

Why are some places holy for some people? Christianity, Islam and Sikhism – Foundation stage

About this focus material

This material suggests activities that can be used in teaching and learning about holy places. It can be adapted to local circumstances and for different age groups. It illustrates the provision of the non-statutory national framework for religious education (RE) and can be used or adapted to deliver an agreed syllabus or other guidelines.

This material introduces children to the idea of worship and why it is important to believers. Drawing on Christianity, Islam and Sikhism, it presents worship in three different contexts: a church, a mosque and a Gurdwara. These examples are intended to reflect a programme of experience for the more familiar to the less. Other contexts can be explored, especially if they are of particular interest to the children or the local community.

This unit should take 90 minutes in 15-minute sessions.

Prior learning

It is helpful if children have:

- attended collective worship in school/setting
- been to an event in a place of worship.

Future learning

Children could go on to:

- study worship in Christianity, Islam or Sikhism in greater depth
- explore holy places in other religions.

Where the unit fits in

Learning themes:

- homes
- where I live
- the local environment
- buildings.

These experiences lay the foundations for children's encounter in year 1 with welcoming babies into Christian, Muslim and Sikh families, and their later understanding of the festivals of Christmas, Easter and Guru Nanak's Birthday.

Links to other areas of learning in the early learning goals

Personal, social and emotional development

- developing respect for their own cultures and beliefs and those of other people
- responding to significant experiences, showing a range of feelings where appropriate.

Knowledge and understanding of the world

- observing, learning about and identifying features in the place they live
- finding out about their environment and talking about features they like and dislike.

Communication, language and literacy

- extending vocabulary
- retrieving information from photographs
- listening with enjoyment to stories.

Vocabulary

In this unit children have an opportunity to use words and phrases related to:

- religion in general, eg God, holy, pray, priest, worship
- specific to religions, eg Amritsar, Bible, church, Gurdwara, Guru Granth Sahib, Guru Nanak, Jesus¹, langar, mosque, Qur'an
- religious and human experience, eg *precious*.

Resources

Digital camera – a digital camera is a useful resource in this unit.

Expressing understanding: RE in the foundation stage – published by London Borough of Redbridge, this is a training video and booklet that includes a section on approaching this topic in the foundation stage.

Photographs – the exterior of a church building; a church with children going in; a mosque; a child at a mosque; the Golden Temple; a child with parents at the Golden Temple.

Complete website addresses are available from the RE pages on the QCA website (www.qca.org.uk/re/). QCA monitors and updates these website addresses, but accepts no responsibility for their content.

Syllabus writers and teachers have responsibility for checking the relevance, accessibility and suitability of any web-based material that they or their children access.

¹ Christians refer to Jesus as 'Lord', and believe he is the Son of God.

Look, listen and note

- Using the resources collected or created during the focused teaching and related activities, make a display and invite parents or carers or another class to view it. Encourage children to work in pairs to describe the resources to a individual visitor, using key words and naming buildings and artefacts when they can.
- Make a collection of the children's precious things and encourage each of them to talk about what they have contributed and why they are important to them.
- Observe the children's self-initiated use of artefacts and emulative use of role play of worship in a church, mosque or Gurdwara.

Contributions for the foundation stage curriculum and foundation stage profile

Stepping Stones Indicators/FSP scale points	Example of what children might do
The child:	Children might:
KUW: expresses feelings about a significant personal event, explores objects and shows an interest in why things happen	<ul style="list-style-type: none"> • talk about a place they know that is important to their family, possibly a place of worship • handle religious objects associated with these places of worship with interest • show an interest in the photographs of children and talk about them
PSED: has a sense of belonging KUW: talks about what he or she see and what is happening, and describes significant events (and places) for them	<ul style="list-style-type: none"> • bring something to school/setting that is precious to them and show it to others • photograph buildings they like and recognise that some buildings are special to some people
PSED: has a sense of self as a member of different communities KUW: notes and comments on patterns, and gains an awareness of the cultures and beliefs of others	<ul style="list-style-type: none"> • talk about their precious possession and acknowledge precious things that belong to others • show an interest in holy buildings, comparing features and recognising that some buildings are important for the people who want to worship God there
PSED: has a developing respect for own culture and beliefs and those of others KUW: looks closely at similarities, patterns and change and begins to know about own culture and beliefs and those of others	<ul style="list-style-type: none"> • listen to other children talking about their precious things • be able to name the places of worship, beginning to use the words 'holy', 'worship' and 'God' to talk in simple terms about people worshipping God there

Teaching and learning activities

Why are some places holy for some people?				
Learning objectives	Focused teaching opportunities	Suggested activities	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that some people believe there is a God and they love and worship this God know that some places are holy for some people understand that people worship God in different ways and in different places be able to think about what is precious to them. 	<ul style="list-style-type: none"> Give the children a selection of photographs of places of worship. Lead a discussion of their observations of the places, drawing out the common elements (eg size and shape) and features (eg towers and symbols). Ask the children if they have ever seen buildings like these. Talk about what these buildings are for and begin to explore their use. Give the children a selection of photographs of churches. Discuss them with the children. Show the children a photograph of a child going into church. Give the child a name. Tell a story about the child's experience there, introducing language such as God, Jesus, Bible and priest (or vicar or minister, according to the 	<p>KUW:</p> <ul style="list-style-type: none"> using a digital camera, encourage the children to photograph favourite places, people and activities; display the photographs or create a class book make a collection of photographs of buildings and identify those that are 'holy' for some people visit a local place of worship or invite a local worshipper to visit the class to show the children something to do with his or her place of worship, eg a hassock or prayer mat. <p>CD:</p>	<p>Children:</p> <ul style="list-style-type: none"> show interest in photographs of a church, a Gurdwara (such as the Golden Temple) and a mosque and talk about them recognise a religious building and identify that some worship God there draw their own beautiful buildings engage in role play in the context of one of the places of worship use words such as 'God', 'church' and 'holy' to talk, in simple terms, about a religious building use the word 'precious' to describe something important to them 	<ul style="list-style-type: none"> Be aware that the Golden Temple is a famous Gurdwara. The name Sikhs usually use for the Golden Temple is 'Hari Mandir Sahib', which means 'a house of God'. Take care when handling of some religious artefacts. In addition to intrinsic and sentimental value, most religions place restrictions on the way some objects are used and handled. It would be particularly inappropriate to allow holy books to be handled or used spontaneously by children.

	<p>denomination).</p> <ul style="list-style-type: none"> • Ask the children to talk about why they think some children like to go to church and what might make it a special place for them. • If possible, take the children to visit a local church and tell the story again of the child in the photograph during the visit. • Show the children photographs of mosques, including, if possible at least one from the local community. Explain that this is another place where people go to worship God. Ask the children to talk about it. • Show the children a photograph of a child going into a mosque Give the child a name. Tell a story about the child's experience there, introducing language such as 'God', 'pray' and 'Qur'an'. • Show the children a decorated Qur'an and talk about how precious it is to Muslims, making links to 	<ul style="list-style-type: none"> • ask the children to draw the most beautiful building they have ever seen • paint stained glass windows (if children have seen them) on glass or acetate and display on the classroom windows • make rubbings of building materials • go out and look at a local place of worship and draw it • set up a role-play box in the 'Think about' area for children to role-play worship in a church, mosque or the Golden Temple • build a place of worship using blocks and crates in the outdoor area. 	<ul style="list-style-type: none"> • remember what they have heard stories about and talk in simple terms about why they go to the buildings in the photographs. 	
--	--	---	---	--

	<p>worship. Ask the children to learn the word 'precious' and talk about what is precious to them.</p> <ul style="list-style-type: none"> • If possible, invite a Muslim family to talk about their visit to a mosque. • Show the children a photograph of the Golden Temple and ask them to talk about what they notice about it. Ask the children to compare this building with ones they have previously looked at and talk about the differences. • Show the children a photograph of a child who has travelled from their home in the UK to visit the Golden Temple in Amritsar. Give the child a name. Tell a story about the child's experience there, including eating in the langar, bathing in the pool and singing God's praise. • Introduce the word 'holy'. Tell the children that a place of worship is holy because Sikhs go there to remember God. 			
--	--	--	--	--

	<ul style="list-style-type: none">• If possible, invite a Sikh family to talk about their visit to the Golden Temple.• Ask the children to talk about places they have visited that they will never forget and make a collection of photographs of children in those places.• Using the photographs, remind the children about the places they have visited and the people they have met through the photographs or family visits. Draw their ideas together, recalling the religious words and emphasising there are many different ways of worshipping God.			
--	---	--	--	--

How do some people remind themselves of God when they are at home? Judaism – Foundation stage

About this focus material

This material suggests activities that can be used in teaching and learning about God at home. It can be adapted to local circumstances and for different age groups. It illustrates the provision of the non-statutory national framework for religious education (RE) and can be used or adapted to deliver an agreed syllabus or other guidelines

This material introduces children to the idea of sacred objects and their importance to some people. Focusing on a mezuzah, it deals exclusively with Judaism, but draws on children's own experiences of the doors of their own homes.

This unit should take 90 minutes in 15-minute sessions.

Prior learning

It is helpful if children have:

- looked at photographs of houses
- talked about their homes.

Future learning

Children could go on to:

- discuss why laws/rules are necessary at home, in school/setting and in the community
- develop their knowledge and understanding of Jewish beliefs.

Where the unit fits in

Learning themes:

- Homes
- Where I live
- the Local Environment
- Buildings.

These experiences lay the foundations for the children's encounter in year 1 with sacred times and the celebration of Shabbat. The focused teaching introduces the word 'God' and prepares children for a growing appreciation of what it might mean when someone says they love God.

Vocabulary

In this unit children have an opportunity to use words and phrases related to:

- religion in general, eg God, prayer
- Judaism, eg Hebrew, mezuzah
- religious and human experience, eg dedicate, holy, love, precious.

Resources

Artefacts – a copy of a mezuzah, with the scroll inside.

Photographs – a variety of doors and a Jewish child touching a mezuzah.

Complete website addresses are available from the RE pages on the QCA website (www.qca.org.uk/re/). QCA monitors and updates these website addresses, but accepts no responsibility for their content.

Syllabus writers and teachers have responsibility for checking the relevance, accessibility and suitability of any web-based material that they or their children access.

Look, listen and note

- Observe the children's engagement with the photographs and their developing vocabulary in talking about features of doorways.
- Ask the children to identify their own front doors from the collage of photographs, noting specific features.
- Engage the children in talk about the mezuzah case and its importance to the Jewish child.
- Observe emulative use of role play.

Contributions for the foundation stage curriculum and foundation stage profile

Stepping Stones Indicators/FSP scale points	Example of what children might do
The child:	Children might:
KUW: shows an interest in the world in which s/he lives	<ul style="list-style-type: none"> • talk about their own front door, its colour, size, etc. • show an interest in the photographs of doorways • contribute to a discussion about the features and function of front doors
PSED: shows a sense of self and talks freely about her/his home and community KUW: describes simple features of objects; notices differences between features of the local environment	<ul style="list-style-type: none"> • talk about their own homes and about how they feel when their front door is opened • look with interest at the photographs of doorways and talk about them, recognising that some have distinguishing features
PSED: has an awareness of, and shows interest and enjoyment in, cultural and religious differences KUW: examines objects to find out more about them	<ul style="list-style-type: none"> • note the Jewish child in the photograph and make suggestions about what he or she might be doing • view real doorways on an outing • look closely at the mezuzah and make suggestions about what it might be
PSED: understands that people have different needs, views, cultures and beliefs that need to be treated with respect KUW: investigates objects through all the senses; observes and identifies features in the place where s/he lives	<ul style="list-style-type: none"> • recognise the Jewish child from the photograph, acknowledging that touching the mezuzah is important for the child because it reminds him or her of God • be able to name the mezuzah and talk in simple terms about the importance of the words contained in it • volunteer comments about doorways in conversation or when looking at books

Teaching and learning activities

How do some people remind themselves of God when they are at home?				
Learning objectives	Focused teaching opportunities	Suggested activities	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that God is important for some people understand that touching a mezuzah reminds Jewish people about God be able to think about someone they love and what is precious to them. 	<ul style="list-style-type: none"> Ask the children to close their eyes. <i>Can you see your own front door inside your head? What colour is it? Is it old or new? Are there any things on the door?</i> Collect the children's ideas and, then, giving as many children as possible an opportunity to contribute, create a picture of a front door on the whiteboard. Talk about the shape, colour and function of all the features of the door. Show the children photographs of different front doors, including one with a mezuzah on the doorjamb. Talk about similarities and differences of the doors. Show the children a photograph of a Jewish child touching a mezuzah. Name the child and ask the children to talk about what the child 	<p>KUW:</p> <ul style="list-style-type: none"> look at photographs of doorways and encourage the children to talk about them and imagine together what might be on the other side of the doors go out together and look at real doors. <p>CD:</p> <ul style="list-style-type: none"> ask the children to take a photograph of their own front door and bring it as a contribution to a class collage of doorways design and build doors and doorways either individually or as a class, make and/or decorate a box in which 	<p>Children:</p> <ul style="list-style-type: none"> show interest in the photographs of doorways and talk about them recognise the Jewish child from the photograph and make suggestions about what he or she might be doing show interest in the artefact and remember what it is over several focused teaching sessions say and remember, with prompting, the words 'mezuzah' and 'dedicate' talk about their own homes and how they feel when their front 	<ul style="list-style-type: none"> Be aware that the Hebrew word 'mezuzah' literally means 'doorpost' and is used to describe the small parchment containing the words of the first two paragraphs of the Shema (Deuteronomy 6:4-9 and 11:13-21). The parchment is rolled up, placed in a case and fixed to the doorposts in Jewish homes. This follows the commandment of Deuteronomy 6:9 ('You shall write them on the doorposts of your house and on your gates'). The term mezuzah is also commonly used to refer to the case and the scroll together. Consider using a

