they belong to a religion</p>	<p>Way in: who am I? This could fit in with in work along the theme of ‘myself’. Play a game of ‘would you rather...?’ to get children thinking about their own preferences.</p> <ul style="list-style-type: none"> • ‘Would you rather...’ be good at running or jumping, a deep sea diver or an astronaut, be a kitten or a puppy, live in a castle or live in a camper van, have wings to fly or breath underwater, etc. Talk about how all these choices are about who we are, what we like. We are all different. • Me, myself: Hand out cut-outs of a person, A4 size will give enough room. Pupils write or draw three things in the cut-out person that makes them who they are; parents, siblings, hair colour, name, likes, skills, etc. • How do I feel? Consider the feelings we all have and what inspires them. Discuss what makes them happy. Add a happy face to their person cut-out and write what makes them happy (one word or a picture is fine), add what makes them feel upset. The teacher may share his/her own sad times. • Being lost: what if pupils got lost at the shops, the seaside, park or a busy place? What words can they give you to describe this feeling of being lost? Write them all on the board. If you are artistic, add an emoticon for each one, or ask children to design one. <p>Symbols of belonging</p> <ul style="list-style-type: none"> • Teacher (or willing adult) shows things from their life that tells the children something about who or what they belong to. This could be multiple things, such as a family photo, a wedding ring, tickets to a play or gig they went to with a friend, mementoes from a holiday with friends, objects from a club they belong to, etc. Ask the children to talk about what each thing shows about the teacher. If two adults can do this together, it is fun to have the children guess who owns each object. Talk about how this shows all the things the teacher belongs to; family, friends, clubs, hobbies. • Return to the words and emoticons for feeling ‘lost’ above. Some pupils will be able to talk about how we feel worried and scared when we lose our special people because we belong to them and need them. <p>We all belong</p> <ul style="list-style-type: none"> • Return to the person cut-out. Glue the people onto a sheet of A4 (coloured A4 would be nice). Ask pupils to talk in pairs or threes about all the people, places and groups they belong to. Write some common words on the board to help them; family, brother, sister, friends, church, mosque, swimming, Rainbows, Beavers, football, etc. pupils write the two most important things they belong to on the outside of their person, and decorate the outside. Save these people for your Belonging display. 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging Talk about what is special and of value about belonging to a group that is important to them (B2)</p> <p>Expected Recognise symbols of belonging from their own experience (A3)</p> <p>Recognize symbols of belonging for Christians (A3)</p> <p>Recognize symbols of belonging for Jews or Muslims (A3)</p> <p>Think about why symbols of belonging matter to believers (A3)</p> <p>Exceeding Give examples of ways in which believers express their identity and belonging within faith communities</p>

LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do Muslims know that they belong?		
<p>Pupils will learn:</p> <p>Describe what a story about the prophet shows about belonging to the Muslim community</p> <p>Find out more about how calligraphy shows what is important to Muslims</p>	<p>Symbols of Muslim belonging</p> <ul style="list-style-type: none"> • What can we notice about Muslim belonging? Show two pieces of Islamic calligraphy saying ‘Allah’ and ‘Muhammad’. Muslim children in the class might have objects with calligraphy on they could bring in. Can they explain the letters to the class? There are many beautiful examples online. Google image search ‘calligraphy Allah’ and ‘calligraphy Muhammad’. First show ‘Allah’. Print out and let the children trace the letters with their fingers; these are Arabic letters spelling A-LL-A, which is the Muslim word for ‘God’. Teach that this is the most important thing Muslims belong to. Many Muslims will have some calligraphy in their house and the mosque. • Next show calligraphy spelling ‘Muhammad’. Teach that this was a man who belonged totally to Allah as he was very good, loving and wise. The things Muhammad said and did help Muslims today to be good people. • Show an image of pilgrims circling the ka’aba at hajj. This is an incredible sign of belonging in Islam. <p>A Story of Belonging in Islam</p> <ul style="list-style-type: none"> • Ask children to think about a time when they have got in trouble. What happened to them? What did their parents or teacher say? Were they punished? How did they know it was all ok again afterwards? We are going to learn about a naughty boy and how the Prophet Muhammad helped him be better: • Read the story of the Boy who three Stones and Trees. A version of this given below. Ask ‘wonder’ questions; I wonder what the little boy thought about the tree? I wonder what the farmer thought about the little boy? I wonder why Muhammad decided not to be angry? I wonder how Muhammad helped the farmer to forgive the boy? I wonder how the boy felt at the end of this story? • Collect the words from the story describing how Muhammad dealt with the little boy, such as ‘spoke quietly’, ‘was not angry’ and ‘explained’. Who actually forgave the boy? It is the farmer. He forgives the boy because Muhammad shows him how to think about the situation. • Return to children’s memories of times they were in trouble. How did they feel when it was over? Relieved, grateful, better? Talk about how belonging to people means sometimes doing silly things, and having to say sorry. Sometimes it means having to forgive people yourself. Gather these words and write them on the board. • Hand out a blank outline of the ka’aba (Google image search ‘ka’aba outline’) one per group. Write how they feel about this story in the ka’aba, such as ‘being forgiven’ or ‘saying sorry’. Save this for your Belonging display. 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging Talk about what is special and of value about belonging to a group that is important to them (B2)</p> <p>Expected Recognise symbols of belonging from their own experience (A3)</p> <p>Recognize symbols of belonging for Muslims (A3)</p> <p>Think about why symbols of belonging matter to believers (A3)</p> <p>Exceeding Give examples of ways in which believers express their identity and belonging within faith communities (B3)</p>



Objectives Covered in Unit

RE teaching and learning should enable pupils to...

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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End of key stage outcomes

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

LKS2 Cycle A – Autumn 2 – Making a Difference

Week 1 - Believing	Week 2 - Believing	Week 3 - Expressing	Week 4 - Expressing	Week 5 - Living	Week 6
<p>What do Christians believe about God?</p> <p>'Seeing is Believing' – is it? What do I think about believing in God?</p> <p>Pg 4</p>	<p>What do Christians believe about God?</p> <p>What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers</p> <p>Pg 6 & 7</p>	<p>Why do Christians pray?</p> <p>How and why do Christians like to pray?</p> <p>Page 6</p>	<p>Why do Christians think that life is like a journey and what significant experiences mark this?</p> <p>What is the significance of Baptism to Christians? Pg 6 & 7</p>	<p>What does it mean to be a Christian in Britain today?</p> <p>How do Christians show their beliefs in the home and at church?</p> <p>Pg 4 & 5</p>	<p>What can we learn from Christians about deciding what is right and wrong?</p> <p>What does Christianity say about how to live a good life?</p> <p>Page 7 & 8</p>



LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
'Seeing is Believing' – is it? What do I think about believing in God?		
<p>Pupils will learn to:</p> <p>Describe some things we cannot see but do believe in.</p> <p>Consider questions such as: what is God like? If God is invisible, can we imagine what God is like?</p> <p>Look for similarities and differences between different ideas about God</p> <p>Think of reasons why some people believe in God and some do not.</p> <p>Give simple reasons for their own ideas and metaphors.</p>	<p>Lots of people believe in God in different ways, and some people don't.</p> <ul style="list-style-type: none"> • Use a balloon. Blow it up, and ask: If we cannot see air, how do we know it is there? Talk about ways in which we exercise trust and faith in our everyday lives. Do we trust a chair when we sit on it? Adults? Teachers? What we see on the television? • Find some examples of how we know about something we have not seen or experienced for ourselves. Many different ideas and beliefs • Ask the pupils for their ideas, descriptions and beliefs about God. Talk about everyday examples of belief in things that cannot be seen, and the grounds for such beliefs. Explore air in balloons – talk about the air being there but not being able to see it. If it is a windy day go outside and fly a kite, or watch the trees moving in the wind. Blowing bubbles – what are they? • Help the pupils understand that we believe in the existence of lots of things we cannot see. Emphasise the point that because we can't see things doesn't mean they are not there – we know they are there because their effects can be seen. Some religions talk about 'seeing with the eyes of our hearts' or the 'inner eye'. What might this mean? <p>Discovering children's own ideas about God</p> <ul style="list-style-type: none"> • Play a game of 'I-spy' in the imagination, in which children close their eyes and try to 'see' what they think is being described by the teacher. This helps to get across the ideas that sometimes we can 'see' things in our heads which we can't always see with our eyes, and that sometimes, drawing on the same information, people 'see' different things. • Play some peaceful background music. Begin by getting children to 'take a line for a walk' on a piece of paper, and ask them to make the line angry, then peaceful, then excited, then wild, then calm. Next ask pupils to draw (or write describing words depending on age/ability of group) their idea about God. (Point out that it is not 'drawing God' – you might ban old man and beard drawings) Help them with the starter sentence: 'I think God might be...' You could also give pupils a list of simple words that others use about God and ask them to choose some: loving / puzzling / mysterious / great / kind / not real / everywhere / wise / scary / interesting. Note that Muslim children are <i>not to be invited to draw God</i>, so they need instructions that ask for their thoughts, not a picture of God. • Pupils could then be encouraged to talk about their picture or writing in groups or with the class as a whole. 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Identify different beliefs about God (B1). <p>Expected:</p> <ul style="list-style-type: none"> • Ask questions and suggest some of their own responses to ideas about God (C1). • Identify how and say why it makes a difference in people's lives to believe in God (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).

Lesson 2

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers		
<p>Pupils will learn to:</p> <p>Find out more about Christian metaphors for God.</p> <p>Discover what Christians mean when they say 'Father, Son and Holy Spirit' for God</p> <p>Know some of the artefacts religious people might use when they talk to God or pray.</p> <p>Understand that prayer is a way religious believers believe they can communicate with God.</p>	<p>Four Christian ideas: Is God love? Is God 'our Father'? Is God light? Is God the Creator?</p> <ul style="list-style-type: none"> • God as love. Talk with the pupils about the people in their lives who love them (a sensitive question, so ask sensitively). What evidence do they have that someone loves them? How does it make them feel? How do they act and what do they do? Can we see love? How do we know it is there? You might read the classic book 'Guess How Much I Love You' by Sam McBratney and discuss if love can be measured. Read the Bible poem about love from 1 Corinthians 13 with the class and notice the many things it says about the love of God. • God as father. Show the pupils a bag with a collection of items a parent would use with a baby. Take the items out of the bag and discuss each in turn. How do parents care for their babies? Make a list of things that a baby needs. As well as the practical items, move pupils on to talking about babies needing love and care. Talk about Christians believing that God looks after them like a loving father (or parent). Teach the class that the Lord's Prayer, used by millions of Christians every day, starts like this: 'Our Father, who lives in heaven...' • God as light. Show the pupils a collection of different sorts of candles. Talk about when candles are used – birthday cakes, power cuts, and so on. Light the candles and talk about them shining in the dark. Fear of the dark might be introduced at this point and pupils encouraged to reflect on their fears and how important it is to have something happy and positive when you are or have been afraid. Explain that people going to church often light candles and candles are used in church services. Show pictures of candles being used in church. Reflect by looking at candles and listening to music, thinking peaceful thoughts, saying prayers (if appropriate) and letting go of our fears. • God as creator. Read or retell one of the many versions of the Genesis creation story now available for children. You might use the pictures from RE Today's Picturing Creation pack if you haven't done this in unit L2.2). Reflect on the pictures – encourage pupils to ask questions about what they see – write questions on 'sticky notes' and attach them to the posters. Explore the pupils' questions. If possible explore some of the wonders of the world outside. Collect some items together and bring them into the classroom. Each pupil could produce a 'Reflective Palette' (A shape like an artist's palette on a sheet of A3 and then pupils place the items they have brought from outside onto their palette). Play some music and reflect on their items. Pupils may want to talk about environmental concerns. Talk about Christian belief that God has given people the job of stewards (carers) of the earth. 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Identify beliefs about God that are held by Christians (B1). <p>Expected:</p> <ul style="list-style-type: none"> • Describe some of the ways in which Christians describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Identify how and say why it makes a difference in people's lives to believe in God (B1). • Suggest why having a faith or belief in something can be hard (B2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).