	<p>might be doing and why.</p> <ul style="list-style-type: none"> • Unwrap the facsimile of the mezuzah slowly in front of the children and pass it around. Ask them to say what they can see and what it might be. • Explain that a mezuzah is a piece of writing, on a very special material, held inside a little box. It is very important to some people. • Explain that on the outside of the mezuzah there is a three-pronged Hebrew letter called 'shin' (pronounced sh). This is the first letter of one of the names of God – Shaddai (which means Almighty). • Look again at the photograph of the child touching the mezuzah. Explain that the child touches it every time he or she goes into his or her home because it reminds him or her that his or her family loves God and they must remember to keep God's laws. Explain that it is customary to find a mezuzah on most other doors in the 	<p>the children could keep something precious.</p> <p>CLL:</p> <ul style="list-style-type: none"> • record in words or pictures, or both, any items and ideas that the children describe as being precious to them • give the children small pieces of paper to write down what they like about their home (an adult may help to scribe). • ask each child to choose from a collection of small containers and put their writing securely inside of them • once all of the notes are hidden they can be retrieved one at a time and the messages read aloud, with the child's permission. <p>PSSED:</p> <ul style="list-style-type: none"> • ask the children to role- 	<p>door is opened</p> <ul style="list-style-type: none"> • show some engagement with the facsimile of the mezuzah including the scroll inside, recognising the script as writing • talk about someone they love, or something that is precious to them • write a message about their home and what they like about it, and put their writing in a small container. 	<p>facsimile of a mezuzah as many Jewish people would not want the real parchment to be handled.</p> <ul style="list-style-type: none"> • Be aware that the scroll for a real mezuzah is written by hand on parchment and so will be different from the copy.
--	--	---	---	--

	<p>home. The mezuzah shows that the home is dedicated to God.</p> <ul style="list-style-type: none"> • Explore what the term 'dedicate' might mean and ask the children to say the word together. Explain that this child and his or her family believe that they and their homes belong to God and obey his commands always. • Talk about how it feels to go home. Ask the children to talk about what they think about as they go through their front door when they get home. • Show the children the mezuzah again and ask them if they can remember what it contains. Open the little box to reveal a piece of writing on very special material inside. Show it to the children and ask them to say what they can see. • Explain that the words on this piece of paper are very important to the child and his or her family because the words are holy. Explore what 	<p>play visiting each other, observing the conventions of knocking on and opening doors, greeting each other, etc</p> <ul style="list-style-type: none"> • encourage the children to talk about their home and about someone they love or something that is precious to them. 		
--	--	--	--	--

	<p>the term 'holy' means.</p> <ul style="list-style-type: none"> • Explain the words on this piece of paper are a very old prayer written in a language called Hebrew. Ask the children to listen as you read the English translation. • Tell the children that, although the words can't be seen when they are inside the little box, Jewish people know they are there. To Jewish people, the words are precious; they know them by heart. For Jewish people, the words remind them that they should love God with every part of themselves. • Ask the children to talk about someone they love or something that is precious to them. • Give the children the opportunity to say, and record in writing, what they like about their home and to put their messages in little containers, which can be opened later, with the child's permission, and read. 			
--	---	--	--	--

How do some people remind themselves of God when they are at home? Judaism – Foundation stage

--	--	--	--	--

Why do Hindus believe that everything belongs to God? Hinduism – Year 1

About the unit

This unit suggests activities that can be used in teaching and learning about belonging to God. It can be adapted to local circumstances and for different age groups. It illustrates the provision of the non-statutory national framework for religious education (RE) and can be used or adapted to deliver an agreed syllabus or other guidelines.

This unit is about the idea that everything in the world belongs to God, with a focus on Hinduism and devotion to the Hindu deity, Ganesha. It explores themes of believing, story, symbols, belonging and myself. Children have opportunities to visit a mandir (Hindu temple), use all of their senses, develop their imagination through traditional stories, talk about their feelings, share their beliefs.

This unit can be adapted for other religions and communities – including the Bahá'ís (*eg a family saying prayers together and a visit to a local Bahá'í centre*), Buddhism (*eg a statue of the Buddha at home and visit to a temple*), Christianity (*eg a cross in the home and visit to a church*), Islam (*eg the Qur'an at home and a visit to a mosque*), Jainism (*eg Tirthankara used in a shrine at home and a visit to Jain Temple*), Judaism (*eg the mezuzah at home and a visit to a synagogue*), Sikhism (*eg a picture of Guru Nanak used at home and a visit to the gurdwara*), Zoroastrianism (*eg a sudreh and kusti and a visit to a Zoroastrian Centre*) – according to your agreed syllabus or other guidelines.

This unit should take six hours.

Prior learning

It is helpful if children have:

- been on a visit, particularly to a place of worship.

Future learning

Children could go on to:

- discover features and meanings of worship in another religion.

Where the unit fits in

This unit links with the following key stage 1 guidelines in the non-statutory national framework for RE:

- Learning about religion: 1a, 1b, 1c, 1d, 1e
- Learning from religion: 2a, 2b, 2c, 2d, 2e
- Religions and beliefs: 3b
- Themes: 3e, 3f, 3h, 3j, 3k
- Experiences and opportunities: 3m, 3l, 3n, 3o, 3p, 3q.

This unit could build on what children might have already learnt in the foundation stage about ideas of God and what it might mean to belong to a faith, eg in 'Why are some places holy for some people'.

Attitudes in the unit

This unit helps children develop the following four attitudes outlined in the non-statutory national framework for RE.

Self-awareness

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule, *eg talking about their own beliefs or ideas about belonging to God*

Respect for all

- being sensitive to the feelings and ideas of others, *eg when talking about obstacles or difficulties in their own school lives*

Open-mindedness

- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others), *eg when exploring ideas about God that may be different from their own*

Appreciation and wonder

- developing imagination and curiosity, *eg about stories of Ganesha.*

Differentiated outcomes

During this unit children have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, children could give the following evidence.

Children working towards level 1 could:

- name Ganesha and use religious words such as God, temple and worship to talk, when prompted, about how Ganesha is worshipped
- with support, talk about their own emotions in response to the stories and pictures.

Children working at level 1 could:

- name Ganesha and use words such as *mandir* and *Hindu* to talk about how he is worshipped
- talk about their own emotions in response to the stories and pictures.

Children working at level 2 could:

- name Ganesha and use words such as *mandir*, *Hindu* and *puja* to talk about his importance to believers
- suggest meanings for the way Ganesha is worshipped
- ask questions and respond to ideas about their own and each other's emotions in response to the stories and pictures.

Vocabulary

In this unit children have an opportunity to use words and phrases related to:

- religion in general, *eg God, shrine, worship*
- Hinduism, *eg arti, Ganesha, mandir, puja*
- religious and human experience, *eg angry, belonging, obstacle, welcome.*

Resources

A child's eye view of festivals – produced by Child's Eye Media, and the first in a series of two, this video/DVD includes footage of religious festivals and a booklet containing activities.

Articles of faith Ltd – run by former educational professionals, this website contains religious artefacts and resources for educational use.

Bradford Interfaith Education Centre – hosted by the National Grid for Learning, this website contains information about religions compiled by the Bradford Interfaith Education Centre. Among other resources, it offers virtual tours of a *mandir*.

Hindu kids universe – created by the Hindu Students Council, this website contains animated versions of Hindu stories.

Religious Education Exchange Service – an initiative of the ELMAR Project at St Martin's college, this website contains resources for teachers. Among other resources, it offers virtual tours of a *mandir*.

Religion in evidence – this website includes religious artefacts for educational use.

RE today – this website includes information such as the guide *Religious believers visiting schools*, which provides advice about who to invite to speak and how to prepare speakers.

Software – there is various commercially available software for creating electronic books.

Staffordshire learning net – this website, a searchable archive of short stories with religious themes, is maintained by the Staffordshire County Council.

The QCA website – this website contains downloadable versions of ‘The story about Ganesha and his brother Kartik’ and ‘The story of Ganesha and the cat’.

University of Strathclyde – this university’s website includes graphics of Hindu deities.

Complete website addresses are available from the RE pages on the QCA website (www.qca.org.uk/re/). QCA monitors and updates these website addresses, but accepts no responsibility for their content.

Syllabus writers and teachers have responsibility for checking the relevance, accessibility and suitability of any web-based material that they or their pupils access.

Teaching and learning activities

1. Who is Ganesha?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> understand that Ganesha is special to Hindus because he represents the idea that God is in everyone reflect on how they respect their parents or those who care for them. 	<ul style="list-style-type: none"> Introduce Ganesha as a little boy who is also a God. Show a picture of Ganesha. Explain that he got an elephant head when he stood up for his own mother. He had to fight in a battle in which he lost his head. His mother, a goddess, quickly saved him by finding another head for him. Consider lighting the story candle. Tell the story about Ganesha and his brother Kartik, which can be downloaded from the QCA website. Invite children to take part in greeting each other using the word 'Namaste', meaning 'There is God in you'. Model the greeting, as described in the story. Ask the pupils to greet each other. 	<p>Children:</p> <ul style="list-style-type: none"> name Ganesha say how Ganesha is special for some Hindus relate Ganesha's story to their own experiences and feelings. 	<ul style="list-style-type: none"> Be aware that 'Ganesha' is usually pronounced without sounding the final 'a'. Sometimes Hindu deities vary in communities, and so Ganesha is sometimes known as, for example, 'Ganapati'. The lighting of the story candle is a device for bringing children into the world of the religious story. Extinguishing the candle signals a distancing from the story and return to the reality of the classroom. Check health and safety regulations before using a candle in the classroom. When answering children's questions, note that Ganesha is

			<p>the son of Shiva and Parvati and is, perhaps, the most universally popular of all Hindu deities, worshipped at times of new beginnings. Because he is believed to remove obstacles from the believer's path, he is propitiated at the beginning of worship.</p>
--	--	--	--

2. What can we learn from the stories of Ganesha?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know the story of Ganesha and the cat understand Parvati's message that God is in everyone and everything think about what we do when we feel angry. 	<ul style="list-style-type: none"> Consider lighting the story candle. Tell the story of Ganesha and the cat, which can be downloaded from the QCA website. Discuss why Ganesha was angry. Ask the children to talk about how it feels to be angry and what they do when they feel like Ganesha did in the story. Ask the children whether or not they think the story is amusing. Discuss their responses. Invite the children to role-play situations in which they or others were angry, and share possible resolutions to the situations. Invite the children to consider what we should do with our angry feelings if we believe that God is in everything and everyone. Again, invite children to take part in greeting each other using the word 'Namaste', meaning 'There is God in you'. Model the greeting, as described in the story. Ask the pupils to greet each other. Explain that, like Ganesha, Hindus should not hurt or harm anything because they believe that God lives in everyone and everything. 	<p>Children:</p> <ul style="list-style-type: none"> remember how Ganesha learned about God being in everything and everyone describe why they think Ganesha was angry and whether they think the story is amusing describe how it feels when they get angry join in role play about feeling angry and suggest resolutions to situations in which they feel angry. 	<ul style="list-style-type: none"> Be aware that there are different versions of the traditional Hindu stories of Ganesha. An alternative to role play might be to use 'circle time' techniques to explore angry situations and suggest resolutions.

3. How is Ganesha worshipped?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know that for many Hindus, God can be worshipped in the form of Ganesha • understand why some Hindu children love Ganesha • reflect on the obstacles in their school lives that they would like the elephant trunk to remove. 	<ul style="list-style-type: none"> • Introduce the idea that for many Hindus, God can be worshipped in the form of Ganesha. Explore what the word ‘worship’ means. • Either ask a Hindu child to talk about performing puja, or display photographs of a Hindu child worshipping Ganesha in a home shrine. Talk about what the child does. • Explain that some Hindu children worship Ganesha at the beginning of a day. For example, before a Hindu child eats, he or she may want to give thanks to God. Ask the children to talk about why they think this is important for many Hindu children. • Explain that, because Ganesha’s elephant trunk is believed to remove obstacles, many Hindus love him and ask for his help throughout the day. • Ask the children to talk about what they do every day. Ask them to consider to whom they give thanks or say ‘thank you’. • Ask the children to record the obstacles or difficulties at school that they would like Ganesha’s trunk to remove for them. Talk 	<p>Children:</p> <ul style="list-style-type: none"> • say in simple words why Ganesha is important, using the word ‘worship’ • show interest in how a Hindu child feels as he or she worships Ganesha and relate this to their own lives • explain and record what obstacles in their school lives they would like to have removed. 	<ul style="list-style-type: none"> • If you invite a Hindu child to talk about worship, give the child time to prepare answers and discuss ideas with his or her family. You might want to focus the discussion on a photograph of a Hindu child worshipping and ask the Hindu child to contribute ideas when and if he or she feels comfortable doing so. • There are various resources showing religious festivals and children practicing their faith (see ‘Resources’).

	about other ways that the obstacles might be overcome.		
--	--	--	--

4. What does it mean to belong to Ganesha?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> reflect on what it means to belong understand that worship is a way of expressing belonging know what happens when a Hindu makes puja. 	<ul style="list-style-type: none"> Ask the children to share an example of someone or something to which they belong. Invite them to record their ideas. Revisit the word 'worship'. Ask the children to suggest or recall some of the actions of puja, eg taking care not to recreate an environment of worship. Recall the story of Ganesha and reveal a shrine figure installed in a decorated cardboard box with fairy lights. Recreate the Hindu child's presence, either by showing the photograph or recalling what the Hindu child said about puja. Explain that the Hindu child worships Ganesha because he or she belongs to Ganesha. Explain that performing puja is a way of worshipping God and expressing that belonging. Either demonstrate how puja might be performed, play a video of puja being performed or ask a visitor to demonstrate puja or to show the children what Hindus might do when they worship. Ask the children to ring bells, clap to the arti and take arti blessing as part of the experience, if they feel comfortable taking part. Ask each child to think of one question they 	<p>Children:</p> <ul style="list-style-type: none"> say why belonging is important and record their ideas recall what they have learnt previously about Ganesha frame one question to put to a Hindu about belonging to God. 	<ul style="list-style-type: none"> Reassure the children that taking part in this activity does not make them a Hindu, but rather helps them understand what the experience of worship might be like for a Hindu. A puja set is necessary for this exercise (see 'Resources'). If there are Hindu children in the school, you might ask their parents or carers to reply to the class email. Alternatively, you might send the questions to a dedicated website (see 'Resources'). Mention the age of the children in the email and consider sending the same question to three different people to guarantee at least one reply. Ideally, this would provide different views

	<p>would like to ask a Hindu about belonging to God. Collect the questions and decide, as a class, which are the five most interesting.</p> <ul style="list-style-type: none"> • As a class, write an email and send it to three Hindus. Discuss any differences between the answers. 		<p>for discussion.</p> <ul style="list-style-type: none"> • Make sure that the children have appropriate question words or sentence starters to support them in framing questions.
--	--	--	---

5. What can we learn about Ganesha from a mandir? (A visit)			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know what happens in a mandir (Hindu temple) • understand that actions express beliefs • reflect on what they saw, heard, smelled, touched and tasted on the visit. 	<ul style="list-style-type: none"> • Take the children to a mandir, either in the local community or through a virtual tour. Look for images of Ganesha in the mandir and observe how the images are treated by worshippers. • Ask a Hindu at the mandir to talk about worshipping. Ask the children to put the five questions from the previous activity to the speaker. • Observe an individual performing puja at a shrine or at the arti ceremony and talk about the symbolism of the light and the actions, including the sharing of food. • Together with the children, record the visit using a digital camera. Use the images to help children recall the visit and how they felt during it. Review the key ideas and vocabulary they learnt. • Ask the children to respond to the visit using a writing frame, identifying each of the five senses, and saying how the mandir made them feel, eg 'We went to the mandir and we saw.... This made me feel' 	<p>Children:</p> <ul style="list-style-type: none"> • show respect for the mandir • ask questions and use their senses to respond to the visit to the mandir with interest • produce a record of their visit, identifying what they saw, heard, smelled, touched and tasted. 	<ul style="list-style-type: none"> • If a visit to a mandir is not possible, take a virtual tour (see 'Resources'). • There is useful guidance about who to invite to speak and how to prepare the speaker on the internet (see 'Resources'). • Before the visit, brief the children and accompanying adults on how to dress for and behave on the visit.

6. What have we learnt about Hindus belonging to God?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that many Hindus worship God at home and in the mandir understand why Hindus worship God reflect on what they have learnt about Ganesha. 	<ul style="list-style-type: none"> Using the photographs of the Hindu child making puja and/or the images from the mandir, encourage the children to recall their earlier learning. Explain that Hindus have many ideas about what God might be like – Ganesha is one of them. Many Hindus worship God at home every day, and sometimes go to the mandir and worship God with others. The mandir is at the heart of their community. Talk about the elements of worship: the offering of food, the use of light and the marking of the forehead with red powder. Explain that Hindus believe that there is a blessing in receiving back the food they have given to God, and in taking the light from the arti flame over their heads. The red mark is a symbol of their belonging to God. Being together in the mandir helps them to feel they belong to one another as well. Invite the children to write thank you letters to the mandir, saying what they have learnt about Ganesha and the way he is worshipped. Use the children's work and the photographs of the visit to produce a book about Ganesha and what he means to Hindus. It could be a book for the school library, or an electronic book. Involve the children in promoting the book in other classes. 	<p>Children:</p> <ul style="list-style-type: none"> recall the visit to the mandir, using the words 'Hindu', 'Ganesha' and 'puja' explain in simple words how Hindus show through their worship that they belong to God contribute to the book on Ganesha. 	<ul style="list-style-type: none"> Using ICT: for simple recording, either in text, tabular form or in photographs. There are various commercially available software for creating electronic books (see 'Resources').

Assessment activity

7. Why do Hindus believe that everything belongs to God?			
There are opportunities for assessment for learning throughout this unit. However, in this activity, there are particular opportunities to collect evidence of what children know, understand and can do, using the learning objectives and outcomes and relating them to the level descriptions as appropriate.			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know the importance of Ganesha to many Hindus understand how Ganesha is worshipped reflect upon what they have learnt about the significance of Ganesha for many Hindus. 	<ul style="list-style-type: none"> Ask the children to represent Ganesha as an illustration or a model, showing the features for which he is famous. The children should name him and explain how he shows Hindus that God is in everything and everyone. Ask the children to write or draw a storyboard for the Hindu child's worship of Ganesha at home and talk about it, showing why it is important to the child. Ask the children to talk about their own feelings in response to the story of Ganesha. 	<p>Children:</p> <ul style="list-style-type: none"> name Ganesha and say why he is important to Hindus explain what happens when Ganesha is worshipped talk about what they have learnt and about their own feelings in response to the story of Ganesha. 	
Differentiated outcomes			
<p>Note that the following level descriptions relate to this assessment activity only. For level descriptions relating to the unit as a whole, see 'Differentiated outcomes'.</p> <p>Children working towards level 1 can:</p> <ul style="list-style-type: none"> name Ganesha and use religious words to talk about some of his features 			

- talk about how he is worshipped when prompted by others
- with support, talk about their own feelings in response to the story of Ganesha.

Children working at level 1 can:

- name Ganesha and use religious words such as 'Hindu' and 'home' to talk about how he is worshipped
- talk about their own feelings in response to the story of Ganesha.

Children working at level 2 can:

- name Ganesha and use religious words such as mandir, Hindu and puja to talk about his importance to many Hindu children
- suggest meanings for the way Ganesha is worshipped using religious words and phrases such as puja, shrine, remover of obstacles and home
- ask questions and respond to ideas about their own and each other's feelings in response to the story of Ganesha.

What do people believe about God? Judaism – Year 2

About the unit

This unit suggests activities that can be used in teaching and learning about beliefs and values. It can be adapted to local circumstances and for different age groups. It illustrates the provision of the non-statutory national framework for religious education (RE) and can be used or adapted to deliver an agreed syllabus or other guidelines

This unit focuses on what some religious people believe about God, using the example of Judaism. It explores themes of believing, symbols, celebrations and story. The children have opportunities to share their own beliefs, ideas and values to talk about their feelings and experiences.

This unit can be adapted for other religions and communities – including the Bahá'í faith (*eg a child's prayer book and the 19-day feast*), Christianity (*eg the Cross and the festival of Easter*), Hinduism (*eg a murti of Krishna and the festival of Holi*), Islam (*eg the prayer beads and the fast of Ramadan*), Jainism (*eg the prayer beads and the festival of Paryushana*), Sikhism (*eg the Ik Onkar symbol and the festival of Baisakhi*) and Zoroastrianism (*eg a sudreh and kusti and the celebration of the gahambars*) – according to your agreed syllabus or other guidelines.

This unit should take six hours.

Prior learning

It is helpful if children have:

- listened to religious stories
- heard the word 'Jewish'
- looked at different objects and talked about what they might be used for.

Future learning

Children could go on to:

- broaden their knowledge of festivals in Judaism, *eg Shavuot, Pesach*
- compare/contrast beliefs about God with those in another religion.

Where the unit fits in

This unit links with the following key stage 1 guidelines in the non-statutory national framework for RE:

- Learning about religion: 1a, 1b, 1c, 1d, 1e
- Learning from religion: 2a, 2b, 2c, 2d, 2e
- Religions and beliefs: 3b
- Themes: 3e, 3f, 3g, 3h
- Experiences and opportunities: 3o, 3p, 3q.

This unit could build on what the children might have already learnt about God in the foundation stage and year 1, particularly their learning about religious stories and songs and how to find meaning in them, eg in ‘What can it mean to say “I belong to God?”’ and for Judaism in unit 1c.

Attitudes in the unit

This unit helps children develop the following three attitudes outlined in the non-statutory national framework for RE.

Self-awareness

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule, *eg when talking about their own feelings*

Respect for all

- being sensitive to the feelings and ideas of others, *eg when another child is expressing their beliefs*

Appreciation and wonder

- developing their imagination and curiosity, *eg imagining the feelings of being happy and sad.*

Differentiated outcomes

During this unit children have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, children could give the following evidence.

Children working towards level 1 will:

- use pictures, objects and some religious words such as Jewish, sukkah and tallit to begin to talk about what some people do to show what they believe about God

- talk in simple terms about what they like about the world and give examples of school rules they follow
- talk in simple terms about important events in their own lives.

Children working at level 1 could:

- use religious words such as Jewish, sukkah and tallit to recognise and name features of what Jewish people do to show what they believe about God
- talk about how they think people should treat the natural world and about which rules they follow and why they follow them
- talk with sensitivity about important events in their own lives.

Children working at level 2 could:

- use religious words such as caring and obedience to suggest meanings for the ways in which Jewish people show what they believe about God
- talk and ask questions about how they and Jewish people think people should treat the natural world and about which rules they and other people follow
- talk and ask questions with sensitivity about their own experiences and feelings.

Children working at level 3 could:

- use religious words such as commandments, Creator and mitzvot to make links between the story of the Jewish people leaving Egypt and the celebration of Sukkot
- describe ways in which some of their own ideas about the way the natural world should be treated and those of Jewish people are similar and/or different
- describe what they think about how rules might affect their behaviour and the behaviour of other people
- talk with sensitivity about their own experiences and feelings, making links between their own and others' responses.

Vocabulary

In this unit children have an opportunity to use words and phrases related to:

- religion in general, *eg belief, Creator, God, prayer, Psalms*
- Judaism, *eg commandments, etrog, King David, mitzvah/mitzvot (pl), sukkah, Sukkot, synagogue, tallit, Torah, tzitzit*
- religious and human experience, *eg caring, following guidance, love, obedience, sharing.*

Resources

Akhlah: The Jewish Children's Learning Network – this website provides Jewish children and their families with information about Jewish prayers, stories and rituals, including the use of a tallit.

'From generation to generation' – produced by Rockport productions, this CD includes a version of Psalm 8 sung by a synagogue choir.

Images – there are various commercially available image search engines and interactive images of the earth on the internet.

Materials – materials for making a sukkah, including a wooden frame and palm branches.

Museum of psalms – this website displays paintings inspired by the Psalms by the Jewish artist, Moshe Tzvi Berger.

'Psalms and stuff for kids' – these web pages include Psalm 8 in child friendly language.

Rabbi Scheinerman's home page – created by Rabbi Scheinerman of Beth Shalom Congregation of Maryland, United States, this website offers information and resources about Jewish traditions and beliefs.

Sir Robert Hitcham's Primary School – the 'Religious education' section of this school's website includes photographs and a description of a class project to build a full-size sukkah.

Software – there is various commercially available talking word processor software.

Stop, look and listen: Water, moon, candle, tree and sSword (Programme 3: Candle) – produced by Channel 4 Learning, this broadcast shows a Jewish family celebrating Sukkot with a meal and prayers at home followed by worship in a synagogue and includes the story of Moses and the Jewish people leaving Egypt.

The Board of Deputies of British Jews – this organisation's website provides resources lists on festivals and stories.

The Jewish Bible – Children's and illustrated Jewish Bibles and available from major booksellers.

Torah tots – this website is designed for young children and includes stories and activities related to Jewish festivals.