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<p>Why do Christians say 'Father, Son and Holy Spirit' for God?</p> <ul style="list-style-type: none"> • Explore some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy Spirit; how Christians create art expressing ideas about God as three in one. • Explore answers to the question: What do Christians mean by 'Trinity'? How can God be three and one? Teacher brings in photographs or objects that illustrate how she or he is known in three different ways – maybe aunt, mum and sister. Pupils could draw themselves and say how they are known in three different ways: sibling / friend / son or daughter / footballer musician / reader / cook / funny / serious / sleepy... • Explain that the person is only one person even though they are known in different ways to different people. Illustrate this concept with water, steam and ice – one and the same but seen in three different ways. This is an inadequate, but still often used metaphor for Trinity. Other examples: Acorn, tree, oak wood. Seed, plant, fruit. Can the pupils say if these are good ways of understanding 'Father, Son, Holy Spirit'? <p>Christians believe God answers people's prayers (but not by giving everything they ask for).</p> <ul style="list-style-type: none"> • What is praying? Why do Christians like to pray? Explore all the ways people communicate with others and have as many examples as possible to show pupils, e.g. talk, sign language, telephone, letters, postcards, email, videos, text messages, and so on. • Talk about why people want to communicate with others, e.g. when they have good or bad news to share, to tell people what they are doing or where they are going, and so on. • Explain that Christians and other religious people want to talk to their God. Have a collection of artefacts available, e.g. rosary, candles, prayer mat, prayer books, incense, and so on. These could include items from other faiths too: e.g. Muslim prayer mat, as this is a useful lesson to show that prayer is an important activity for people of many religions. • Have a range of prayer artefacts available – including those from religions other than Christianity. Make it clear in the plenary activity which religion the different artefacts come from and how/why they might be used. This provides opportunities to explore widely. • Place four or more artefacts used in prayer on paper on different tables around the room and allow pupils in small groups to visit each table, writing notes, questions and comments on the paper. Ask them to explore the artefact using all their senses. Bring pupils together along with the artefacts. Explore and answer their questions, or plan more research. Talk about how each one is used to help people pray. How might they be helpful? What do they do for people? <p>Notes: BBC video on Christian prayer: www.bbc.co.uk/programmes/p02q88sl RE: Quest has good stuff on Christian prayer at: www.request.org.uk/restart/2014/04/08/prayer/</p>	
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LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
How and why do Christians like to pray?		
<p>Pupils will learn:</p> <p>About some varied ways in which Christians pray</p> <p>About Christian beliefs about God and prayer</p> <p>About Christian answers to questions such as: Does God answer some prayers? How does God answer some prayers? What if a prayer is not 'answered'?</p> <p>About some similarities and differences between Christian prayers and other people's prayers.</p> <p>About how and why some people find calmness, hope or strength when they pray.</p>	<p>What different kinds of prayer do Christians use? Prayer in Christianity</p> <ul style="list-style-type: none"> Use a collection of Christian prayers / prayer cards to sort into groups – (asking (intercession), saying sorry (confession), thanks, praise, help, silence) Discuss what are the reasons why people pray? Who are Christians praying to? Why? How do the pupils think a Christian prays? Is that any different to how people from other religions pray? Ask pupils to devise and carry out a school and beyond questionnaire which focuses on prayer and what people believe on prayer. (The findings of this will be used at the end of the unit) <p>How can we learn about prayer by asking questions?</p> <ul style="list-style-type: none"> If possible interview Christian about prayer. Emphasise prayer for Christians is all to do with a relationship with God and communicating with him. Look at different types of prayer found in the Bible and ask pupils to create a symbol for one type of prayer. A good way to do this is through using stories in which a prayer is answered, e.g. Daniel in the den of lions (Daniel chapter 6) or Saint Peter's release from prison (Acts chapter 12). <p>What does the Lord's Prayer mean? Why is it so popular?</p> <ul style="list-style-type: none"> Look at particular Christian prayers e.g. The Lord's Prayer – when was it first used? (Jesus taught his disciples how to pray Matthew 6 v 5-13) where and when is it used? What key beliefs are expressed in the prayer (e.g. the fatherhood of God, God as provider of food, belief in heaven, forgiveness for sin). Look at different versions and discuss the merits of each. Can pupils put it into their own (much simpler?) words? Literacy skills are needed for this, and it makes a good cross curricular focus. <p>How and why do Christians like to pray?</p> <ul style="list-style-type: none"> Talk about different ways Christians pray and why these might be helpful – lighting candles (votive candles), kneeling, open hands, incense (as a symbol of prayers rising to God), through music, through silence and meditation. Allow children to experience some quiet music leading to silence with a lit candle in which they can sit quietly and enjoy time to just be. Maybe use a guided story / fantasy as a form of meditation (see resources). Share thoughts and reactions if appropriate and reflect on what use is stillness to me? Christian artefacts as aids to prayer: (something kinaesthetic and concrete) Ask children to choose a cross (from pictures or artefacts) and to write the prayer they think a Christian might say to go with it. Or choose a picture of people suffering, and the prayer that goes with it. Or a life cycle ritual such as Christening, marriage or a funeral and the prayer that goes with it. This also has a literacy dimension: genre, audiences and prayer. Look at the work of 'Prayer Spaces in Schools' to see many fresh ideas about prayer in action. (The website is full of ideas and gallery photos). What would be good about having a PSIS in your school? Would it raise some problems too? <p>NOTE: It is never good practice to require children to write a prayer. Give them a choice, so that their own points of view can be the basis of their work.</p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging: Describe what some Christians say and do when they pray (A1).</p> <p>Expected: Describe the practice of prayer in Christianity (A2). Make connections between what Christians believe about prayer and what they do when they pray (A3).</p>

Lesson 4

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What is the significance of Baptism to Christians?		
<p>Pupils will learn:</p> <p>Describe two different Christian celebrations of belonging/initiation</p> <p>Consider questions about the importance and significance to Christians of different forms of baptism</p> <p>Look for similarities and differences between different Christian belonging/initiation ceremonies</p> <p>Think of reasons why some Christians baptise babies at birth and others have believer's baptism</p>	<p>What happens? Why? What does it mean?</p> <ul style="list-style-type: none"> In pairs or small groups brainstorm/mind map what the pupils already know about baptism. This could be done using two colours, one for things that happen and objects (concrete things), the other for the meaning and symbolism (abstract ideas). Alternatively, give pupils a sticky note to write or draw an idea connected to baptism on, and then arrange them in a sorting diagram on the board. (Categories could be 'objects', 'events' and 'meaning'). Using the pupils' prior knowledge as a starting point, teach the key facts about baptism. Explain that baptism is an initiation ceremony and make clear the differences in the Christian church that have led to beliefs in infant and believer's baptism. Ensure the pupils have seen photos or clips of both ceremonies and that they understand the ceremony of confirmation as a fulfilment of promises made by parents during infant baptism. <ul style="list-style-type: none"> Infant baptism http://request.org.uk/life/rites-of-passage/infant-baptism/www.bbc.co.uk/programmes/p02mwy4d Confirmation http://request.org.uk/life/rites-of-passage/confirmation-video/ Believers baptism http://request.org.uk/life/rites-of-passage/believers-baptism/www.bbc.co.uk/programmes/p02mwy4d <p>As they look at these, ask them to note main features of the ceremonies and any symbolism shown in words or pictures (e.g. promises, declarations of faith, water cleansing, dying to sin, etc.)</p> <ul style="list-style-type: none"> Read the words of a baptismal service and discuss the meanings. If possible, ask a visitor in to explain experiences and the meaning of believer's baptism. Ask the pupils to think about the symbolism of water in baptism and share ideas. Discuss the idea of a fresh start, of dying to sin and being 'born again'. Ask the pupils to consider how they would like to be if they had a fresh start in life. What would they want to change about their behaviour and attitudes to life? Discuss in pairs, then fours. If appropriate, ask pupils to produce a picture, poem or piece of writing explaining how they would like to be if they had a fresh start. The symbolism of water could be developed in this activity, e.g. writing in a raindrop shape, looking at a new reflection of self in a pool of water. Discuss the importance of promises made in the baptismal service. Explore the idea that part of the significance of the Believer's Baptism service is to express a commitment to belong to the Christian church. What groups or communities do the pupils belong to? (A school community is an excellent model for this activity). What signifies their membership/allegiance to the group? What 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). Identify at least two promises made by believers at these ceremonies and say why they are important (B1). <p>Expected:</p> <ul style="list-style-type: none"> Describe what happens in Christian ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus

	<p>responsibilities come with belonging to this group? What are the benefits and support gained from belonging to this community? Make a class list of promises of responsibility for belonging to the class community.</p> <p>Where does the idea of baptism come from?</p> <ul style="list-style-type: none"> Explore baptism in the Bible. Ask the pupils to look up the following references in the Bible and to make notes on what these passages teach Christians about baptism: John the Baptist (Luke 1:5 – 25), Jesus is baptised (Matthew 3: 13 – 17), Saul/Paul is baptised (Acts 9:10 – 19), an Ethiopian is baptised (Acts 8: 26 – 40), the Jailer's family is baptised (Acts 16: 16 – 34). Do a guided visualisation of the baptism of Jesus or just do an animated reading of the story. Give pupils speech bubbles and ask them to write down something one of the characters in the story might have thought, felt or said. Use these to analyse the event in a detailed discussion. Write a diary entry for the day from the point of view of one of the characters. 	<p>and/or Jewish people (B2).</p> <ul style="list-style-type: none"> Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).
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Lesson 5