University of Strathclyde – the ‘Religious education’ section of this university’s website includes glossaries, images, *eg of tallits/tallitot (pl)*, and resources for many religions such as Judaism.

Complete website addresses are available from the RE pages on the QCA website (www.qca.org.uk/re/). QCA monitors and updates these website addresses, but accepts no responsibility for their content.

Syllabus writers and teachers have responsibility for checking the relevance, accessibility and suitability of any web-based material that they or their pupils access.

Teaching and learning activities

1. What do Jewish people believe about the world?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that Psalms are poetic writings about God understand that Jewish people believe that God created the world and that he cares for His creation reflect on their response to Psalm 8. 	<ul style="list-style-type: none"> Give each child an 'odd-one-out' template and images of people engaged in different kinds of worship (from your agreed syllabus). Include an image of a synagogue choir, a Christian choir and a person praying. Ask the children to identify which image is the 'odd-one-out' and explain why, eg two might show an individual and a third might show a group. Ask the children to find as many similarities as they can between two or three of the images. What does it mean to worship? Who are they worshipping? Do you worship using song? If so, how and why? Tell the children they are going to listen to some people singing songs to worship God. Explain that the people are Jewish, and that they are singing in a language called Hebrew. Play an audio recording of a synagogue choir singing Psalm 8. Invite the children to listen carefully and then discuss how the person who wrote the words to the song might 	<p>Children:</p> <ul style="list-style-type: none"> identify Psalms as poetic writings found in the Jewish Bible say what Psalm 8 says about God and creation ask and respond with sensitivity to questions about creation in the Psalm. 	<ul style="list-style-type: none"> A Jewish Bible should be used as the source for this unit. Christian translations may interpret words and phrases in ways that are not Jewish. Jewish Bibles in English and illustrated Jewish Bibles for children are available from major booksellers. Be aware that Psalms appear in the Jewish Bible and the Christian Bible and offer opportunities to explore different human emotions. Many are attributed to David and are used today as songs of praise. Images, interpretations and written and sung versions of Psalms can be found on the internet (see 'Resources'). Using ICT: Talking word processor software will enable children to see the words written and hear them spoken. Using ICT: Consider recording comments on a sound file, eg

	<p>have been feeling. Do the words sound happy or sad?</p> <ul style="list-style-type: none"> • Explain to the children that there are songs in the Jewish Bible and in the Christian Bible, too. These songs are called Psalms, and were written a long time ago. Show children a copy of the Jewish Bible. • Read the Psalm. What is the Psalm saying about God? Is it happy or sad? How do you know that? Who do you think wrote this song for God? What does it mean to say that God is the Creator? What does it mean to say that God cares for His creation? • Explain that in the Jewish Bible the person who wrote this Psalm to God was called David. He was a shepherd boy who became a king. Explain that when we read the Psalm we can tell that the writer wanted to sing about God's greatness as a Creator, or as the one who created the earth. David saw all creatures and the universe as reflections of God's greatness and thought of himself as only a small part of God's creation. • Ask the children to illustrate the Psalm using images. Consider showing the children examples of 		<p>using a sound recorder and a microphone, explaining why they have illustrated their Psalm in the way that they have.</p>
--	--	--	---

	<p>how Jewish artists have done so. Use an interactive whiteboard or digital projector and computer to show the children different images to choose from to illustrate their favourite verse from the Psalm.</p>		
--	--	--	--

2. Why do Jewish people believe God created people?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know that Jewish people believe that God made people rulers over His creation • understand that Jewish people believe that as rulers people have to look after the world for God • reflect on how they feel about the world and what is wonderful about it. 	<ul style="list-style-type: none"> • Display an interactive image of the earth from space. Scroll around to view the UK, and allow the children to zoom in to street level and then back out into space again. • Ask the children to talk about their feelings as they watch or take part in this exercise. What questions come into their minds as they look at the image from space? • Explain that some people look at the image and ask 'How did the earth begin?' Explain that they decided the earth was so beautiful and magnificent that a 'power greater than them' had created it. Some people call that power 'God'. • Display an image of Psalm 8 and remind the children that it was a response to God's creation. It talks about God being the Creator and caring for the world. • Look at the words of the Psalm again. What does it say about the world God has created? What does it say about the place of people in the world? • Tell the children that Jewish people believe that people must look after the world for God. What do you think is most wonderful 	<p>Children:</p> <ul style="list-style-type: none"> • talk about what Psalm 8 says about the place of people in the world • respond with sensitivity to questions about why Jewish people should look after the world • create a Psalm about the world that reflects their own feelings. 	<ul style="list-style-type: none"> • Interactive images of the earth are available on the internet (see 'Resources'). • Take care to allow children who do and those who do not have a faith to take part in this activity on an equal basis. Some children might not want to include praise of God in their Psalm. • The Psalm writing activity could be supported using talking word processor software. • Consider asking the children to find out more about King David as a homework assignment.

	<p>about the natural world? How should we look after the world?</p> <ul style="list-style-type: none"> • Ask the children to write their own Psalm about our wonderful world and express their own beliefs, if they wish. Alternatively, they could write a poem expressing joy and delight in the natural world. 		
--	--	--	--

3. Why do Jewish people believe that God cares for everything and everyone?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that Sukkot is the name of a Jewish festival understand what the story of the Exodus means to Jewish people reflect on why some Jewish people build a sukkah during Sukkot. 	<ul style="list-style-type: none"> Show the children a picture of a Jewish family eating a meal in a sukkah and discuss what they notice about the picture. Who are these people? What are they eating? Where do you think this place is? Explain that these are Jewish people celebrating the festival of Sukkot and that the place that they are sitting in is called a sukkah. Explain that some Jewish people make a sukkah every year in autumn, either in the grounds of their synagogue or outside their home. It reminds them about how the Israelites, another word for the Jewish people, were freed from slavery in Egypt and had to make small shelters to live in as they travelled across the desert to their new home. Tell the story of Moses and the Jewish people leaving Egypt, or watch a video of this story. Invite the children to talk about the miracle of the story, ie the plagues, the parting of the Red Sea, manna from heaven, the gift of the Torah, and highlight how grateful Jewish people are to God for saving them. Remind the children of Jewish beliefs about God's greatness and that he cares for all people. Refer back to the picture at the start of the lesson and talk about the parts of the sukkah, 	<p>Children:</p> <ul style="list-style-type: none"> name and identify features of the festival of Sukkot say why the story of the Exodus is important to Jewish people ask and respond with sensitivity to questions about why some Jewish people build a sukkah design their own sukkah and talk about why it could be special to eat and sleep in the sukkah. 	<ul style="list-style-type: none"> Note that the word 'sukkah' means a booth, hut or shelter. It is a temporary dwelling used during Sukkot. Note that a sukkah roof is made from organic materials such as leaves and branches and looks deliberately fragile to emphasise the temporary nature of the dwelling and Jewish people's dependence on God to keep them safe. It should be possible to see the stars through the roof. Note that the citrus fruit (etrog) and vegetables decorating the sukkah remind Jewish people to be thankful to God for his gifts to them. The 'etrog', palm branches, myrtle and willow leaves are bound together (collectively known as lulav). The lulav is waved first to the east,

	<p>such as the wooden frame and palm branches, and the symbolic decorations, such as the citrus fruit (etrog), vegetables, myrtle and willow leaves bound together (lulav). Discuss what they symbolise.</p> <ul style="list-style-type: none"> • Ask the children to work in pairs to draw their own sukkah. Display the pictures. • This lesson can be extended to include children building their own sukkah. 		<p>then to the south, then to the west and finally to the north during the festival, to show that Jewish people believe that God is everywhere.</p> <ul style="list-style-type: none"> • A video describing a Jewish family celebrating Sukkot with a meal and prayers at home followed by worship in a synagogue and containing the story of Moses and the Jewish people leaving Egypt is available (see 'Resources'). • An example of a class project to build a full-size sukkah can be found on the internet (see 'Resources').
--	--	--	---

4. How does a tallit help Jewish people to pray to God?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that a tallit is a shawl worn by some Jewish people understand that it helps some Jewish people think about what God is like reflect on what they do to help them think very hard about something. 	<ul style="list-style-type: none"> Organise the children in a circle and discuss their favourite clothes. What makes them feel happy? What clothes do they wear for special occasions? Pass around a tallit bag and then reveal the tallit inside of it. What do you think it might be? What does the material feel like? How is it decorated? Explain to the children that it is called a tallit and that it is a shawl that some Jewish people use when they pray. Invite the children to consider how it might be used. Explain to the children how it is used. Focus on how it helps many Jewish people to pray and think only of God. Share with the children the prayer that is said before a tallit is first put on. Invite them to consider what the prayer says about God and identify which words in the prayer refer to the tallit. Ask the children what they might wrap themselves in, eg show them a blanket and discuss how it makes them feel to be 	<p>Children:</p> <ul style="list-style-type: none"> identify and name a tallit and suggest what it might be used for say how the words of the prayer show what God might be like express what they do when they want to think very hard about something. 	<ul style="list-style-type: none"> Be aware that Jewish men (over age 13) can wear a tallit and in some communities women (over age 12) also wear a tallit. In some Jewish communities men do not start wearing a tallit until after they are married, while in some Sephardi communities boys under 13 wear a fallit. Prayer said before a tallit is first put on: Blessed are You, Lord, our God, King of the universe, Who has made us holy with His commandments and has commanded us to wrap ourselves in fringes. Be aware that sometimes blessings are used to decorate the neckband of a tallit.

	<p>wrapped inside of it.</p> <ul style="list-style-type: none"> • Invite the children to think about what they do and where they go when they want to think very hard about something. Encourage them to write sentences about where they go and what they do when they want to think hard, and display the sentences by pinning them on the blanket. 		
--	--	--	--

5. Why is it important for Jewish people to keep God's commandments?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that many Jewish people believe that wearing a tallit is a commandment from God know that the fringes or tassels (tzitzit) on a tallit represent God's commandments understand that these fringes or tassels (tzitzit) help Jewish people to think about God's rules reflect on the rules that they follow. 	<ul style="list-style-type: none"> Invite the children to talk about the tallit from the previous lesson and discuss how it was decorated. Show the tallit again, drawing the children's attention to the fringes. Why do you think the tallit has these fringes? Pass the tallit around. What can you see? How many are there? Explain to the children that the fringes are called tzitzit. Remind the children of the prayer that some Jewish people say before putting on a tallit, pointing out references to the fringes. The fringes are the most important part of a tallit to Jewish people. Explain that during this prayer the tzitzit are gathered together and held around one finger. The tzitzit remind Jewish people of the many commandments in the Torah (God's instruction to the Jews, found in the first five books of the Jewish Bible). Read to the class the references to the fringes and tassels from a Jewish Bible (Numbers 15:38). Explain that wearing the tzitzit is one of the many commandments in the Torah. Other commandments, such as welcoming the stranger, are also important to Jewish 	<p>Children:</p> <ul style="list-style-type: none"> say why many Jewish people wear a tallit identify the fringes on a tallit and suggest what they might be used for suggest why it might be important to Jewish people to keep God's rules say why rules that they follow are important to them. 	<ul style="list-style-type: none"> Pictures of different designs for tallitot can be found on the internet (see 'Resources'). Note that some Jewish men wear the tzitzit attached to an under garment all day long, and a few leave the tzitzit showing so that it is a constant reminder of the commandments.

	<p>people.</p> <ul style="list-style-type: none"> • Invite the children to talk about what rules they follow. Highlight the fact that many Jewish people wear prayer shawls when they pray and worship God, whether at home or in the synagogue. • Give the children a set of nine cards, each with a different rule written on it. These might include the school rules or examples of rules from home or the community. Ask the children to work in a group to order the cards in a diamond shape, with the most important rule at the top. 		
--	---	--	--

Assessment activity**6. What have we learnt about the importance of the sukkah to Jewish people?**

There are opportunities for assessment for learning throughout this unit. However, in this activity, there are particular opportunities to collect evidence of what children know, understand and can do, using the learning objectives and outcomes and relating them to the level descriptions as appropriate.

Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know how some Jewish people celebrate Sukkot • understand why the celebration of Sukkot is important to many Jewish people • reflect on how they remember significant events in their own lives. 	<ul style="list-style-type: none"> • The children plan and make a short oral presentation, individually or in groups, about the importance of the sukkah to many Jewish people. They should then talk about important events, eg a religious celebration or anniversary, what they do that reminds them of the event, eg taking flowers to a grave, lighting candles on their birthday, keeping souvenirs from a trip, etc. This task could be illustrated by the drawings of sukkah from the previous lesson. 	<p>Children:</p> <ul style="list-style-type: none"> • describe the symbolism of the sukkah and what it is made from • explain why the sukkah is important to Jewish people • explain something that they do or keep to remember people or events. 	<ul style="list-style-type: none"> • Note that the following level descriptions relate to this assessment activity only. For level descriptions relating to the unit as a whole, see 'Expectations'.
Differentiated outcomes			
<p>Note that the following level descriptions relate to this assessment activity only. For level descriptions relating to the unit as a whole, see 'Differentiated outcomes'.</p>			

Children working towards level 1 can:

- use religious words such as Jewish and sukkah to talk about the religious festival of Sukkot, including sukkah
- name an event that was important to them.

Children working at level 1 can:

- use religious words such as Jewish and sukkah to recognise and name features of the religious festival of Sukkot, including sukkah
- talk with sensitivity about an event that was important to them.

Children working at level 2 can:

- use words such as caring and obedience to suggest meanings for elements of the sukkah and the festival of Sukkot for Jewish people
- talk with sensitivity and ask questions about something they do to remember a significant event or person.

Children working at level 3 can:

- use religious words such as Creator to suggest the meanings for elements of the sukkah and the festival of Sukkot and link this festival to the story of Moses and the Jewish people leaving Egypt
- identify and describe how something they do helps them remember a significant event or person.

Why do some people think Jesus is inspirational? Christianity – Year 3

About the unit

This unit suggests activities that can be used in teaching and learning about an inspirational figure such as Jesus. It can be adapted to local circumstances and for different age groups. It illustrates the provision of the non-statutory national framework for religious education (RE) and can be used or adapted to deliver an agreed syllabus or other guidelines

This unit focuses on why Jesus is considered inspirational by some people, and explores aspects of his life and teachings. It deals mainly with Christianity, though there is some reference to Islam. It considers the themes of inspirational people, teachings and authority, beliefs and questions, religion and the individual and symbols and religious expression. The children are given the opportunity to encounter religion, reflect on their own and others' insights into Jesus¹ and experience how these insights can be expressed through art. They have the opportunity to encounter religion by asking a visitor about the importance of Jesus in their life and discuss religious and philosophical questions, giving reasons for their own beliefs and those of others about Jesus.

This unit should take seven to eight hours.

Prior learning

It is helpful if children have:

- learnt that Christianity is based upon beliefs about the person of Jesus
- some understanding of what Christians believe Jesus was like, based on events reported in the Christian Bible
- an awareness that Christians try to follow the example of Jesus' life and teachings
- some knowledge of the social, cultural, historical and geographical context for Christian beliefs about Jesus.

Future learning

Children could go on to:

- explore and evaluate Jesus' teachings on other topics, *eg forgiveness and love*
- explore and evaluate teachings and happiness in another religion, *eg Islam*.

¹ Christians refer to Jesus as 'Lord', and believe he is the Son of God.

Where the unit fits in

This unit links with the following key stage 2 guidelines in the non-statutory national framework for RE:

- Learning about religion: 1a, 1b, 1c, 1e, 1g
- Learning from religion: 2a, 2b, 2c, 2e
- Religions and beliefs: 3a, 3b
- Themes: 3e, 3f, 3i, 3j, 3k
- Experiences and opportunities: 3n, 3o, 3r.

This unit could build on what children might have already learnt about the importance of Jesus for Christians through their learning about Christmas and Easter.

Attitudes in the unit

This unit helps children develop the following four attitudes outlined in the non-statutory national framework for RE.

Self-awareness

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule, *eg when expressing their own beliefs or thoughts about the importance of Jesus*

Respect for all

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own, *eg about others' views of Jesus*

Open-mindedness

- being willing to learn and gain new understanding, *eg about the life and teachings of Jesus*

Appreciation and wonder

- developing their capacity to respond to questions of meaning and purpose, *eg about the importance of Jesus.*

Differentiated outcomes

During this unit children have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, children could give the following evidence.

Children working at level 1 could:

- use religious words and phrases, such as parable and miracle, to recall some of the

stories and teachings of Jesus

- recognise representations of Jesus
- recognise some of the symbols used for Jesus
- talk about their own response to stories about Jesus
- talk about people who are important to them.

Children working at level 2 could:

- use religious words and phrases, such as parable and miracle, to retell some of the stories and to identify some teachings of Jesus
- identify how important characteristics of Jesus are represented in art
- suggest meanings for symbolic language used to describe Jesus, such as 'light of the world' and 'bread of life'
- ask and respond with sensitivity to questions about people who inspire and influence them
- ask and respond with sensitivity to questions about why some people think that Jesus' life and teachings are important.

Children working at level 3 could:

- use a developing religious vocabulary to make links between Christian beliefs about Jesus and stories and symbols found in the New Testament
- describe some of the different ways in which beliefs about Jesus are represented in art
- make links between people who inspire and influence them and the experiences of people who are influenced by Jesus
- begin to identify how Jesus' life and teachings might have an impact on believers' lives.

Children working at level 4 could:

- use a developing religious vocabulary to show understanding of the links between Christian beliefs and stories and symbols found in the New Testament
- describe and show understanding of some of the ways in which beliefs about Jesus are represented in art
- describe some similarities and differences between Christian and Muslim beliefs about Jesus
- describe what influences their lives showing understanding of how Jesus' life and teachings might have an impact on believers' lives and the lives of other people who are inspired by him.

Vocabulary

In this unit children have an opportunity to use words and phrases related to:

- religion in general, *eg belief, faith, God, miracle, parable*
- Christianity, *eg Beatitudes, crucifixion, Jesus, resurrection*
- religious and human experience, *eg symbol*.

Resources

ainglkiss.com – this website offers biblical stories, a dictionary of biblical words and other resources, including a story based on the Beatitudes.

Beatitudes – this text forms part of Jesus' 'Sermon on the Mount' and can be found in the Christian Bible, in Matthew 5:1–7:29.

'Icons of Christ' – images published by Harper Collins.

Images – image packs include 'The Christ We Share' and 'Picturing Jesus', which are available on *RE Today*, and 'Jesus Through Art' by Stapleford Centre.

'Lent talks 2002: Jesus through other eyes' – published on the BBC's 'Religion and ethics' pages, this resource provides information on and views about Jesus from other believers.

Lourdes-france.org – this website presents the stories of the people who have been recognised as having been cured following a visit to Lourdes.

Mutma'inaa – this website includes a section for Muslim kids, which offers a version of the story of the Prophet Isa.

'Parable of the two builders' – this story can be found in the Christian Bible, in Matthew 7:24–27 and Luke 6:46–49.

Praise-worship.net – this website contains the lyrics for 'The Wise Man and the Foolish Man'.

Rejesus – this website includes a pictures of Jesus as well as stories from his life.

Re:Quest – this website offers information for teaching Christianity in religious education.

Saskatchewan learning – a network of web pages from schools of Saskatchewan, Canada, this offers simplified versions of the Beatitudes that can be adapted for classroom use.

Soundtrack lyrics – this website contains the lyrics for ‘You’re the Top’.

University of Strathclyde – the ‘Religious education’ section of this university website includes glossaries, images and resources for many religions, including Christianity.

Complete website addresses are available from the RE pages on the QCA website (www.qca.org.uk/re/). QCA monitors and updates these website addresses, but accepts no responsibility for their content.

Syllabus writers and teachers have responsibility for checking the relevance, accessibility and suitability of any web-based material that they or their pupils access.

Teaching and learning activities

1. Who did Jesus say he was?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know some of the symbolic language used to describe Jesus understand some possible meanings of Biblical accounts of the statements that Jesus made about himself reflect on the importance of these statements for Christians. 	<ul style="list-style-type: none"> Gather the children in a circle and play a recording of or read the lyrics of the song 'You're the Top' by Cole Porter. Use a whiteboard to display the words and images for the chorus. 'You're the top! You're the Coliseum! You're the top! You're the Louvre Museum! You're a melody from a symphony from Strauss You're a Bendel bonnet, a Shakespeare sonnet, you're Mickey Mouse. You're the Nile, you're the Tower of Pisa, You're the smile on the Mona Lisa. I'm a worthless check, a total wreck, a flop, But if baby, I'm the bottom, you're the top!' Play a metaphor game. For example: 'If happiness were a colour, it would be...' 'If I were a car, I'd be...' 'If I were an animal, I'd be...' Explain the concept of a metaphor. For example, happiness can't really be a 	<p>Children:</p> <ul style="list-style-type: none"> suggest possible meanings for the symbols used in the 'I am' sayings use some of the 'I am' sayings to talk about Jesus respond with sensitivity to questions about how Jesus might influence people today. 	<ul style="list-style-type: none"> Be aware that these activities link to literacy and the use of metaphorical language.

	<p>colour, but happiness and certain colours, eg yellow, share similarities. You can't really be a car, but perhaps you are a fast runner, just like a fast car.</p> <ul style="list-style-type: none"> • Divide children into groups of 4 or 5. Give each group an object, eg a loaf of bread or a candle, or a picture of a shepherd, signpost, door, vine branch or an empty tomb, that represents one of the 'I am' sayings. <i>What is this object? What does the object do? Why might the object be important?</i> Ask the groups to feedback their ideas to the whole class. • Give each group a copy of the 'I am' saying that relates to their object. 'I am' sayings can be found in the New Testament of the Christian Bible. They show some basic Christian beliefs about the identity of Jesus. <ul style="list-style-type: none"> 'I am the bread of life' John 6:35 'I am the light of the world' John 9:5 'I am the gate for the sheep' John 10:7 'I am the good shepherd' John 10:14 'I am the resurrection and the life' John 11:25 'I am the way and the truth and the life' John 14:6 'I am the vine; you are the branches' John 15:5 • <i>What was Jesus trying to say about</i> 		
--	--	--	--

	<p><i>himself through these sayings? What does the saying suggest about how Jesus might help or inspire people today? Ask the groups to feedback their ideas to the whole class.</i></p> <ul style="list-style-type: none"> • Give each child an outline of a person that is either blank inside or divided into seven sections. Ask them to draw a picture for one or all of the 'I am' sayings inside this outline and explain what it means. 		
--	--	--	--

2. How do some people represent Jesus?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that many people have imagined what Jesus might have looked like and created representations of him understand how representations of Jesus can be expressions of people's faith reflect on what they picture/imagine Jesus to have been like. 	<ul style="list-style-type: none"> Ask the children to imagine they are writing a book about someone. Ask them to consider what important details they would include. Collect their ideas. Explain that, although the gospels say a lot about what Jesus said and did, there is no written description of his appearance and were no portraits until at least 150 years after his crucifixion. Why do you think this is? Explain that all representations of Jesus are influenced by the artist's experiences, beliefs and background. Introduce the term 'inspired'. Ask the children to suggest what it means. Explore uses of the term that may be familiar to children, such as musician being inspired when something sad happens in her life and want to write a beautiful piece of music. Explain to the children that many artists are inspired by the life of Jesus and want to paint him. Remind the children of previous learning about the story of Easter. Explain that the Christian Bible suggests that after Jesus' crucifixion, resurrection and ascension into heaven, the early Christians expected Jesus to return to them very soon. They believed that Jesus had 	<p>Children:</p> <ul style="list-style-type: none"> talk about similarities and differences in the ways in which different artists have portrayed Jesus describe and make links between the representations of Jesus and the beliefs of the different artists create their own image of or poem about Jesus say why they choose to represent Jesus in a particular way. 	<ul style="list-style-type: none"> Links to art: see images listed in 'Resources'. Using ICT: If an interactive whiteboard is used, the children's responses to each picture could be recorded and added to each picture. These responses could be recalled, reviewed and refined and used to support discussion of subsequent pictures. Some organisations publish photo packs (see 'Resources'). It is important to take into consideration that it is not acceptable to the majority of Muslims to reproduce the human form, especially prophets such as the Prophet Isa (Jesus).

	<p>said several things to make them feel this way. If Jesus was coming back to them in their lifetimes there was no need to create representations of him. As the years passed and Jesus did not return, these Christians began to rethink this idea and people were inspired to express their beliefs about Jesus through art.</p> <ul style="list-style-type: none"> • Using a website or photo pack, ask the children to look at representations of Jesus. <i>How is Jesus drawn? What is the artist trying to say about Jesus? What would they ask the artist?</i> • If appropriate, the children could create their own picture of Jesus, thinking carefully about what they want to show about Jesus, the setting for their picture and what they want Jesus to be doing. They should explain why they chose to draw Jesus in a particular way. • As an alternative activity, ask the children to write a poem about Jesus or another person who inspires them. The children should think carefully about which aspects of the person's character they include in their poem. 		
--	--	--	--

3. Why did Jesus teach using parables?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that Jesus used parables to teach people know how Christians might understand one of Jesus' parables understand the connections between their own values, attitudes and behaviour reflect on the impact that believing in Jesus might have on a Christian's life. 	<ul style="list-style-type: none"> Create a list of the key 'ingredients' that are needed to make a good teacher. Use these ingredients to write a 'recipe' for the perfect teacher, modelled after a recipe for food preparation. For example: 'Take one cup of patience and stir in three tablespoons of authority...'. <ul style="list-style-type: none"> Discuss why Jesus was a good teacher, thinking carefully about his use of stories and everyday examples practising what he taught. Read the parable of the two builders, which can be found in the Christian Bible, in Matthew 7:24–27 and Luke 6:46–49, or teach the children the song, 'The wise man built his house upon the rock'. <p>'The wise man built his house upon a rock, The wise man built his house upon a rock, The wise man built his house upon a rock, And the rains came tumbling down!</p> <p>'The rains came down and the floods came up, The rains came down and the floods came up, The rains came down and the floods came up,</p> 	<p>Children:</p> <ul style="list-style-type: none"> describe the techniques that Jesus used to teach people suggest a meaning for one of Jesus' parables describe how their attitudes and behaviour are influenced by important people in their lives say how believing in Jesus might affect a Christian's life. 	<ul style="list-style-type: none"> Note that Jesus told this parable when trying to explain the importance of acting on his teaching, not just listening to it. The man who built his house on the rock represents the person who hears the teachings of Jesus and acts on them. The man who built his house on the sand represents the person who hears the teachings of Jesus and ignores them.