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do Christians show their beliefs in the home?		
<p>Pupils will learn:</p> <p>Look for similarities and differences between a Christian and a non-Christian family home</p> <p>Look for similarities and differences between how a Christian and a non-Christian family would spend their time</p> <p>Think of reasons why some people pray, go to church, say thanks before food and read the bible</p>	<ul style="list-style-type: none"> Place a tray of items in front of the pupils. The items should be presented as a series of items that have come from the house of a family. Include on the tray several items that show that this is a Christian house e.g. bible, children's bible story books, palm cross, cross or crucifix, cd of Christian music, bible verse fridge magnet, prayer cards, church notice sheet. Include on the tray several items that would be owned by any house e.g. Harry Potter book, football boots, cd of pop music, cinema ticket, family photo. Play Kim's game with the items. Cover them up and remove an item. Can the pupils work out which item has been removed? Can the pupils see any links between the items? E.g. 2 music cds or bible and bible and bible fridge magnets. Ask the pupils to act as detectives. What do they think the family is like? What are they committed to? Which items do they think would be most important to this family? Why? Discuss the use and importance of each of the items. Sort them into more important and less important. Ask the pupils to draw one of the items for a book on Christian families. They must choose an object that they think would be really important to the family. Annotate the picture with information about why it is important and how it might be used by the family. Show the pupils a weekly calendar. Discuss what might go on the calendar for their family. Dinner together? A trip out somewhere as a family? You might want to introduce Nathan, a Christian boy featured in My Life My Religion. You could show a short clip of him introducing himself www.bbc.co.uk/programmes/p02mwvjv. What would appear on his weekly calendar e.g. having a family meal but saying grace before the meal, going out as a family to Church, going to Sunday school, praying before bed and as a family, learning to read the bible with other people, going to a church youth club. Do you think Nathan will do any of the same things that you do? Why? Why not? Ask the pupils to work in groups to create a visual calendar for Nathans week. Annotate the calendar to say why he is choosing to do certain things. How do the things he is doing show his faith. Remember not everything that Nathan and his family do is to do with their beliefs- include things like walking the dog! Do you think there might be challenges for people who are Christians? Think about what you might do on a Sunday morning? Could a Christian do that? What other things might make being a Christian a challenge sometimes? Are there any good things about being a Christian? 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging</p> <ul style="list-style-type: none"> Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). Ask good questions about what Christians do to show their faith (B1). <p>Expected</p> <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). <p>Exceeding</p> <ul style="list-style-type: none"> Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do Christians do to show their beliefs at Church?		
<p>Pupils will learn:</p> <p>Describe what happens in church at different times of the week</p> <p>Find out more about one of the ways that Christians show their beliefs in church.</p> <p>Think of reasons why some Christians pray, read the bible, take communion or help people</p>	<ul style="list-style-type: none"> Give pupils an outline of three church windows. Ask them to draw what they think they would see if they peeped through the window on Sunday morning, on a weekday and finally on an evening in the week. Find an example of a church noticeboard for the pupils to look at. Ideally take a photo of one from a local church, if not you can find examples online. There is also an example of a noticeboard in Opening Up Christianity RE Today Services. Were their predictions of what might be happening correct? What happens on a weekday, in the evenings and on a Sunday morning in the church they are looking at the noticeboard for? Draw what they would see happening for that church at three different times and annotate their pictures. As a class look at the noticeboard make a list of five to ten things that happen in the church or outside of the church. Why do they think each one of these is going on? Share with the pupils the bible quotes below <i>And don't forget to do Good and share with those in need Hebrews 13:6</i> <i>Jesus said, 'whenever you eat bread and drink wine remember me.' 1 Corinthians 11:26</i> <i>I will sing to the Lord all my life; I will sing praise to my God as long as I live. Psalm 104:33</i> <i>Your word is a lamp to guide my feet and a light for my path Psalm 119:105</i> <i>Then Jesus told his disciples a parable to show them that they should always pray and not give up. Luke 18:1</i> Ask the pupils to match the bible quotes to items on the noticeboard. What is the connection between the item on the noticeboard and the bible quote. Ask the pupils to freeze frame an example of an activity that would show that a Christian person or group of Christians were following the teaching from the bible. Choose one of the things that the pupils have found on the noticeboard and find out in more detail what happens e.g. ask someone to come in and talk about the event or practice or the pupils could write a series of questions to people involved in the event. <p>Notes: An example of the church notice board and an extension of the work with the church noticeboard can be found in Opening Up Christianity RE Today Services</p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging</p> <ul style="list-style-type: none"> Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). Ask good questions about what Christians do to show their faith (B1). <p>Expected</p> <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).

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Lesson 6

LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
<i>What does Christianity say about how to live a good life?</i>		
<p>Pupils will learn:</p> <p>That many Christians are guided by words of Jesus, including the Beatitudes and two great commandments.</p> <p>The meaning of the Beatitudes.</p> <p>Some similarities and differences between the Beatitudes and the Ten Commandments.</p> <p>Ways in which followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong.</p>	<p>How to be Happy</p> <ul style="list-style-type: none"> Ask pupils to list three things that make them incredibly happy. Then three that make their family incredibly happy. Finally, list three things that could make everyone in the world incredibly happy. Compare the three lists to see if any of the ideas appear in more than one of them. If pupils had to pick one of their ideas as the most important for happiness, which would it be and why? <p>Jesus' Guidance for Living</p> <ul style="list-style-type: none"> Explain to pupils that many Christians believe Jesus' words and actions show them how to live. He guided them by teaching that the only way to be really happy is by: <ul style="list-style-type: none"> Loving God Loving other people Being gentle and kind Being fair, and working to make sure others are treated justly Forgiving when people hurt and upset us Being good peacemakers-helping people and nations make friends Standing up for what is right (based on the Beatitudes: Matthew 5:3-15) Split the class into seven groups and give each group one of the bullet points from the Beatitudes. Pupils should discuss what that particular piece of guidance means and produce a freeze frame or a drawn image to show how a Christian child might carry out that action in their normal daily lives. Ensure that each group gets to briefly share their ideas with the rest of the class so that all pupils have an understanding of all main ideas in the Beatitudes. Give pupils the list of all seven bullet points from the Beatitudes and the child friendly version of the Ten Commandments. Ask them to work in pairs to spot and list any similarities and differences between the two codes for living. Take feedback and discuss pupils' findings. Look at how God is mentioned in both codes and ask 'Why do you think they mention God so much?'. Introduce Jesus' two great commandments: 'Love God with all your heart, mind and strength. Love your neighbour.' Does anything in this remind pupils of the Beatitudes or Ten Commandments? 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recall some of the Beatitudes and talk about them (B2). Find out teachings from Judaism and Christianity about how to live a good life (C3). <p>Expected:</p> <ul style="list-style-type: none"> Give examples of rules for living from Christianity and Judaism and suggest ways in which they might help believers with difficult decisions (B1). Discuss ways in which Christian and Jewish people might decide what is right and wrong (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain some similarities and differences between the codes for living used by Christians and Jewish people (B3).

	<p>Deciding What is Right and Wrong</p> <ul style="list-style-type: none"> Ask pupils what a Jewish or Christian person might do to help them decide what is right or wrong. Do pupils feel the Beatitudes or Ten Commandments might help a Christian or Jew to know the right thing to do in certain situations? Give pupils instances when people might be put into a difficult situation – see if pupils can work out which teachings from the Ten Commandments or Beatitudes might help a Jewish person or Christian person decide what is right to do. Eg When someone tries to pick a fight with you (the Beatitudes tell Christians to be gentle and kind), or when your mum/dad asks you to help with the washing up but you want to play (the Ten Commandments tell Jewish people to have respect for your parents). Discuss whether pupils think it is always easy for a believer to follow the religious guidance. Ask pupils whether they can imagine a time when this would be hard to do, or not. Encourage pupils to give reasons for their views. Give pupils the opportunity to tell you any questions that they would like to ask a Christian/Jewish person about this. A practising believer can be invited into class to answer them, or some of the best questions can be emailed to a believer at http://pof.reonline.org.uk/ 	
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LKS2 Cycle B – Autumn 2 – Making a Difference

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>What do Hindus believe about God?</p> <p>How do Hindu people show what they believe about gods and goddesses?</p> <p>Pg 13 & 14</p>	<p>What do Hindus believe about God?</p> <p>Why are three of the gods of the Hindu way especially important?</p> <p>Pg 15 & 16</p>	<p>Why do Hindus pray?</p> <p>How do Hindus pray and worship at home and in the Mandir?</p> <p>Pg 7</p>	<p>Why do Hindus think that life is like a journey and what significant experiences mark this?</p> <p>What ceremonies do Hindus mark in the journey of life?</p> <p>Pg 10 & 11</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>What is it like to be a Hindu in Britain today? Pg 13, 14 & 15</p>	<p>What can we learn from religions about deciding what is right and wrong?</p> <p>How can people decide what is right and wrong without God's help? Page 9</p>



Lesson 1

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do Hindu people show what they believe about gods and goddesses?		
<p>Pupils will learn:</p> <p>Describe the symbolism of Hindu murtis / statues of the gods and goddesses.</p> <p>Find out more about asking good questions about religion.</p> <p>Look for similarities and differences between different murtis of the gods and goddesses.</p> <p>Think of reasons why some Hindu people use murtis / statues of the gods and goddesses in worship.</p>	<p>How and Why do Hindus use murtis (statues) to worship?</p> <ul style="list-style-type: none"> These two lessons (take the time you need to and use the ideas flexibly) explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses including beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer). Pupils will use two examples of Hindu texts which 'describe the indescribable'. Talk to the class about the ways in which objects can tell stories. Ask them to think of examples: What can we learn from a conker? How does the oak tree get inside the acorn? What does a person's dress tell you about what they like? If you meet someone holding a gun, and someone holding a bunch of flowers, what might these objects say about them? This person is connected to... Ask the children in pairs to come up with three things to hold, or to name if you prefer a speak and listen game, that are clues to the character they are thinking of, and see if others can guess the person. For example: wand / schoolbook / glasses (Harry Potter); red shirt / silver cup / shin guard (Wayne Rooney); nappy, crown, newspaper (Prince George). Ask them to devise some more examples – your head teacher and the children themselves are good, fun examples. Give groups of 4 children a large sheet of paper divided into quarters, with a picture of a Hindu god or goddess in the middle – an internet search will provide many pictures you could use. One quarter is for 'What' questions: (What is it? What is it for? What do you notice? What is it made from? What is it like? What does it stand for? What might it cost?) One quarter has 'How' questions (How was it made? How is it used? How could you get one? How can we find out more about it? How do religious people feel about it?). The third quarter has 'When' questions (When was it made? When was it bought? When is it used? When people use it, how do they feel? When do I use something like it?). The final quarter has 'Why' questions (Why is it like this? Why do people make these? Why do some people value it and think it precious? Why do some people find it strange or scary? Why are we studying it in RE?) 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Identify beliefs about God that are held by Hindus (B1). <p>Expected:</p> <ul style="list-style-type: none"> Describe some of the ways in which Hindus describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Identify how and say why it makes a difference in people's lives to believe in God (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).



- When each group has put at least 12 questions onto their sheet, use the pages with the whole class to enable pupils to see that different kinds of questions help us to enquire into an object. For example: if the page had the FA Cup, or a pet rabbit, a Ferrari car, the coronation crown or Britney Spears' iPod in it, then the questions might help us to understand the object, and get at its story (if you have time, you could use objects like these to start, but it's more important to explore the murtis of the gods and goddesses).

Demonstrate an exploratory approach to RE

- Use an image of Durga, a form of the goddess (e.g. <http://tinyurl.com/896psj>) Tell pupils that they are going to try and find out about one of the Hindu gods and goddesses, and demonstrate with this one. Even if they don't know much yet, the questions will be the tools for finding out all about the image. Either get the class to ask 12 questions about it, or use some drawn from their earlier work.
- Talk about the image. Can the information below answer some of the questions? A Durga murti (statue) often shows the goddess in red or purple clothes. These colours are a sign of action. There are many stories of Durga in which she rides on her tiger to fight evil. She is always busy defending what is good against evil enemies. (Ask children what they believe is a weapon for goodness in a world of evil.) In one of her hands, Durga carries a conch shell. When blown, it makes the sound of creation: Aum. A thunderbolt in one hand, a snake in another can make her look fearsome, but one of her hands is held up, open in a greeting that means: 'Don't be afraid.' She is herself fearless, patient, always good humoured.
- Tell children the story of Durga. e.g. www.balagokulam.org/kids/stories/durga.php or available in Opening Up Hinduism, RE Today Services 2010. Ask children to choose four key words from the story and to make a picture or symbol for each of those words. Ask them to group up and share the words they chose and the images they made. Does this story answer any more of their questions?

The next lesson will use a similar method to get pupils to explore three key murtis or images: Brahma the Creator, Vishnu the Preserver and Shiva the Destroyer.