	<p>And the house on the rock stood firm.</p> <p>'The foolish man built his house upon the sand, The foolish man built his house upon the sand, The foolish man built his house upon the sand, And the rains came tumbling down!</p> <p>'The rains came down and the floods came up, The rains came down and the floods came up, The rains came down and the floods came up, And the house on the sand went SPLAT!'</p> <ul style="list-style-type: none"> • Discuss the meaning of the parable. <i>Why did one of the houses fall down and the other stand firm? What is a house foundation? Why is it important? What does Jesus say the two builders represent? What might the house represent?</i> • The meaning of this parable could be explored by building two structures. Secure one of the structures down to its base. The other one is to be freestanding. Ask children to blow on the structures or wobble the table – <i>which one falls down first and why?</i> • Discuss how Jesus is the foundation for the lives of most Christians. Ask the children to 		
--	--	--	--

	<p>remember what is meant by the term 'inspired'. Explain to the children that most Christians want to build their lives on Jesus because they are inspired by his life. This means they want to act on Jesus' teachings. Discuss what this might mean.</p> <ul style="list-style-type: none"> • Ask the children if there is anyone in their lives that they would like to be like. Ask the children to create a list of people they look up to. Collect ideas about the qualities that they admire in these people. • Ask the children to write down or draw the things and people on which they build their lives onto drawings of bricks. They should use the sentence starter: 'I build my life upon...because...'. These could be displayed as a wall supporting digital photographs of the children. 		
--	---	--	--

4. What did Jesus say about happiness?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know who Jesus considered to be blessed by God understand the links between Jesus' teachings and Christian beliefs and behaviour reflect on their own values and those of others reflect on what makes them happy. 	<ul style="list-style-type: none"> Ask the children to think about what makes them happy. Give each child a card with a picture/description of something that might make them happy, eg tickets for a holiday to Disneyland, a briefcase full of money, giving someone a gift, spending time with friends they have not seen in a long time, finding something that had been lost, making up with someone after an argument, helping a friend who was in trouble or hurt, feeling completely healthy after being sick, etc. Allocate the four corners of the room to the following: very important, important, not that important and not at all important. Ask the children to stand in the area of the room that shows how important their card is in making them happy. Ask children to explain their choices. Children should swap cards with another child and repeat the standing as before. Discuss the idea that Jesus taught that true happiness could not be found in possessions; it could only be found in serving others and God. <i>How might someone who believes this behave differently from someone who believes that</i> 	<p>Children:</p> <ul style="list-style-type: none"> say who Jesus said would be blessed by God describe how Jesus' teaching in the Beatitudes might affect the beliefs and behaviour of a Christian create their own Beatitudes to show who they think should be blessed or happy say what makes them happy and what makes other people happy. 	<ul style="list-style-type: none"> There are simplified versions of the Beatitudes on the internet (see 'Resources').

	<p><i>possessions will make them happy?</i> Ask the children to consider the choices on their cards and about which things they thought were most and least important. Talk about different types of happiness.</p> <ul style="list-style-type: none"> • Read a simplified version of the Beatitudes (part of Jesus' 'Sermon on the Mount', found in the Christian Bible, in Matthew 5:1–7:29) and explain their meaning. • Ask the children to create their own versions of selected Beatitudes. In writing their own Beatitudes, the children should consider who they think should be blessed or happy. They could write their sayings using the following format: 'Happy are those who... because...' • As an alternative activity, ask the children to create their own rules for living a good life. 		
--	---	--	--

5. What do the stories of Jesus' miracles tell us about him?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know the meaning of the word 'miracle' • know one of the biblical stories of Jesus' miracles • understand what Christians believe Jesus' miracles show about him • reflect on the difficulty of putting faith into action. 	<ul style="list-style-type: none"> • Discuss the word 'miracle'. Share accounts from newspapers of events that have been described as miracles, or tell a story such as that of Anna Santaniello, who claimed that she was miraculously healed at Lourdes, in France. • Explore in greater detail what a miracle is. Consider which of Jesus' miracles the children already know and what Christians believe these miracles show about him. Why might Christians believe that these stories show that Jesus' teachings and his power to perform miracles came from God? <i>Why might Christians connect Jesus' miracles with their belief that he is the Son of God.</i> • Read one of Jesus' healing miracles, such as the one in Matthew 9:27–31, that suggest that the healing required someone to have faith in him. • Ask the children to raise their hands if they could say that they completely trust you. Ask for a volunteer who would be prepared to prove that they really trust you. Blindfold the child and lead them carefully around the classroom. Ask them what it felt like. <i>Would they let anyone lead them in this way? If not, why? Do you think it was easy for the blind</i> 	<p>Children:</p> <ul style="list-style-type: none"> • suggest a meaning for the word 'miracle' • retell a biblical story of one of Jesus' miracles • describe and make links between the story of the miracle and Christian beliefs about Jesus • ask questions and suggest answers to questions about faith and belief. 	<ul style="list-style-type: none"> • A miracle can be seen as a surprising and welcome event, which cannot be explained by scientific or natural laws. Believers therefore say that it must be the work of God. • Be aware that the children may suggest that the accounts of Jesus performing miracles in the Christian Bible show that people trusted Jesus and had faith in his ability to heal them. They may also suggest that Jesus loved people and wanted to help them.

	<p><i>men to call out to Jesus? Why?</i></p> <ul style="list-style-type: none"> • Explain that according to the Christian Bible, many of Jesus' miracles required the person to have faith and trust in him. Explore the difficulty of putting faith into action by asking the children to think about their own feelings. What was the difference between saying you trusted me and volunteering to show you trusted me? • Help the children to make the link between the trust exercise they have just witnessed and the biblical story told earlier. Ask questions such as: <i>Do you think it was easy for the blind men to call out to Jesus? Why? Why did Jesus ask the men if they believed in him before he healed them? Why did Jesus ask the men if they believed in him before he healed them?</i> • Ask the children to consider a miracle they would like to see. <i>Why would they like to see that miracle? What difference would it make to their life or that of others? Do any of them believe that there are people today who could perform such a miracle? Why, or why not?</i> • Ask the children to imagine that they witnessed the event that prompted the biblical account of the miracle they explored previously. Ask them to work in pairs or groups of three to act out a radio interview about this event. One child should be the interviewer; another could either be someone 		
--	--	--	--

	<p>who saw the event and believed it was a miracle or the person who was healed; another could be someone who did not believe the miracle. Alternatively, the teacher could interview children who have taken each of the roles above.</p>		
--	--	--	--

6. Is Jesus still important for people today?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know why Jesus is important to Christians today understand the relevance of Jesus to people of other faiths reflect on who inspires or is important in their own and others' lives. 	<ul style="list-style-type: none"> Create a list of all the people that the children look up to. Ask the children to say what they admire/like about these people. Ask them to think about how someone else would be able to tell that these people are important to them. Ask the children to bring in a picture of someone they look up to. The pictures could form part of a whole-class display. Tell the children that it is not just Christians who believe that Jesus is important. Muslims believe that Jesus is a prophet. They call him Prophet Isa. Read a story of Prophet Isa to the class. Discuss the similarities and differences between the Christian stories about Jesus and Islamic story about Prophet Isa. Invite a Christian to talk to the class about why Jesus is important to him or her, and to the community called the christian Church, and to answer the children's questions about the difference believing in Jesus makes to his or her life. The children should use their previously prepared questions and, if possible, these should be given to the visitor ahead of the visit. Using a digital video camera, help the children to record: an introduction, explaining general information about the visitor; the visit itself; their 	<p>Children:</p> <ul style="list-style-type: none"> say what impact believing in Jesus might have on a Christian's life say what is similar and different between the beliefs and stories about Jesus in Christianity and Islam ask questions about religion and beliefs, making links between their own and other's responses say who inspires and influences them, and why. 	<ul style="list-style-type: none"> The story of the Prophet Isa can be found on the internet (see 'Resources'). Where appropriate, teachers might find it helpful to make links with views on Jesus in other religions specified for study in their agreed syllabus at this key stage.

	<p>own responses to the visit; their own views on the importance of Jesus; information about a person who inspires and influences them.</p> <ul style="list-style-type: none"> • Play back the video and review what the children have learnt from the visit. The children might like to write a letter to the visitor explaining the purpose of the visit and/or a thank you note sharing some of their ideas and opinions. 		
--	---	--	--

Assessment activity

7. Why do some people think Jesus is inspirational?

There are opportunities for assessment for learning throughout this unit. However, in this activity, there are particular opportunities to collect evidence of what children know, understand and can do, using the learning objectives and outcomes and relating them to the level descriptions as appropriate.

Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know some key events in the gospel accounts of the life of Jesus understand why Christians believe Jesus is important reflect on the importance of Jesus for a Christian's life today. 	<p>Step 1</p> <ul style="list-style-type: none"> The children imagine that they have been asked by a local church to design a new stained glass window, altar cloth or other suitable feature that celebrates the life and teachings of Jesus. Their design needs to be eye-catching and informative, and show the importance of Jesus in inspiring Christians today. <p>Step 2</p> <ul style="list-style-type: none"> The children write a paragraph for the church guidebook explaining their design and discussing its significance for many Christians today. <p>Step 3</p> <ul style="list-style-type: none"> The children discuss their work with a partner in relation to the success criteria and are given the 	<p>Children:</p> <ul style="list-style-type: none"> describe some important stories from the life of Jesus draw or describe some of the important things that Christians believe about Jesus describe how believing in Jesus might make a difference to a Christian's life. 	<ul style="list-style-type: none"> Be aware that features found in churches vary according to denomination. It may be helpful to use a feature from the church visited in year 2.

	opportunity to improve their work as appropriate.		
Differentiated outcomes			
<p>Note that the following level descriptions relate to this assessment activity only. For level descriptions relating to the unit as a whole, see 'Differentiated outcomes'.</p> <p>Children working at level 1 can:</p> <ul style="list-style-type: none"> recall some of the teachings of Jesus recall some of the stories of the life of Jesus. <p>Children working at level 2 can:</p> <ul style="list-style-type: none"> identify some key teachings of Jesus retell some of the stories of the life of Jesus say why some people think that Jesus' life and teachings are important. <p>Children working at level 3 can:</p> <ul style="list-style-type: none"> make links between some key events in Jesus' life and Christian beliefs begin to identify, using a growing religious vocabulary, how Jesus' life and teachings might have an impact on believers' lives. 			

Children working at level 4 can:

- show an understanding of the links between some key events in Jesus' life and Christian beliefs
- describe, using a developing religious vocabulary, how Jesus' life and teachings might have an impact on believers' lives and the lives of others.

How and why do people celebrate religious festivals? Hinduism and Sikhism – Year 4

About the unit

This unit suggests activities that can be used in teaching and learning about the meaning of festivals. It can be adapted to local circumstances and for different age groups. It illustrates the provision of the non-statutory national framework for religious education (RE) and can be used or adapted to deliver an agreed syllabus or other guidelines

This unit is about the Hindu and Sikh festivals of Divali. (Sikhs also call this festival Bandi Chhor, which means ‘delivering the captives’.) It explores the stories, beliefs, types of worship and celebrations associated with these festivals. It considers the themes of inspirational people, teachings and authority, beliefs and questions, religion and the individual, religion, family and community, worship, pilgrimage and sacred places and symbols and religious expression. Children have the opportunity to consider a range of human experiences and feelings, discuss religious and philosophical questions about the victory of good over evil and reflect on the value and importance of festivals and celebrations in their own experience.

This unit can be adapted for other religions and communities – including the Bahá'í faith (*eg the story and festival of the declaration of Baha'u'llah at Ridvan*), Christianity (*eg Christmas and the birth of Jesus¹*), Islam (*eg Lailat-ul-Qadr*), Jainism (*eg Mahavira Jayanti and the birth of Mahvira*); Judaism (*eg Simhat Torah*), Buddhism (*eg Wesak and the birth of Buddha*), or Zoroastrianism (*eg the story and birthday of Zoroaster and the festival of Noruz*) – according to your agreed syllabus or other guidelines.

This unit should take seven to eight hours.

Prior learning

It is helpful if children have:

- been introduced to Hinduism and Sikhism
- learnt about the celebration of a religious festival
- visited or seen pictures of places of worship.

¹ Christians refer to Jesus as ‘Lord’, and believe he is the Son of God.

Future learning

Children could go on to:

- explore and respond to light/dark images in other religions, *eg Hanukkah in Judaism, Advent in Christianity, and in their own experience.*

Where the unit fits in

This unit links with the following key stage 2 guidelines in the non-statutory national framework for RE:

- Learning about religion: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h
- Learning from religion: 2a, 2b, 2c, 2d
- Religions and beliefs: 3b
- Themes: 3e, 3f, 3g, 3i, 3j, 3l
- Experiences and opportunities: 3o, 3p, 3q, 3s.

This unit could build on what the children might have already learnt about special times. It extends children's knowledge of Hinduism and Sikhism, especially about the Hindu story of Rama and Sita and Sikh stories about the Gurus.

Attitudes in the unit

This unit helps children develop the following three attitudes outlined in the non-statutory national framework for RE.

Self-awareness

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule, *eg expressing belonging to a community through times of celebration*

Respect for all

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own, *eg taking part in group discussion and map from memory activities*
- being ready to value difference and diversity for the common good, *eg valuing the different ways in which communities celebrate and express beliefs*

Appreciation and wonder

- developing their capacity to respond to questions of meaning and purpose, *eg about good and evil.*

Differentiated outcomes

During this unit children have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, children could give the following evidence.

Children working at level 2 could:

- use religious words to retell a Hindu and Sikh story of Divali from Hinduism and Sikhism
- show awareness of the similarities of the Hindu and Sikh festivals of Divali
- identify some of the features of the celebrations in the home and in the community
- ask and respond to questions about their own and others' experiences about good triumphing over evil and times of celebration.

Children working at level 3 could:

- use a developing religious vocabulary to make links between Hindu and Sikh stories of Divali and the beliefs that are expressed through them
- recognise the similarities and differences between the Hindu and Sikh festivals of Divali
- describe some of the features of the celebrations in the home and in the community
- identify stories, celebrations and events that influence them and make links between aspects of their own experiences and others, asking questions about celebrations and the reasons for them.

Children working at level 4 could:

- describe, show understanding of and make links between the Hindu and Sikh celebrations of Divali, their stories of Divali, and the beliefs, feelings and ideas expressed by these celebrations and stories
- describe some similarities and differences between the Hindu and Sikh festivals of Divali
- apply their own ideas about good triumphing over evil and times of celebration to their own and other people's lives, asking questions about celebrations and the reasons for them.

Vocabulary

In this unit children will have an opportunity to use words and phrases related to:

- religion in general, *eg belief, worship*
- Hinduism, *eg diva, Hanuman, Lakshman, Lakshmi, mandir, Rama, rangoli, Ravana, Sita*

- Sikhism, *eg Amritsar, Guru Har Gobind, Sri Hari-Mandir Sahib (often referred to as the Golden Temple), gurdwara*
- religious and human experience, *eg celebration, commitment, community, victory.*

Resources

All about Sikhs – this website includes the story of Guru Hargobind and the 52 princes, as well as information about how Divali is celebrated today.

‘An introduction to Sikhism’ – published on the BBC website, this article includes information about Sikh’s beliefs and celebrations Divali.

BBC Food – this website includes recipes for making sweets and other food associated with Divali.

Becta – this awarding body’s website includes information about how to use Webquests in the classroom.

Global gateway – founded by the Department for Education and Skills and managed by the British Councils, this website enables educators from across the world to engage in creative partnerships. The section for teachers includes advice on how to connect with other schools through email.

Hindukids – this website includes Hindu stories, games and other resources developed for children and offers information on Hindus’ celebration of Divali.

‘My Diwali’ – this short video, which can be viewed for free on the BBC website, shows some ways in which Hindu Divali is celebrated in Leicester.

RE online – this website includes resources for teaching religious education such as images of the characters in the Hindu story of Divali.

SGPC.net – this website offers historical information, images and other resources on Sikhism, including the story of the Golden Temple and its relationship to the Sikh Divali.

Sikhpoint – this website includes the story of Guru Har Gobind and the 52 princes, as well as information about how Divali is celebrated today.

Snaith Primary School – this school website includes information on Divali celebrations in Jaipur, India.

Words alive! – created by The British Library Education Service, this website aims to support a cross-curricular programme to support literacy work in schools and includes the Hindu story of Divali and educational activities.

Complete website addresses are available from the RE pages on the QCA website (www.qca.org.uk/re/). QCA monitors and updates these website addresses, but accepts no responsibility for their content.

Syllabus writers and teachers have responsibility for checking the relevance, accessibility and suitability of any web-based material that they or their pupils access.

Teaching and learning activities

1. Why is Divali called ‘the festival of light’?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know what is meant by the name ‘Divali’ understand how the symbol of light and dark are used in religions reflect on stories and experiences about good defeating evil. 	<ul style="list-style-type: none"> Darken the classroom, light a diva and ask the children to look at the flame. Ask them about their initial thoughts and feelings. Ask the children to share their ideas about light and dark and why light is important. Discuss the symbolic significance of light and remind the children of the ending of the Divali story, when diva lights were lit to welcome Rama back into the kingdom. Ask the children to suggest why festivals such as Divali are known as ‘festivals of light’. Tell the children that the name ‘Divali’ has its roots in the Sanskrit word meaning ‘row of lights’. Invite the children to suggest why this name may have been given for this festival. Discuss how light can be used to represent good defeating evil. Make links to how light is used in other religions. 	<p>Children:</p> <ul style="list-style-type: none"> explain the meaning of the name ‘Divali’ and the term ‘festival of light’ explain how light and dark are used as symbols of good and evil in some religions ask and respond to questions about good defeating evil in their own and others’ experiences. 	<ul style="list-style-type: none"> Divas are oil lamps made from earthenware bowls filled with oil of clarified butter, called ghee, with cotton wicks. Check health and safety regulations before using a candle in the classroom. Some examples of religious artefacts that use light are: advent rings, baptismal candles, christingles, paschal candles and prayer candles in Christianity; the ner tamid, which symbolises the menorah and reminds Jewish people of their duty to be a light unto the nations (Isaiah 42:6), and the hanukiah (or hanukah menorah) in Judaism; and the sacred fire in Zoroastrianism.

	<ul style="list-style-type: none"> • Ask the children to identify stories, films, cartoons or news stories about good defeating evil. What questions does this make them consider? • Invite the children to recall an experience in their own life when good defeated evil, eg being tempted to do something wrong, but resisting; having a teacher stop bullying, etc. What questions would they like to ask? Why do people like hearing and telling stories where good defeats evil, even though it doesn't always happen in real life? • Write a poem about their feelings using the phrase 'Whenever...a candle lights the darkness'. For example, whenever I forgive someone who has hurt me, a candle lights the darkness. • Ask the children to produce a collage showing examples of good defeating evil in their own lives and in the world. The children might annotate their work with explanations as to why they have chosen specific examples and how they try and support good defeating evil. 		
--	---	--	--

2. What stories do Hindus associate with Divali?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know one of the stories Hindus associate with Divali • understand links between this Divali story and Hindu beliefs and values • understand how the actions of the different characters in the story are commonly interpreted by Hindus • reflect on what the story means for many Hindus. 	<ul style="list-style-type: none"> • Explain that while Hindus and Sikhs celebrate Divali in similar ways, the stories behind their celebrations are different. Tell the children that they are going to learn about one of the stories Hindus associate with Divali – the story about Rama and Sita. • Ask the children what they already know about the festival and the story. Complete a KWL table (see 'Points to note') on the board, to collect their ideas and establish what they want to learn. • Give each child a simple version of the story of Rama and Sita and invite them to scan the story, highlighting the names of the main characters. Ask the children to report on their findings and record the names of the main characters on the board. • Ask the children to scan the story again, this time highlighting the verbs linked to each of the characters. In this way, children gain a sense of the main events of the story and note what Rama, Sita, Lakshman, 	<p>Children:</p> <ul style="list-style-type: none"> • retell one of the Hindu Divali stories, making links between its meaning and the beliefs behind it • describe the role of a character in the Hindu Divali story • respond with sensitivity to questions about the importance of Divali to Hindus. 	<ul style="list-style-type: none"> • Be aware that the festival of Divali is spelt in several different ways, eg Diwali, Dipavali and Deepavali. • There are various sources for a range of different stories that Hindus associate with Divali and other resources on the internet (see 'Resources'). • A 'know, want, learned (KWL) table' has three columns. In the first, the children record what they already know about a topic; in the second they use the six questioning words (Who? Why? What? Where? When? How?) to record what they want to know; and in the third they record what they have learned at the end of the period of study. This may be a single lesson or a whole unit. • The jig-sawing activity can promote effective discussion and questioning of the story. This enables children to take part and contribute to group knowledge and discussion. • Use a 'recount sheet' to facilitate

	<p>Hanuman and Ravana did.</p> <ul style="list-style-type: none"> Organise a jig-sawing activity. Split the class into groups of five. Ask each child from the group to take one of the characters and form groups with other children playing the same character. Ask the groups to discuss the following questions: What part did I play in the story? What happened to me? How did I feel? Why did I feel this way? What did my character learn? Send the children back to their original groups and ask about what they have discussed. Ask the children to listen to and discuss the story from the perspective of each character. Ask the children to complete a 'recount sheet', focusing on the characters and what the characters might have learnt. Leave space on the recount sheet to record the children's answers to the question: What might people learn from the story? Invite the children to discuss their ideas. Ask one child in each group to report on their group's discussions. Discuss the key points made. What can this 		<p>extended writing and enable children to retell the story in their own words, emphasising the feelings of the different characters. An additional row can be added to the standard recount sheet to encourage the children to record questions raised.</p>
--	--	--	--

	story teach Hindus and other people? In what ways might this story be true?		
--	--	--	--

3. How do Hindus celebrate Divali?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know how Hindus prepare for and celebrate Divali in homes and in the Hindu community • understand why Hindus feel it is important to prepare for Divali • reflect on how Hindus prepare for and seek support for the next year of their lives. 	<ul style="list-style-type: none"> • Use the 'map from memory' technique (see 'Points to note') to introduce the way in which many Hindus celebrate Divali. • Organise the children into groups of four or five. Each child should come to a table with a 'map' and take 10 seconds to memorise as much as they can. (They are not allowed to write anything down.) They should then give feedback to their group. The children then recount information by creating a reproduction of the map, answering quiz questions or producing a poster. • Discuss the activity as a class. Ask the children to produce a 'concept map' (see 'Points to note') as homework, letting them choose categories for information and classifying it accordingly (eg story, preparations, celebration at home, celebration in mandir or food). • Discuss how a Hindu might feel as they prepare for Divali and how they celebrate both as an individual and as part of the community. Show a video 	<p>Children:</p> <ul style="list-style-type: none"> • describe a range of ways in which Divali might be celebrated • make suggestions about why preparing for Divali might be important to Hindus • share their ideas about sources of support during good and difficult times. 	<ul style="list-style-type: none"> • Resources from Divali festivals can be found on the internet (see 'Resources'). • A 'map from memory' is a thinking skills activity and involves group work and cooperation, enables all children to contribute, requires concentration and can be fun and stimulating. Depending on the map used, the activity enables children who are predominantly visual learners to access and sort information easily. Because it gives children the opportunity to move around, it can be beneficial to the kinaesthetic learner. A map can be made to show a variety of practices connected with celebrating Divali and could include pictures showing celebrations in the temple and home, decorations, festival food, fireworks and rangoli patterns; objects and artefacts such as bangles, Divali cards, divas, murtis and new clothes; pieces of writing about Divali celebrations; or a diagram. • A 'concept map' helps children make links between different aspects of the

	<p>excerpt of celebrations in the mandir or ask the children to find out more about Divali using the internet.</p> <ul style="list-style-type: none"> • Invite the children to consider how Hindus might prepare for the year ahead during the festival of Divali. Who do they look to for help? What might the next year hold for you? What would they like some help with and good fortune for over the next year? Who do they want to ask for help with those things? Why have they chosen to ask for help from that person, deity or other source? • Show them an image of the goddess Lakshmi. Explain that many Hindus pray to Lakshmi at Divali and ask for good fortune in the coming year. • Ask the children to make Divali cards, rangoli patterns or Divali sweets, looking at the importance and symbolism of these activities for many Hindus. 		<p>celebration by arranging key words and concepts over a sheet of paper. Children draw lines between words to indicate links, and they write a brief explanation on each line. These concept maps help reveal the pattern in the material and help reveal the big picture of a particular topic. Words and concepts might include: celebration, community, Divali, evil, festival of light, good, Hanuman, Lakshmi, mandir, New Year, Rama, Sita, temple, etc. For example, a line could be drawn between Hanuman and Sita. On the line a child might write 'Hanuman helped Rama to rescue Sita'.</p> <ul style="list-style-type: none"> • A rangoli pattern is a design, usually geometric. It may be drawn on the ground in front of a home or elsewhere.
--	---	--	---