Notes:

The BBC series 'My Life, My Religion' has a very useful programme on Hindu community, with this clip about worship being particularly useful in this unit:

www.bbc.co.uk/programmes/p02n5wvr

Lesson 2

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why are three of the gods of the Hindu way especially important?		
<p>Pupils will learn:</p> <p>Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses.</p> <p>Find out more about Hindu gods and goddesses.</p> <p>Develop simple discovery and research skills.</p> <p>Look for similarities and differences between different Hindu murtis / statues</p> <p>Give simple reasons for different beliefs about God, e.g. that ultimate reality is like a prism.</p>	<p>What is the Trimurti? Find out about three of the most important Hindu forms of God. This next lesson asks pupils to find out about three key murtis or images: Brahma the Creator, Vishnu the Preserver and Shiva the Destroyer.</p> <p>Begin with the idea of a prism: Hindu teaching says that the Ultimate Reality is Brahman. Picture / show this as a strong beam of white light shining into a prism, split up into all the colours of the rainbow. The single colours are like the gods and goddesses in that they each represent aspects of the divine One. Return to this idea at the end of the lesson.</p> <p>Use a webquest approach to investigate the Trimurti of Brahman, Vishnu and Shiva. Pupils in groups of 4 are challenged to use a set of websites to discover as many facts they can about one of the gods of the trimurti. These sites can be pre-loaded onto the computers, or provided as a list to work from. These sites are suitable, as checked in January 2016.</p> <ul style="list-style-type: none"> Heart of Hinduism: http://hinduism.iskcon.org/practice/302.htm Hindu Kids: a useful glossary at: http://hindukids.org/learn/glossary/index.html Images of Brahma, Vishnu and Shiva (e.g. http://mesosyn.com/hindu-6.html) Information about the three gods: www.hinduwebsite.com/hinduism/hindutrinity.asp From the BBC: www.bbc.co.uk/schools/gcsebitesize/rs/god/hinduismrev1.shtml <p>Get children to seek answers to the questions raised earlier from these 5 and other websites which you trust.</p> <p>One God, many forms</p> <ul style="list-style-type: none"> Having looked at Durga, as well as the Trimurti, the murtis might well give the impression that Hindus worship lots of gods. Use the story of the blind men and the elephant to explain that most Hindus believe in one God, Brahman, but that he can be represented in many different ways, as gods and goddesses. A version of the story in verse can be found at http://wordinfo.info/Blind-Men-and-Elephant-crop.html Hindus say that there are lots of different ways to come to God, lots of ways to understand God. No one should criticise others if their way is different; no one understands God – or 'Ultimate Reality' fully. 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Identify beliefs about God that are held by Hindus (B1). <p>Expected:</p> <ul style="list-style-type: none"> Describe some of the ways in which Hindus describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).

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Capture the learning on an A3 page with a prism in the middle. To help children understand the idea of belief in one God with many forms ask children to make a picture of a prism in the centre of a page, and use this metaphor to record all they have learnt about Hindu beliefs.

- Remind pupils that the statues of the gods and goddesses often have many arms, holding symbolic objects in many of their hands. One hand is often held up, and open – a friendly welcome to the worshipper. These objects symbolise the powers of the god or goddess. Ask children, if you wanted someone to guide or help you in your life, what powers would you want your helper to have, and why? Start with the qualities of Durga, and then go beyond to Brahma, Vishnu, Shiva and others. Take these ideas and ask children to design their own image of their powerful helper. How do they convey the meaning of the powers and qualities of their guide/helper? Ask them to write a short explanation of their symbols.

Notes:

Masses of information on the web is great, but make sure your work with pupils in this unit meets the safety standards of your school IT policy. Check website you recommend for pupil use. An alternative is to use a collection of library books on Hinduism – almost all titles will include images and information, ideas and questions about the Trimurti.

Lesson 3

LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
How do Hindus pray and worship at home and in the Mandir?		
<p>Pupils will learn:</p> <p>About reasons for Hindu practices of prayer and worship</p> <p>The religious vocabulary that describes Hindu shrines and worship</p> <p>About some different ways Hindus pray and worship</p> <p>About how Hindus express the meanings of Hindu prayer and worship in artefacts, visually and in Mandirs</p>	<p>Objects that express what matters most: do we all worship?</p> <ul style="list-style-type: none"> Choose several meaningful objects that express what matters to you. Ask the children to look at the objects and suggest reasons why they might be important. Be prepared to talk to the children about them e.g. family photo, heirloom, letter from someone special, music, poem, religious symbol, trophy. It's not their cash value that tells you the value of these things. Talk about how objects can show what matters most to us. Use a guided visualisation to focus on the importance and significance of special objects*. After the visualisation, ask children to draw a picture of their special object in the centre of a piece of paper. Around this write words to show what the object means to them and why it is special. <p>Hindu worship at home: what can we find out?</p> <ul style="list-style-type: none"> Explain that a Hindu shrine is a collection of objects that show what matters most to a Hindu and that many Hindus will have a shrine in their own home. Look at pictures and videos of a shrine. Explain that Hindus treat the images of gods and goddesses like very special guests who are respected, cared for, talked to, offered food and kept clean. Ask the children why this might be. Children could try a picture extending activity: give them a sheet with a Murti pictured in the centre. Ask them to finish the shrine by drawing all they might see in a bigger picture. Play and talk about some Hindu music for worship – Bhajans are easily available on line, for example at CLEO (see resources section above). Consider the text of the Gayatri Mantra, a widely used Hindu morning prayer – see later lessons on this text as well. Working in pairs, ask children to mime a range of interactions, e.g. greeting someone important, saying sorry, giving and receiving gifts, saying thank you. Ask the children to watch a video of a Hindu family doing Puja at home. Can they see any similarities with their mimes? Look at a Puja tray and explain how it is used (ringing of bell, making offering, touching, bowing to the image, using incense, receiving Prasad, caring for the image). Which senses are involved in Puja? Record how each sense is used in Puja and something wonderful that the child relates to each sense. This could be done in the form of a worksheet or a book e.g. 'In Puja Hindus listen to the bell ringing. I like to listen to...' 'Hindus sing bhajans to praise the gods and goddesses. I like to sing about...' Think about the idea of offering. Who do we give things to? When? Why? How? Use a Diamond Nine ranking activity where children have cards with different gifts from different people on them. Which is the best offering and why? What can children give? <p>Hindu worship and prayer at home and mandir: similar and different</p> <ul style="list-style-type: none"> Teach pupils that many religious people pray or worship in a special place. Some people also make an 'ordinary space' special or holy – a part of the home for example. 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging: Describe what some Hindus say and do when they pray (A1).</p> <p>Expected: Describe the practice of prayer in Hinduism (A2). Make connections between what Hindus believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge Hindus (B2).</p>

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- o A good way to do this is with two whiteboard photos, one of worship at home and one of worship in the mandir. What is the same? What is different? A thinking strategy like 'double bubble' will help children to sort out ideas about this.
 - o Then use artefacts, or pictures to introduce some things which might be seen if you looked 'through the keyhole' into a Hindu family home. These could be:
 - o A picture of the child Krishna, a murti or statue of Lakshmi, goddess of wealth and luxury, a puja tray, a copy of the Bhagavad Gita, a sacred Hindu text, some Indian sweets, a calligraphic picture of the text of a prayer.
- What is precious? How do we say thank you?**
- o Ask the children to talk about the objects, and tell you all they can about the person who has these things in their house. This task can be developed with some simple writing to explain and describe the pictures, relating them to children's own lives. You could use a simple writing frame:
 - o My most precious person is... because...
 - o My most precious thing is... because...
 - o My most precious book is... because...
 - o My most precious memory is... because...

Connecting the learning

Ask pupils to consider which of these sentences they think is closest to their own view:

- o "When Hindus pray, they make a connection with god, and this is good because it can help them to be calm, or to be happy, or to be strong."
- o "I respect other people, and the Hindus can do what they want of course, but I don't really believe in prayer myself."
- o "Praying can make you feel calm, happy or strong because it is a ritual that makes a person reflect for themselves."
- o "All religions have their ways of praying, and I believe God hears all prayers."
- o "I think my way of praying is best, even if the Hindu way is a bit similar."

You could use the discussion strategy called 'Washing Lines' to explore these sentences with the class.

NOTES: If you can, set up a simulation of a shrine using artefacts. Invite a Hindu into the class to talk about their shrine at home. After listening to the visitor and looking carefully at the shrine, ask children to write a short poem on their attitudes to worship.

Some higher achieving pupils may be ready in this lesson to consider the similarities and differences between Hinduism and the other religions studied. This could be done as a group discussion, mind mapping or using a writing frame.

Lesson 4

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What ceremonies do Hindus mark in the journey of life?		
<p>Pupils will learn:</p> <p>Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha.</p> <p>Describe the significance of the Hindu sacred thread ceremony</p> <p>Look for similarities and differences between the sacred ceremony and other ceremonies of commitment in Judaism or Christianity</p> <p>Think of reasons why some people might not choose to have an initiation ceremony</p>	<ul style="list-style-type: none"> Discuss how Hindu religious practices and beliefs are based on a set of Holy Scriptures (the Vedas). The performance of duties (dharma) are according to an individual's nature. What do we think this means? Do we possess dharma? Explore the Hindu belief that life is a journey from one body to another and each life itself a journey from birth to death. Talk about the 'signposts' that Hindu will follow that enable them to get closer to God. As a whole class explore the word 'Reincarnation' and the Hindu belief that the cycle of reincarnation for them is not to be seen as something joyful but includes suffering and misery in order to reach spiritual freedom (Moksha). Watch the clip from My life My religion www.bbc.co.uk/programmes/p02n5v2q explaining the cycle of life and death. Can pupils show their understanding by drawing a diagram to show the Hindu journey of life like Vraj's picture. Investigate using information books, internet and other sources how a Hindu's spiritual journey follows a natural process of growing up. Does all life go through four stages? (Ashramas) Focus on the fourth stage, the Sannyasa (world renouncer) this stage is seen as an ideal not everyone reaches this. The Sannyasi gives up all possessions and becomes a wandering holy person with no fixed home. Ask pupils to consider how they would feel undertaking this stage or if a member of their family reached this stage. Write a pros/cons list and debate. Chose pupils to play the character of a Sannyasi and put them in the 'Hot Seat'. Find out about the first of the 'Samskaras' (sacraments). Before a child's naming ceremony a prayer for calmness is read. Pupils to write a prayer for calmness or some words that a Hindu might read before a naming ceremony and share with the class. Find out about the Hindu sacred thread ceremony, traditionally just for boys. http://hinduism.iskcon.org/practice/602.htm Recap with the pupils that between 8-12 some Hindu boys (and sometimes but more rarely girls) go through this ceremony. The child will be given a 'sacred thread' which he must wear all his life, a new thread must be put on before an old one can be removed. The ceremony is sometimes called second birth because it is meant to purify the person giving him a fresh start for the next stage of his life as an adult. 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Identify at least two promises made by believers at these ceremonies and say why they are important (B1). <p>Expected:</p> <ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Hindus (B2). <p>Exceeding</p> <ul style="list-style-type: none"> Explain similarities and differences between ceremonies of commitment (B3).

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<p>Read Rajan's description of his ceremony: <i>I had my upanayana ceremony when I was nine. I was very excited. First, I had to bathe and have my head shaved. Then I put on new clothes. One of our traditions is that we ask our mother and relatives to give us alms (this may be money or gifts). My guru (spiritual teacher) said the Gayatri mantra – it's a special prayer I have to say three times everyday. When the thread, which some Hindus call Jenoi, was placed over my shoulder, I felt so proud. It has three strands which remind me of my duties to God, to my ancestors and my guru. I had to promise to study the Vedas (holy books) with the help of my guru. Then I gave my teacher a present.</i></p> <ul style="list-style-type: none"> In groups answer these questions <ul style="list-style-type: none"> What do you think Hindus might mean when they talk about purifying a person before they begin the next stage of their lives? What kind of changes to the way a person behaves might need to take place? Why do you think Rajan had to promise to study the Vedas (holy books)? How do you think they might help him at this stage in life? Can you suggest a reason why the 'sacred thread' needs to be worn at all times? How is this ceremony similar or different to ceremonies in Christianity and/or Judaism? Imagine you were to go through a 'growing up' ceremony similar to Rajan's upanayana. <ul style="list-style-type: none"> What promises would you make for your future life? Who or what would help you keep these promises? What symbol would you choose to remind you of the promises you made?
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Lesson 5

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<i>What is it like to be a Hindu in Britain today?</i>		
<p>Pupils will think about:</p> <p>Describe how vibrant British Hindu life is</p> <p>Describe examples of where the life of a Hindu can be seen in Britain</p> <p>Consider questions about how it could be hard for British Hindu children to live across two cultures, but it could also be exciting and enriching.</p>	<p>Way in: where are Hindus in Britain? Why did they decide to settle here?</p> <ul style="list-style-type: none"> Show an image of 'chicken tikka masala'. Do the pupils' parents like Indian food? Do pupils? Ask the class to guess where chicken tikka masala was invented (Hindu children might know)- they may be surprised to find it was designed in the UK for the British palate, and is unheard of in India. In fact chicken tikka masala is one of Britain's favourite meals, along with roast beef and fish and chips. Indian food is a good way to show how well Indian cultures have fitted into British life (Sikhs, Jains and Muslims are also from India) Display a map of Britain by religion, identify where British Hindu populations live. Show images of bomb damage, destruction and ruined buildings in Britain after World War 2. Explain that the British government asked workers from India and Pakistan, as well as the Caribbean, to settle in Britain and help the rebuilding from 1945 onwards. Stress that these workers came over at the British government's invitation to help the country. This is an important historical fact to grasp, and is not often alluded to in the media. Pupils might comment on the relationship between Britain and India- affirm that at in 1945 India was still controlled by Britain and Indian people were considered part of the British Empire. <p>Hinduism in Britain</p> <ul style="list-style-type: none"> Show pupils lots of examples of vibrant and exciting British Hindu life and culture. You could give each group two examples each and ask them to report back to the class about 'British Hindu life'. Hindu festivals in Britain: www.bbc.co.uk/education/clips/zw92tyc (Simran and Vraj explain Holi) www.bbc.co.uk/education/clips/z8476fr (Simran and Vraj explain Diwali) Find images of posters advertising Diwali in Leicester, the world's biggest Diwali celebrations outside India. Search 'Hindu culture Southall' 'Leicester' and 'Birmingham' on Google images to find examples of Hindu life in Britain. <p>Fitting in</p> <ul style="list-style-type: none"> Ask pupils to think about all the films, TV shows and books they love. Write down the characters they identify with most. Why is this- because they like their character? Because they 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Expected Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Exceeding Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</p>

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share characteristic with them? Because they have similar life experiences? Discuss reasons. Is it important to have characters in stories and books that children can identify with? Display the CBBC i-player website. Scroll through the shows, talking about all the different presenters and characters there- do the class know anything about their religions, backgrounds, where they are from, what is special about them? If the class mention ethnic or cultural diversity, let the discussion flow towards why people from all background in Britain might like to see people like them on TV. Is it important to have presenters and characters on TV that children can identify with?

- Watch this clip where Simran compares a Hindu wedding in India with a Hindu wedding in Britain: www.bbc.co.uk/education/clips/zyhb4j6
- What is particularly Hindu about this wedding that children have never seen at any other wedding? What reminds children of elements of other weddings they have attended; Muslim, Christian, Jewish, Sikh, secular, etc?
- Hindu pupils may be able to bring in wedding invitations or photos of family weddings to show.
- Discuss why it is good for Hindus to be able to live out their culture and beliefs in Britain. (stick to own beliefs, worship God the way you want to, earn good karma, maintain link with India, etc).
- Discuss why it might be difficult (living across two cultures, non-Hindu people finding you strange, having two languages, different expectations of Hindu family and wider British life, etc)
- Watch this trailer for the film *Bend it Like Beckham*: www.youtube.com/watch?v=Z7Pt_GMDdGo (there is a kiss at the very end. If this is unsuitable, watch it in advance and be ready to stop the clip). This film is about Jess, a British Sikh girl who wants to play football, while her family want her to get married to a Sikh and have a family. Although the family are Sikh and not Hindu, the cultural issues are very similar. Discuss why the family want Jess to be a good traditional Asian girl, and why they struggle with her playing football. Some pupils might point out that Jess's white friend Jules also has trouble with her parents, who also want her to be a different sort of girl. Discuss why it might be hard to live across two cultures and fit in with both of them.

21st Century life in Britain

- Discuss with pupils what we *all* need to do to create a happy and safe country in which everyone can achieve their potential, whatever religion or background we come from. Draw up a class list of 10 duties, like the 10 Hindu duties.

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- Give groups blank (without colour) versions of the Union Flag. Explain that this flag already contains the flags of three nations (England, Scotland and Ireland). Ask pupils to think about the colours and images they would like to put into a *new* union flag- incorporating elements of 21st century Britain they see around them; sari fabrics, movie posters, fashionable colours and designs, logos, people, book covers, images of British scenes, etc. Either give groups 10 minutes on the computer to choose images from Google, or print in advance and allow them to choose. Groups collage these images and incorporate words from their list of 10 duties, to create 21st Century Union Flags.

Notes: If you have Hindu pupils, it would be excellent if they could ask their parents some questions, to create an insight into local history. Could they bring their life answers (or better still, their parents themselves) to the class; why did they decide to come to Britain, what were their first impressions, what has been good and what has been difficult? What did they wish they knew when they or their grandparents arrived?

LESSON OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES
How can people decide what is right and wrong without God's help?		
<p>Pupils will learn:</p> <p>How Humanists come to decisions about how to act.</p> <p>To identify some values that matter to Humanists.</p> <p>To identify similarities and differences between how humanists and people from religious groups might think about and react to situations where they are faced with a moral choice.</p>	<p>Knowing the difference between right and wrong</p> <ul style="list-style-type: none"> Give pupils a situation where children are faced with a moral choice eg: <ul style="list-style-type: none"> You are playing football with your friends. You are all using Joe's football. Joe won't let Freddie play with his football, so now Freddie is left out of the game and has nobody to play with. What could you do? Freya has a brand new toy in her tray. You all know that it is there because she showed it to you before school and you watched her put it away in the tray. She will not yet anyone else use it, but you and your friends really want a go. It's playtime and there is nobody in the classroom. That's when Amber suggests that a few of you go into class and take the toy out of Freya's tray. Everyone seems to think this is a good idea. What could you do? Riley has not finished the maths problems that your teacher set and is finding them a bit tricky. Now Riley has to stay in at playtime to finish the maths and your teacher has asked if anyone can stay in to give Riley a hand. You were really looking forward to playing with your friends. What could you do? Ask pupils to suggest possible different solutions to the situation. Which solution do the pupils think most people would choose? Which solution do they think is right to choose and how did they know this? Create a conscience alley with 'right' solutions to the situation being represented on one side and 'wrong' ones being represented on the other – discuss how easy or difficult it was for the person who walked through the centre of the alley to make their mind up. Ask: Is it always easy to choose to do the 'right' thing? Find out whether anyone has seen a cartoon where a character has an angel on one shoulder urging him/her to do the right thing and a devil urging him/her to do the wrong action. Do pupils think this is a good way to show how it feels when we are making a moral decision? Do they have any other ways of showing how it feels? <p>Being Good Without God</p> <ul style="list-style-type: none"> Remind pupils of the Ten Commandments and Beatitudes, explaining that the guidance from religions can help people from that faith to work out how to act in the right way. Help pupils to understand that many Christians and Jews believe that God inspired the Ten Commandments and Beatitudes – so they believe God has helped to give them guidance on how to live. Explain that Humanists do not think that there is a God. In this case, they do not believe God teaches anyone how to live. Where do pupils think Humanists might look for guidance about how to live? Explain that there are three things which are really important to remember about how Humanists decide what is right and wrong. <ol style="list-style-type: none"> The Golden Rule. See if pupils can recap the Golden Rule and tell you how it might affect the way somebody lives their life. Using reason. Explain that when making a decision about how to act, many Humanists will try to make good choices. They will try to think about whether their actions will cause harm or good to others, animals, the 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Find out at least two Humanist teachings about how to live a good life (C3). <p>Expected:</p> <ul style="list-style-type: none"> Give examples of rules for living from Humanism and suggest ways in which they might help believers with difficult decisions (B1). Discuss their own and others' ideas about how people decide right and wrong, including ideas that come from Humanism and religious traditions (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain some similarities and differences between the codes for living used by Humanists and the followers of at least one

Objectives Covered in Unit

RE teaching and learning should enable pupils to...

<p>A. Know about and understand a range of religions and worldviews.</p>	<p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>
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End of key stage outcomes

RE should enable pupils to:

<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>
<p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p>
<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>	<p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>

UKS2 Cycle A – Spring 1 – Our World

Week 1 – Believing	Week 2 - Believing	Week 3 - Expressing	Week 4 - Expressing	Week 5	Week 6
<p>What do religions say to us when life gets hard? (Christians compared to another religion)</p> <ul style="list-style-type: none"> Comparing to Judaism, Islam, Hinduism <p>What do some people think carries on after we have died? What is our soul? Pg 5.</p>	<p>What do other religions say to us when life gets hard? (Christians compared to another religion)</p> <ul style="list-style-type: none"> Comparing to Judaism, Islam, Hinduism <p>Do some people believe that you come back to life as a different thing? What is reincarnation? Pg 6</p>	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place? Pg 4.</p>	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>How do mosque buildings express Islamic beliefs and values? What makes a fine mosque? Pg 5.</p>	<p>What matters most to Christians compared with another religion?</p> <ul style="list-style-type: none"> Comparing to Judaism, Islam, Hinduism <p>What is a code for living? Do rules matter? Pg 4.</p>	<p>What matters most to Christians compared with another religion?</p> <ul style="list-style-type: none"> Comparing to Judaism, Islam, Hinduism <p>What is a humanist? What codes for living do non-religious people use? Pg 5.</p>



LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do some people think carries on after we have died? What is our soul?		
<p>Pupils will learn:</p> <p>Describe the impact that the belief that we have a soul might have on the way someone might live their life</p>	<p>Investigate: Select from and use a variety of skills to work with relevant material, to address the enquiry question</p> <p>The following activities will be selected from depending on the questions the class have chosen to investigate?</p> <p style="text-align: center;">What do some people think carries on after we have died? What is our soul?</p> <p>Exploring beliefs about the soul</p> <ul style="list-style-type: none"> • Ask pupils to fold a piece of A4 paper in half, landscape. Ask them to then draw a portrait of themselves on one side and write their characteristics and personality traits down the other side. Ensure that pupils suggest characteristics and not physical descriptions. • Give pupils the opportunity to represent visually the soul or spirit. Use your own portrait and description to illustrate the concept of spirit or soul by showing that at the point of death, everyone believes the body is finished with. Show this by tearing down the middle and throwing it away. Retain the characteristics/personality and explain that this represents what is known by many people as a person's spirit or soul. Religions try to answer the question what happens to the soul or spirit when we die <p>Reflecting and responding</p> <ul style="list-style-type: none"> • Allow pupils time to discuss this idea of the soul. What do they think it looks like? What happens to it when we die? Where does it come from? Do animals have souls? Does the spirit or soul have anything to do with God? <p>Give pupils space, time and resources to capture their ideas about the spirit or soul in words, pictures or other appropriate form.</p> <ul style="list-style-type: none"> • If part of a person lives on does that affect how you live your life now? <p>Notes: All the answers to this question depend on an understanding of the spirit or soul. It can be quite a dramatic moment when the 'body' side is separated from the 'spirit'. Only use your portrait, never one of the pupils'.</p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1). • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).

LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
<i>Do some people believe that you come back to life as a different thing? What is reincarnation?</i>		
<p>Pupils will learn:</p> <p>Describe the Hindu belief in reincarnation and Karma</p> <p>Find out more about Hindu beliefs about Karma and reincarnation</p> <p>Consider questions such as Will people behave differently in life if they believe in reincarnation? Why?</p>	<p>Investigate: Do some people believe that you come back to life as a different thing? What is reincarnation?</p> <p>Sharing ideas of reincarnation and karma</p> <ul style="list-style-type: none"> Use the image of a ladder. Ask pupils to imagine this ladder represents life, with the best people at the top and the lowest animals at the bottom. Ask pupils to discuss this and then draw their own. Who might be at the top and who at the bottom? Where would they place themselves? Use this image to introduce and explain the belief of reincarnation. Ensure pupils understand the purpose for believers is to get to the top of, then off, the ladder completely, to become one with God. Move on to use the image to introduce and explain the concept of 'Karma' and Moksha. Once understood, challenge the pupils to consider what qualities can be found in humans at different points of the ladder. What qualities and habits would move people up and down? Ask them to annotate their ladder with these. <p>Sharing their ideas: Pupils can then respond through writing/drawing. Who, would believers say, decides who is at the top/bottom and which habit or behaviour is important? Will people behave differently in life if they believe in reincarnation? Why?</p> <p>A note to Lil: Ask the pupils to write a note to Lil as if from a Hindu explaining what they think will have happened to dill the dog when he died. Ensure that pupil use the terms reincarnation and Karma in their note</p> <p>Notes: More detail on this lesson can be found in Exploring the journey of life and Death Ed. Joyce Mackley RE Today services. It is easy for pupils to become attracted to the idea of reincarnation without understanding the belief that the cycle of life is there to be broken by living a good life and one's soul going to Heaven. Ensure pupils make a link between a belief in reincarnation and living a good life</p> <p>Moksha: escape from the cycle of being- life, death and rebirth that happen as a result of Karma.</p> <p>Karma: the law of cause and effect, the idea that every action we take will have consequences either positive or negative</p> <p>Dharma is a person's duty, the right thing to do in any given situation</p> <p>Reincarnation: being born into another life</p> <p>The Hindu philosophy says that the body is just the outer garment of the individual. The real self does not die but goes on and assumes another body. Death is when the soul leaves the body.</p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). <p>Expected:</p> <ul style="list-style-type: none"> Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1).

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place?		
<p>Pupils will learn to:</p> <p>Express their own thoughts and feelings about some special places</p> <p>Understand different reasons why some buildings are sacred</p> <p>Find out about some great examples of religious architecture</p> <p>Notice, list and explain similarities and differences between different sacred buildings.</p>	<p>Art and architecture or charity and generosity? Introduce the unit of work with the title question, and ask pupils to discuss it in pairs, then in class as a whole, then to write down their own viewpoint. They will refer to this later in the learning, so teachers should keep them carefully.</p> <p>Special places. What do we think? Why do religious people value their holy buildings so much?</p> <ul style="list-style-type: none"> • It is good to start this unit with a general development of the concept of sacred space. Read an extract from the early section of 'The Lion, the Witch and the Wardrobe' by C S Lewis, where some children discover a doorway through a wardrobe to the magical kingdom of Narnia (or you could use the movie clip). • Talk about the excitement of discovering new places. What could be behind the wardrobe door? • Ask the children to think of a special place for them which they enjoy. Children can brainstorm their feelings when thinking about their special place. Link the emotional language used through PSHE/SEAL: excited, full of wonder, curious, inspired, amazed, anxious. With 'Talking Partners' explain the brainstorms to each other. • As a class, discuss places that are of special importance to different children. If they could go to one place on earth in their lifetime, where and why? Ask where the special places that they have been to are and what is special about them. Are they places to be alone in or to share with others? Is there a difference? Are our special places outdoors, or inside buildings? • Discuss what 'sacred' means and how special places for those with a faith are considered to be sacred places, places for worship. • Children to complete the sentences: <ul style="list-style-type: none"> ○ A special place I'd love to visit is... because... ○ A place where I feel very good is... because... ○ A place that is sacred for others, but not for me is... ○ Some people think the whole earth is sacred because... I think... ○ I believe that religious buildings are all sacred / are not all sacred because... • Draw attention to some famous examples of spiritual and religious buildings and prepare pupils for the next part of the unit. What cathedrals, temples, mosques or other holy places do they know of? Why are these places there? Who loves them? <p>Notes: NB: later in the unit, pupils can be asked to justify or amend the statements they make here in the light of their learning and thinking. They will be finding out about why sacred buildings like Cathedrals, Mosques or churches matter so much to the people who create them. They will be considering if such buildings are 'worth the effort' and 'worth the money'.</p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Respond with ideas of their own to the title question (B2). <p>Expected:</p> <ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings) (A1). • Show understanding of the value of sacred buildings and art (B3). • Apply ideas about values and from scriptures to the title question (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Examine the title question from different perspectives, including their own (C1).

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES									
How do mosque buildings express Islamic beliefs and values? What makes a fine mosque?											
<p>Pupils will learn to:</p> <p>Understand why mosques matter to the Muslim community</p> <p>Find out about some great examples of Muslim architecture and present their reasons for choosing those they find most impressive;</p> <p>Work in a small group and present ideas to the class about Muslim architecture.</p> <p>Consider, discuss and weigh up different views about why mosques are important.</p>	<p>Muslim Architecture: Beauty in design in mosques and calligraphy, for the praise of Allah</p> <p>Remind the children that our title question asks if art should be less important than giving to charity.</p> <ul style="list-style-type: none"> Ask pupils what they know about mosques, Muslims and the Muslim community. Explain that in Islamic art and architecture there are no images of Allah and for many Muslims no image of humans because they mislead rather than enlighten us. Instead geometric and natural pattern is used to create beauty. Teach pupils that the first two mosques in the UK were built in 1889, in Liverpool and Woking (useful website: www.wokingmosque.org.uk/ Over the last 125 years, more and more mosques have opened: there are about 1750 in 2016. There are about 30 000 church buildings, as a point of comparison) They serve the Muslim community, which is about 4.5% of the people in the UK, about 2.7 million people. Look at websites and pictures of mosques near your school, if a visit is not possible. <p>Why does Britain have more than 1750 mosques? Thinking skills</p> <ul style="list-style-type: none"> Here are 9 possible answers, or part answers to the question. Put them on cards to discuss and rank. <table border="1"> <tr> <td>Every religion has a holy building of its own, and Muslims like to build their own buildings to worship Allah.</td> <td>Muslim people have moved to Britain from all over the world in the last 50 years. They have opened mosques to keep their communities strong.</td> <td>The Prophet Muhammad built mosques wherever he went, so Muslim followers today do the same. It is about following the Prophet's example.</td> </tr> <tr> <td>There are thousands of British Muslims born and bred in this country. They give generously to help the poor, and also to build local mosques.</td> <td>If you are a small or minority community, religion is a way of 'sticking together' and a mosque matters as a focus for this.</td> <td>The Prophet said "Whoever builds a mosque for Allah – though it be the size of the ground nest of a sandgrouse – Allah will build for him a house in Paradise."</td> </tr> <tr> <td>Praying together is easier than praying on your own.</td> <td>Any community likes to have a place to meet and share their life. A mosque is for the whole Ummah to share.</td> <td>The mosque is a symbol of Muslim identity and belonging.</td> </tr> </table> <ul style="list-style-type: none"> Put these on cards, and ask pupils to cut them up, and rank them: which give the best explanation of the reasons for the number of Mosques in our country? Ask pupils to add a sentence to each one, saying why it is a good explanation (or not). 	Every religion has a holy building of its own, and Muslims like to build their own buildings to worship Allah.	Muslim people have moved to Britain from all over the world in the last 50 years. They have opened mosques to keep their communities strong.	The Prophet Muhammad built mosques wherever he went, so Muslim followers today do the same. It is about following the Prophet's example.	There are thousands of British Muslims born and bred in this country. They give generously to help the poor, and also to build local mosques.	If you are a small or minority community, religion is a way of 'sticking together' and a mosque matters as a focus for this.	The Prophet said "Whoever builds a mosque for Allah – though it be the size of the ground nest of a sandgrouse – Allah will build for him a house in Paradise."	Praying together is easier than praying on your own.	Any community likes to have a place to meet and share their life. A mosque is for the whole Ummah to share.	The mosque is a symbol of Muslim identity and belonging.	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Respond with ideas of their own to the title question (B2). <p>Expected:</p> <ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings (B3). Apply ideas about values and from scriptures to the title question (C2). <p>Exceeding::</p> <ul style="list-style-type: none"> Examine the title question from different perspectives, including their own (C1).
Every religion has a holy building of its own, and Muslims like to build their own buildings to worship Allah.	Muslim people have moved to Britain from all over the world in the last 50 years. They have opened mosques to keep their communities strong.	The Prophet Muhammad built mosques wherever he went, so Muslim followers today do the same. It is about following the Prophet's example.									
There are thousands of British Muslims born and bred in this country. They give generously to help the poor, and also to build local mosques.	If you are a small or minority community, religion is a way of 'sticking together' and a mosque matters as a focus for this.	The Prophet said "Whoever builds a mosque for Allah – though it be the size of the ground nest of a sandgrouse – Allah will build for him a house in Paradise."									
Praying together is easier than praying on your own.	Any community likes to have a place to meet and share their life. A mosque is for the whole Ummah to share.	The mosque is a symbol of Muslim identity and belonging.									
		<p>Beautiful mosques</p> <ul style="list-style-type: none"> Ask pupils to select, cut and paste 6 mosque pictures from flickr www.flickr.com/search/?q=mosque&f=hp has about ¾ million to choose from. They should choose 6 different designs that they like. Ask pupils to write 5 words that describe the beauty of each of the pictures they chose. Ask them to complete the sentences: 'I think this one is beautiful because...' 'I think Muslims might find this a good place to pray because they might feel...' Which idea is best? Ask them to express their own views on the relative strength of these four ideas: <ol style="list-style-type: none"> "A mosque should be beautiful because it is for a beautiful activity: praying to the Creator of beauty is easier in the beautiful surroundings." "Mosques are not an alternative to giving money for the poor: Muslims do both because worshipping Allah and helping the needy are both really important." "God hears your prayer anywhere. No special place is needed to pray. A clean heart, a clean body and a clean prayer mat are all you need. So Muslims today should spend less on mosques and more on feeding the poor." Prophet Muhammad [PBUH] said that whoever builds a mosque on earth, God will build them a house in Paradise, so it is a good way to prepare for life after death." <p>Notes:</p> <p>If a visit to a local mosque is possible, careful preparation and well set interactive tasks will make the most of it. See the guidance from 'Learning Outside the Classroom' on sacred space at: www.lotc.org.uk/what-is-lotc/where-lotc/sacred-spaces/</p>									

CONTINUED



LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Do rules matter? Why? What is a code for living?		
<p>Pupils will learn:</p> <p>To explore the concepts of being naughty and being good in terms of actions, words and thoughts.</p> <p>To think about the idea of a code for living and to examine whether they are living by a code themselves.</p>	<p>Who breaks the rules?</p> <ul style="list-style-type: none"> ▪ Ask pupils to choose three 'villains' from stories, films or TV series that they love. What makes these people bad? What rules do they break? What does their breaking of a code for living lead to? ▪ Example: In Disney's 'The Lion King' Scar, the villain, is selfish, ambitious, and a liar. These things lead him to deceive his nephew, murder his brother and steal the kingdom. You might show some short clips from films, discussing the impact of bad behaviour in particular. ▪ Ask pupils in pairs to make lists of 10 things they think are naughty. What are the effects or consequences of these naughty things? Talk about what makes an action naughty. Note that 'naughty' actions, or words often hurt other people or animals. Do people sometimes hurt themselves when they are naughty? ▪ Ask pupils whether there are such things as naughty thoughts. You might talk about whether jealousy, hatred, being greedy and so on start in our minds, and sometimes lead to actions as well. Films again provide a reference point: the thought is often the beginning of the deed. ▪ Talk about the ways that we make rules or principles to help us to be good. What rules or principles do the children think make most people happy? Ask pupils to suggest one rule for people to follow if they want a happier world, and make a beautifully lettered 'rule card' out of it. These can be hung on a mobile in the classroom or school entrance hall. ▪ Talk about the idea that a person often has a 'code for living' inside their head or heart that helps them to choose good things and say no to bad things. Make a collage of a large figure of a person, and each child writes a line of 'code for living' to stick onto their head or heart. <p><i>NOTES: Concepts of naughty, good, bad, unkind, will be used throughout the unit. It is good to give them space here. Can children talk about the consequences of their actions – 'if...then...'</i></p> <p><i>One aspect of this set of lessons that is worth repeating to pupils is to ask: does being good matter most? Christians might say that trusting God matters even more, but it helps people to be good. Humanists would disagree.</i></p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Identify the values found in stories and texts (A2). <p>Expected:</p> <ul style="list-style-type: none"> • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Who is a humanist? What codes for living do non-religious people use?		
<p>Pupils will learn:</p> <p>Begin to understand that not all people are religious, that non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god'</p>	<p>What is a Humanist? Discuss with the class the religions they know about, and ask: is everyone part of a religion? Many pupils in many classes are not. Explore the idea that for religious people they try to be 'good with God', but others think you can be 'good without god'. Introduce the work of the British Humanist Association to pupils.</p> <p>What do Humanists think is good? Ask pupils to think about these rules or principles:</p> <ul style="list-style-type: none"> ▪ Be Honest ▪ Use your mind ▪ Tell the truth ▪ Do to other people what you would like them to do to you. <p>Talk about why people might need these rules or principles. What kinds of things do people do that are not good? Why do they do them? Is this why humans seems to need rules like these?</p> <p>Teach pupils that these are the kind of rules Humanists try to live by. Ask pupils if they can rank these rules –</p> <ul style="list-style-type: none"> • more important to less important, from one to four? • hard to keep, easy to keep, rank from one to four? <p>Are they actually all connected, and equally hard or important? Ask them: What would happen if everyone lived like this? What if everyone did the opposite of this?</p> <p>Refer back to the film clips: were any of the characters you looked at from Disney following Humanist values? How could you tell? Talk with the class about how values are often shared – Christians and Humanists have some values the same – and some different.</p> <p><i>NOTES: As you would with two different religions, good pedagogy doesn't compare one way of life with another in ways that denigrate one alternative. This needs careful handling in regard to Humanism. Do draw attention to the very important Humanist idea that humans can be 'good without God.'</i></p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Suggest ideas about why humans can be both good and bad, making links with Humanist ideas (B3). <p>Expected:</p> <ul style="list-style-type: none"> • Describe some Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).

UKS2 Cycle B – Spring 1 – Our World

Week 1	Week 2	Week 3 - Expressing	Week 4 - Expressing	Week 5	Week 6
<p>What do religions say to us when life gets hard? (Christians compared to another religion)</p> <ul style="list-style-type: none"> Comparing to Judaism, Islam, Hinduism <p>What do people who don't believe in God think happens when we die? Pg 10.</p>	<p>What do other religions say to us when life gets hard? (Christians compared to another religion)</p> <p>What do Muslims think about what happens when we die? What do I think? Pg 11.</p>	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Can a Christian place of worship be a building for the 'Glory of God'? What does this mean? Pg 9.</p>	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>What matters more to Christians and Muslims: art and architecture or generosity and curiosity? Pg 13.</p>	<p>What matters most to Christians compared with another religion?</p> <ul style="list-style-type: none"> Comparing to Judaism, Islam, Hinduism <p>What codes for living do Jewish people try to follow? Pg 7.</p>	<p>What matters most to Christians compared with another religion?</p> <ul style="list-style-type: none"> Comparing to Judaism, Islam, Hinduism <p>Can we create a code for living that would help the world? Pg 10.</p>



LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do people who don't believe in God think happens when we die?		
<p>Pupils will learn:</p> <p>Describe how not believing in life after death might make a difference to how someone lives</p> <p>Look for similarities and differences between non-religious and Christian beliefs about the afterlife</p> <p>Think of reasons why non-religious people and Christians might choose to live their life in similar or different ways because of their beliefs</p>	<p>Investigate: What do people who don't believe in God think happens when we die?</p> <p>Different ideas of death</p> <ul style="list-style-type: none"> • Draw a time line for a person, ending at the point of death. Fork this line in 3 ways to demonstrate the different answers to 'What happens when we die?' - judgement, re-incarnation and then the response, 'nothing'. • Extend understanding of this by making it clear that this response often leads to a desire to live life to the full. Can pupils think why? • How is the belief that nothing happens different to the other two beliefs studied? <p>How do we live life to the full?</p> <ul style="list-style-type: none"> • Reflect and ask pupils to respond to what 'live life to the full' might mean. You could introduce the idea of the books such as '100 things to do before you die' and '100 places to see before you die'. • Explain that at a funeral of a non-believer, the life is celebrated for what was achieved and what was given to others. The focus is on the life lived, not on a life to come. Share some readings that could be chosen for a non-religious funeral service. • Give pupils opportunity to consider and write mission statements that set out hopes and dreams for their own lives. <p>Notes: Pupils might be tempted to think 'living life to the full' means living pleasure filled, selfish lives. Humanists believe a full life is one that contributes to the lives of others as well, so relationships and caring for others are seen as part of being 'fully human'. The British Humanist association provides information about funerals on its website www.humanism.org.uk It also publishes <i>Funerals without God</i> by J Wynne Willson http://humanismforschools.org.uk/teaching-toolkits/ has several teaching toolkits to support this work</p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1).

LEARNING OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What different ideas are there about what happens when we die? What do I think?		
<p>Pupils will learn:</p> <p>Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people</p> <p>Describe their own ideas about life after death reflecting on ideas from at least two religions studied.</p>	<p>Evaluate and Express: Weigh up arguments and assess conclusions and articulate findings and their implications</p> <p>Impersonal evaluation</p> <ul style="list-style-type: none"> Give the pupils a series of statements about what Christians, Muslims, Hindus and those who hold non-religious beliefs believe about death. When you first give the quotes to the children don't tell them who holds this belief. Ask the children to sort the cards into three piles depending on the belief that they think they represent. Explain to the pupils who hold the views. Is this surprising or did their learning help them to get these answers right? Give each pair of children a Venn diagram and ask them to use just two sets of cards. Label one circle, for example, Christian only and the other Hindu only. Where the two overlap place shared beliefs. Ask the children to sort the cards. Meet up with another pair to share ideas, justify conclusions and make any amendments <p>Explain to the children that they now need to write back to Lil and explain the different answers to the questions. Ensure that in their response they will need to explain how holding certain beliefs makes people behave in their lives. You will need to differentiate this activity with sentence starters and writing frames.</p> <p>Personal evaluation</p> <p>Read the poem Heaven by Peter Blowfield (aged 10) available free from the NATRE website. Read and discuss the poem in small groups. Set the pupils some questions to consider for example</p> <ul style="list-style-type: none"> What is the poet certain/uncertain about? Why do you think the poet has so many questions but no answers? What do you think this poet might believe about what happens when we die? <p>Ask the children to go back to the questions they answered at the beginning of the unit. Have their views changed?</p>	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). <p>Expected:</p> <ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).

<p>Personal expression</p> <p>Set the pupils the task of writing their own poem about life and death, perhaps with a repeating phrase such as Heaven, Heaven what does it mean? Can they express their own ideas in their poem? When the poem is written ask the children to write an explanation of how it shows their own beliefs about death, comparing their ideas to two other ideas they have studied.</p> <p>Notes: A ready-made set of cards for this activity can be found on p27/28 of Exploring the journey of life and Death Ed. Joyce Mackley RE Today services Alternatively you could make up your own set of cards by searching on question 3 on the Children Talking website http://old.natre.org.uk/db/profile2a.php Heaven by Peter Blowfield can be downloaded free by going to www.natre.org.uk/about-natre/projects/spirited-arts/spirited-poetry/2006/?ThemeID=54</p>	<p>Exceeding:</p> <ul style="list-style-type: none"> Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).
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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES				
Can a Christian place of worship be a building for the 'glory of God'? What does this mean?						
<p>Pupils will learn to: Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive;</p> <p>Work in a small group and present to the class an example of the most impressive religious art or architecture.</p> <p>Notice, list and explain similarities and differences between Christian and Muslim sacred buildings.</p>	<p>What does it mean to make a building 'for the glory of God'?</p> <ul style="list-style-type: none"> Show children some examples of Christian Cathedrals. There are, for example, 44 Anglican cathedrals in England, and many more globally – start here: http://easterncathedrals.org.uk/links/anglican-cathedrals.php. You can ask the Flickr website for photos of Cathedrals: there are over 3 million. These buildings have been created, often over many hundreds of years, to make space for people to worship God and to express in architecture a Christian sense of the grandeur of God and the value of spiritual life. They are places for wonderful music, weddings and funerals, everyday prayer, community life and – most importantly – worship. Ask pupils to select 4 photos they really like and cut and paste them into their work, adding comments about what they find admirable or impressive. Tell pupils the story of Christchurch Cathedral in New Zealand, a beautiful building destroyed in 2011 by an earthquake. What should the Christians of Christchurch do next? Should they rebuild 'to the glory of God'? Ask children in 3s to speculate their designs for a rebuilt cathedral, then show them what was made – a very ecological and earthquake proof 'cardboard cathedral'. In what ways is this 'for the glory of God'? Information and pictures here: www.cardboardcathedral.org.nz/ Show pupils the 'Tree Cathedral' – a cathedral grown in Milton Keynes. Talk about what this natural 'green' place of worship means and why people love it. http://theparkstrust.com/parks/tree-cathedral Ask pupils to consider these 4 Christian ideas and prepare to write about why cathedrals matter to people who are Christians, and what cathedrals say about belief in God. <table border="1" data-bbox="394 855 1417 1082"> <tbody> <tr> <td data-bbox="394 855 902 986">"Ancient buildings which have been the space for God's glory for centuries are treasures held in trust for the future. Love and care for these stones!"</td> <td data-bbox="913 855 1417 986">"It is never the building that glorifies God, but the heart of a worshipper – but the buildings create space for the heart to respond. Beautiful buildings make worship easier."</td> </tr> <tr> <td data-bbox="394 986 902 1082">"In Christianity's green future, cathedrals will get to be cheaper. Maybe more 'Tree Cathedrals' will be grown and used."</td> <td data-bbox="913 986 1417 1082">"God is glorified where human hearts are filled with love. Sell the buildings! Feed the poor. Worship anywhere you want."</td> </tr> </tbody> </table> <ul style="list-style-type: none"> In groups, set pupils a design challenge. If they were a team of architects, and a Christian community came to ask them to design a 21st century space 'for the glory of God' what would they design? This can be a one lesson activity, or can develop into an extended project. The concept is what matters. <p>Notes: RE Today's 'Picturing Christianity' pack – book, photocards and disc for the whiteboard – has all you need for these lessons at your fingertips.</p>	"Ancient buildings which have been the space for God's glory for centuries are treasures held in trust for the future. Love and care for these stones!"	"It is never the building that glorifies God, but the heart of a worshipper – but the buildings create space for the heart to respond. Beautiful buildings make worship easier."	"In Christianity's green future, cathedrals will get to be cheaper. Maybe more 'Tree Cathedrals' will be grown and used."	"God is glorified where human hearts are filled with love. Sell the buildings! Feed the poor. Worship anywhere you want."	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Respond with ideas of their own to the title question (B2). Find out about religious teachings, charities and ways of expressing generosity (C3). <p>Expected:</p> <ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Apply ideas about values and from scriptures to the title question (C2). <p>Exceeding::</p> <ul style="list-style-type: none"> Examine the title question from different perspectives, including their own (C1).
"Ancient buildings which have been the space for God's glory for centuries are treasures held in trust for the future. Love and care for these stones!"	"It is never the building that glorifies God, but the heart of a worshipper – but the buildings create space for the heart to respond. Beautiful buildings make worship easier."					
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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES				
What matters more to Christians & Muslims: art and architecture or generosity and charity? What matters more to you?						
<p>Pupils will learn to: Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.</p> <p>Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?</p>	<p>What have we learned from this unit of work?</p> <ul style="list-style-type: none"> Recap the learning pupils have done about holy buildings, art and charity. What can they remember? What was most interesting? What has changed their thoughts (give the children the opening statement they wrote at the beginning of the unit. Do they want to add to it, or to change it?)? In English, pupils write persuasively and debate issues. Ask them to use these skills in the next section of the work. The motion for debate could be ‘Muslims and Christians should sell their mosques and churches and give the money to their charities to help hungry people.’ A good argument. Ask pupils to develop written reasons and arguments for and against: the table below may help them, but it is best to let them develop their own reasons first. All children should be asked to find reasons on both sides of the argument – key skills in RE: understanding what others think; disagreeing respectfully. <table border="1" data-bbox="365 598 1464 1125"> <thead> <tr> <th data-bbox="365 598 913 662">Religious people should sell their buildings and art works to help the poor because...</th> <th data-bbox="913 598 1464 662">Religious people should not sell all their places of worship and art to help the poor because...</th> </tr> </thead> <tbody> <tr> <td data-bbox="365 662 913 1125"> <ul style="list-style-type: none"> Doing good matters more than worshipping God. Humanists say we can be ‘good without God’. I agree. If you believe in God, then it should show by how you treat others generously. Art and architecture may be nice, but they don’t save lives. Jesus Christ and the Prophet Muhammad both said that we should treat others how we want to be treated. In Britain there are 30 000 churches and 1750 mosques. It is more than we need, so we could sell some of them to feed the poor. </td> <td data-bbox="913 662 1464 1125"> <ul style="list-style-type: none"> It is worshipping God that makes religious people more generous. If there were no mosques or churches, the communities might be weaker, and give less to charity. Even if you are very poor, you might still want to worship. People in refugee camps make churches and mosques! Art and architecture are ways to glorify God. They go along with charity and compassion, not against them Some people are inspired by art to give generously. Art and architecture are ‘something beautiful for God’. That’s good. </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Arrange the debate as you would in an English lesson. Ask pupils after the debate to do a piece of extended writing that uses the reasons given above and explores their own ideas in response to the big question of the unit. 	Religious people should sell their buildings and art works to help the poor because...	Religious people should not sell all their places of worship and art to help the poor because...	<ul style="list-style-type: none"> Doing good matters more than worshipping God. Humanists say we can be ‘good without God’. I agree. If you believe in God, then it should show by how you treat others generously. Art and architecture may be nice, but they don’t save lives. Jesus Christ and the Prophet Muhammad both said that we should treat others how we want to be treated. In Britain there are 30 000 churches and 1750 mosques. It is more than we need, so we could sell some of them to feed the poor. 	<ul style="list-style-type: none"> It is worshipping God that makes religious people more generous. If there were no mosques or churches, the communities might be weaker, and give less to charity. Even if you are very poor, you might still want to worship. People in refugee camps make churches and mosques! Art and architecture are ways to glorify God. They go along with charity and compassion, not against them Some people are inspired by art to give generously. Art and architecture are ‘something beautiful for God’. That’s good. 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Respond with ideas of their own to the title question (B2). <p>Expected:</p> <ul style="list-style-type: none"> Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). <p>Exceeding::</p> <ul style="list-style-type: none"> Outline how and why some Humanists criticise spending on religious buildings or art (A3). Examine the title question from different perspectives, including their own (C1).
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<ul style="list-style-type: none"> Doing good matters more than worshipping God. Humanists say we can be ‘good without God’. I agree. If you believe in God, then it should show by how you treat others generously. Art and architecture may be nice, but they don’t save lives. Jesus Christ and the Prophet Muhammad both said that we should treat others how we want to be treated. In Britain there are 30 000 churches and 1750 mosques. It is more than we need, so we could sell some of them to feed the poor. 	<ul style="list-style-type: none"> It is worshipping God that makes religious people more generous. If there were no mosques or churches, the communities might be weaker, and give less to charity. Even if you are very poor, you might still want to worship. People in refugee camps make churches and mosques! Art and architecture are ways to glorify God. They go along with charity and compassion, not against them Some people are inspired by art to give generously. Art and architecture are ‘something beautiful for God’. That’s good. 					

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What codes for living do Christians try to follow?		
<p>Pupils will learn:</p> <p>To think carefully about the Christian ideas of values such as love and forgiveness.</p> <p>To continue to think about the idea that values show in what people do.</p> <p>To begin to understand that the impact of our values can make people happy – or unhappy</p>	<p>Learning about Jesus' values from two texts from the Bible</p> <ul style="list-style-type: none"> ▪ Read Jesus' account of loving your neighbour (the Good Samaritan, Luke 10:25-37). ▪ Also read the account of the crucifixion, in which Jesus prays for forgiveness for those who killed him (Luke 23:32-35) Look at the two texts for similarities in Jesus' values. ▪ Discuss what kinds of values Jesus wanted people to follow, and how he 'showed a path' ▪ Ask the class what the values of Jesus seem to be in the stories. Ask them for examples of things Jesus did not value as well (this is often sharp and easy to answer). See if the pupils understand that the values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship (togetherness). ▪ Teach the pupils that Christians believe a human being is 'a good thing spoiled' – they say we are made in the image of God (Genesis 1:28) and so can do good things, but our bad choices have messed us up in some ways. (The story of Adam and Eve in Genesis 3 is the background to these ideas. Some Christians call this the 'Fall' – where humans 'fell' from their place of closeness to God and so do not really show God's image in themselves as they should.). But Christians believe God the Rescuer can put this right. ('Jesus' means 'he saves'.) <p><i>NOTE: This work links with literacy: The two texts from Luke's gospel are suitable for work on narratives or stories from a different culture. Do draw attention to the fact that for Christians, trusting in God, as seen in Jesus, may matter even more than being good, because it helps a person to be good.</i></p> <p>Values trees: roots and fruits</p> <ul style="list-style-type: none"> ▪ Talk first about actions and what leads up to actions – illustrate the idea that values or motives lead us to act with a story from school life. ▪ Jesus often compared actions to fruits. The roots are down inside us, hidden thoughts and intentions, but what you do shows what you value. Ask pupils to create an image of a tree, showing its roots, trunk, branches, and carrying fruits as well. ▪ Write onto the fruits the words that they choose to represent good actions. Ask them to think about what leads to good actions, and write some of these things onto the branches, the trunk and the roots of their trees. ▪ In circle time, compare the different trees pupils have devised, and consider carefully the links between thoughts, words and actions. ▪ This activity could be done as a class display – each pupil making fruits for the values tree, which is a whole class piece of work. 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Identify the values found in stories and texts (A2). • Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). <p>Expected:</p> <ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).

LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Can we create a code for living that would help the world?		
<p>Pupils will learn:</p> <p>To draw learning about values together and express ideas of their own about how values can make a community happier</p>	<p>Making a code for living</p> <ul style="list-style-type: none"> ▪ Ask pupils to recall some codes for living that Christians and Humanists might try to follow – can they remember some of the ideas that are important? Have they remembered any similarities and differences? Look at the Ten Commandments (Exodus Chapter 20), or Romans Chapter 12 in the New Testament, or ideas from the humanist website: compare these with the answers pupils gave. How well did they do? ▪ Talk about why people do good and bad things; remember the Bible’s picture of people being made in God’s image but also ‘fallen’. Do people need ‘commandments’ (who is commanding?) or rules (who sets them?) or guidelines (who do we trust?)? Or could we all just get along without any ‘codes for living’? Why/why not? ▪ Ask pupils – working alone or in a pair – to come up with 5-10 sentences that would make good rules for a happier world. A simpler version asks for ‘a happier town’. They may re-use ideas from Christian and humanist sources, but should also add their own ideas and expression. ▪ You might set this task ‘on a desert island’ to enable children to see that their own community is the one that they should think about. If you do this, then hide cards that say the pieces of moral code all around the drama space, and have them begin by finding them. Are they as useful as finding water and food? Maybe! ▪ Ask pupils to discuss their first ideas with other pupils and refine them, coming up with ten or fewer good rules or ideas they all agree with. Ask them to give reasons for their choices. Do they include ideas of fairness, truth, peace, forgiveness, honesty, and justice? Why? ▪ The ‘Ten Commandments’ were written on ‘tablets of stone’. Give the pupils time and space to express their rules or ideas with dignity and high quality – whether through art, calligraphy or ICT. ▪ Ask about the impact of the rules or codes for living they would expect: what would help people to keep to these codes, and what would be the right thing to do to stop a person from breaking the codes for living? ▪ Note that both Christians and Humanists are a bit hostile to just ‘keeping the rules’ for their own sake. Both prefer the idea that choices are made out of love and respect, rather than just ‘doing as they are told.’ Consider why this is important with your G&T pupils! <i>This task can be used to assess pupils’ progress if such an opportunity is planned, or can be tackled as a whole class.</i> 	<p>These activities will help pupils to work towards achieving the following expected outcomes:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). <p>Expected:</p> <ul style="list-style-type: none"> • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Give examples of similarities and differences between Christian and Humanist values (B3). • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).



Objectives Covered in Unit

RE teaching and learning should enable pupils to...

A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
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End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.