4. What stories do Sikhs associate with Divali?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know one of the stories Sikhs associate with Divali understand links between this Divali story and Sikh beliefs and values understand how the actions of the different characters in the story are commonly interpreted by Sikhs reflect on what the story means for many Sikhs. 	<ul style="list-style-type: none"> Remind the children that while Hindus and Sikhs celebrate Divali in similar ways, the stories behind their celebrations are different. Tell the children that they are going to learn about the Sikh Divali story. Ask the children to listen to the story of Guru Har Gobind rescuing the 52 princes. Tell the children what Sikhs believe about the character of Guru Har Gobind, who was the sixth Guru. The children should understand that the reason why such a religious man led his people to form an army and to fight. The Sikhs believe that under Mughal rule, they could not practise their religion freely and that is why they fought against their rulers. This was why Guru Har Gobind and the 52 princes were put in prison. Use the 'community of enquiry' technique (see 'Points to note') to explore the story. Ask the children to think of questions that will most effectively help them to explore the meaning of the story. Organise the 	<p>Children:</p> <ul style="list-style-type: none"> retell one of the Sikh Divali stories, making links between its meaning and the beliefs behind it describe the role of a character in the story respond with sensitivity to questions about the importance of Divali to Sikhs. 	<ul style="list-style-type: none"> Be aware that Guru Har Gobind did not fight. He was imprisoned for many years. There were 52 princes already in prison. When offered release he refused. He said people should fight against evil, but he did not fight. Be aware that Divali does not have the same religious significance in Sikhism as it does in most Hindu communities. Studying the two celebrations in one unit provides important opportunities to teach children about the impact of the shared Indian heritage on both celebrations as well as the similarities and differences between them. Sikhs celebrate Divali because Guru Har Gobind had the courage to sacrifice this freedom for the rights of others to worship in the manner they chose. In this way, he showed an example of standing up for the human rights of others. The 'community of enquiry' technique promotes effective discussion and questioning. This enables all children to contribute to group knowledge and

	<p>class into groups of four and ask them to discuss the chosen questions.</p> <ul style="list-style-type: none"> Ask the children to record their learning from this discussion in a response to some sentence starters, such as: ‘I think this story means...’ ‘I think it might encourage Sikhs to...’ ‘I have learnt from this story...’ In groups, the children complete a ‘recount sheet’ (see ‘Points to note’), focusing on the characters and the moral of the story. Add space on the recount sheets for questions that the story raises. In groups, the children retell the story, using musical instruments to illustrate the atmosphere at different points in the story and feelings described, eg celebration, courage, evil, fear, relief, victory and worry. 		<p>discussion.</p> <ul style="list-style-type: none"> The ‘recount sheet’ is used to facilitate writing and enable the children to retell a story in their own words, emphasising the feelings of the different characters. When retelling the story, the children should not role-play the characters of the Gurus as this would be regarded as offensive by most Sikhs. Link to music: It may be useful to refer to QCA music scheme of work unit 13 ‘Painting with sound’.
--	---	--	--

5. How do Sikhs celebrate Divali?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know how Sikhs prepare for and celebrate Divali in homes and in the Sikh community understand the similarities and differences between Divali for Sikhs and Hindus reflect on what the Divali story celebrations mean for many Sikhs. 	<ul style="list-style-type: none"> Use the 'map from memory' technique, as before, to introduce how Sikhs celebrate Divali. Ask the class to compare their maps from memory about the Hindu celebration of Divali, with those they have produced about the Sikh celebration of Divali. Ask the children to complete concept maps for Sikh Divali in the same way as they did for Hindu Divali in lesson 2. Ask them whether or not the categories they used to analyse Hindu Divali would be similar or different for Sikh Divali. Note that, 'celebration in mandir' would need to be replaced by 'celebration in the gurdwara'. Having organised the information on their concept maps from memory, the children should now look at the two concept maps side by side and discuss any further similarities and differences they notice. Complete a table, organising what they have discovered about the similarities and 	<p>Children:</p> <ul style="list-style-type: none"> describe a range of ways in which Divali might be celebrated by Sikhs explain the meaning of the festival of Divali for many Sikhs identify similarities and differences between Divali for Sikhs and for Hindus. 	<ul style="list-style-type: none"> Resources from Divali festivals, including videos, can be found on the internet (see 'Resources'). Using ICT: A webquest is an enquiry-based learning tool designed to encourage children to become responsible for their own learning. It involves providing children with a specified task, the activities to support that task and links to information available on the internet, which children should use to acquire knowledge in order to complete the task. Information on using webquests in the classroom can be found on the internet (see 'Resources').

	<p>differences between the two festivals.</p> <ul style="list-style-type: none"> • Discuss possible gaps in their information and invite the children to record questions they would like to ask about the celebrations. For example, they might consider how Hindus and Sikhs feel as they prepare for Divali, and how they celebrate as individuals and as parts of the community. • Show a video excerpt of Sikh celebrations of Divali or provide a structure, for example through a webquest, to help the children find out more about Divali. 		
--	---	--	--

6. Why is it important for people to have festivals?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know some of the features of religious festivals know that festivals can be a form of religious expression understand that celebrations are an important part of most people's lives reflect on whether festivals and celebrations are important to them. 	<ul style="list-style-type: none"> Encourage the children to recall their earlier learning. Show the children a range of images and ask them to match an image to each of the following ideas. Religious festivals are connected with a story or event of significance to the religious community. Religious festivals express beliefs about the faith. Religious festivals involve celebrations for individuals and for the whole community. Religious festivals have an impact on the believer. Religious festivals are associated with a religious principle or moral value, eg for Hindu Divali – good defeating evil, for Sikh Divali – courage and freedom. Identify and talk about any festivals or celebrations in which the children take part. What story or event do they 	<p>Children:</p> <ul style="list-style-type: none"> describe some of the common features of religious festivals identify some beliefs expressed through festivals say how celebrations might affect their lives and the lives of others respond with sensitivity to questions about whether festivals and celebrations are important to most people. 	<ul style="list-style-type: none"> Be aware that religious or non-religious festivals and celebrations might include birthdays, Bonfire Night, Christmas, Easter or New Year.

	<p>recall? How do they celebrate at home or in the community?</p> <ul style="list-style-type: none"> • Discuss why festivals and celebrations are important. How do we feel about festivals or celebrations? Why is it important to get together as a community? Why is it important to remember? Why is it important to celebrate? Why is it important for you to celebrate? What events or memories should we celebrate, and why? What events or memories do you celebrate, and why? • Invite the children to suggest meanings for the word 'commitment'. Do festivals show commitment to a faith? Is commitment to a faith important? Is there any value in celebrating a religious festival without commitment to a faith? Ask the children to offer evidence and examples to support their opinions and to respond to opinions held by others. • Ask the children to make a concept map of a religious or non-religious festival or celebration that is important to them. 		
--	--	--	--

Assessment activity

7. What do we know and understand about the importance and significance of Divali to many Hindus and Sikhs?			
There are opportunities for assessment for learning throughout this unit. However, in this activity, there are particular opportunities to collect evidence of what pupils know, understand and can do, using the learning objectives and outcomes and relating them to the level descriptions as appropriate.			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know some of the ways in which Hindus and Sikhs celebrate Divali • understand the similarities and differences between Hindu and Sikh celebrations of Divali • reflect on the significance of the festival of Divali to believers from both religions. 	<ul style="list-style-type: none"> • Using the table produced during lesson 5, the children write an email to a friend, describing the different ways in which Hindus and Sikhs celebrate Divali both in their homes and in the community. Their work should make links between these celebrations, the stories associated with Divali and the beliefs and values highlighted by the celebrations and stories. 	<p>Children:</p> <ul style="list-style-type: none"> • describe ways Hindus and Sikhs celebrate Divali • recognise some similarities and differences between the Hindu and Sikh celebrations of the festival • describe how celebrating Divali might make a believer feel and suggest reasons for these feelings. 	<ul style="list-style-type: none"> • There is advice on and resources for emailing other schools on the internet (see 'Resources').
Differentiated outcomes			
<p>Note that the following level descriptions relate to this assessment activity only. For level descriptions relating to the unit as a whole, see 'Differentiated outcomes'.</p> <p>Children working at level 2 can:</p> <ul style="list-style-type: none"> • use religious words to retell a Hindu and Sikh story of Divali from Hinduism and Sikhism and identify some of the features of the celebrations 			

- show awareness of the similarities in the Hindu and Sikh festivals of Divali.

Children working at level 3 can:

- use a developing religious vocabulary to make links between Hindu and Sikh stories of Divali and the religious beliefs that inspire the festival of Divali
- describe some of the features of the celebrations
- recognise similarities and differences between the Hindu and Sikh festivals of Divali.

Children working at level 4 can:

- use a developing religious vocabulary to show understanding and make links between Hindu and Sikh celebrations of Divali, their stories of Divali and the religious beliefs that are expressed through them
- describe some similarities and differences between the Hindu and Sikh festivals of Divali.

What do places of worship teach us about religions? Christianity and Islam – Year 5

About the unit

This unit suggests activities that can be used in teaching and learning about places of worship. It can be adapted to local circumstances and for different age groups. It illustrates the provision of the non-statutory national framework for religious education (RE) and can be used or adapted to deliver an agreed syllabus or other guidelines.

This unit is about the importance and significance of the place of worship in a community and gives examples for Christianity and Islam. It explores the themes of worship, pilgrimage and sacred places, religion, family and the community and symbols and religious expression. Children have the opportunity to encounter religion through visits to places of worship, to express their own insights through art and design and to develop their use of information and communication technology (ICT) to enhance their awareness of religions nationally and globally.

This unit has a Christianity strand and an Islam strand. Each strand can be taught independently, or can be combined, according to your agreed syllabus or other guidelines.

- Sections 1 to 5 and 10 are for the Christianity strand.
- Sections 1 and 6 to 10 are for the Islam strand.
- Sections 1 to 9 and either 10 or 11 are for the combined strands.

This unit can be adapted for other religions and communities – including Buddhism, Hinduism, Judaism, Sikhism, the Bahá'í faith, Jainism and Zoroastrianism, and their places of worship – according to your agreed syllabus or other guidelines.

This unit should take seven to eight hours for each strand and 14 to 16 hours for the combined strands.

Prior learning

It is helpful if children have:

- talked about what it means to have a sense of belonging
- explored the concept of community
- encountered some vocabulary associated with places of worship.

Future learning

Children could go on to:

- know and understand the use of symbolism and symbolic actions in other forms of worship
- discover connections between worship and commitment for Christians, Muslims and others.

Where the unit fits in

This unit links with the following key stage 2 guidelines in the non-statutory national framework for RE:

- Learning about religion: 1a, 1b, 1e, 1g
- Learning from religion: 2a, 2b, 2e
- Religions and beliefs: 3a, 3b
- Themes: 3g, 3i, 3k, 3l
- Experiences and opportunities: 3n, 3r.

This unit could build on what children might have already learnt about the impact of religion on believers' lives. It could be especially relevant to previous units about how religion makes a difference to a community. It could be a foundation for further units about worship and community.

Attitudes in the unit

This unit helps children develop the following three attitudes outlined in the non-statutory national framework for RE.

Respect for all

- being sensitive to the feelings and ideas of others, *eg about different places regarded as sacred by members of religious communities*
- being ready to value difference and diversity for the common good, *eg in the way religious communities worship*

Open-mindedness

- being willing to learn and gain new understanding, *eg about different places of worship*

Appreciation and wonder

- appreciating the sense of wonder at the world in which they live, *eg in places of worship.*

Differentiated outcomes

During this unit children have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, children could give the following evidence.

Children working at level 2 could:

- use religious words such as altar or communion table, font and pulpit and/or mihrab, minaret and minbar to identify some features of places of worship
- suggest meanings for some symbols and for the different ways in which religion is expressed through the place of worship
- recognise the value placed on buildings by believers and the things that are of value in their own lives
- recognise their own experiences of commitment and community and those of others.

Children working at level 3 could:

- use religious words and phrases such as communion table, community, font, places of worship, pulpit, worship and/or mihrab, minaret and minbar to identify some features of places of worship
- make links between the features and the beliefs they represent
- describe some forms of religious expression, including symbols represented in them
- make links between the value placed on buildings by believers and others and the things that are of value in their own lives
- make links between their own experiences of commitment and community and their attitudes and behaviour
- identify a place that is important or sacred to them.

Children working at level 4 could:

- use religious words and phrases such as communion table, community, font, places of worship, pulpit, worship and/or mihrab, minaret and minbar to describe and show understanding of the meaning of a range of forms of religious expression in places of worship, including symbols
- make links between features of places of worship, the belief they represent and the impact they have on a believer's life
- ask questions and suggest answers to questions about the value placed on buildings by believers and how believers may show their commitment through their behaviour in them
- describe how buildings inspire believers and others, and describe places that are important or sacred to them.

Children working at level 5 could:

- use an increasingly wide religious vocabulary to explain how features of places of worship, including symbols, illustrate distinctive beliefs and suggest possible reasons for those

beliefs

- describe links between the features, the beliefs they represent and the impact they have on a believer's life
- ask questions and suggest answers to questions about the value placed on buildings by believers and how believers may show their commitment through their behaviour in them. Explain how buildings inspire believers and others and why a particular place is important or sacred to them.

Vocabulary

In this unit children will have an opportunity to use words and phrases related to:

- religion in general, *eg community, place of worship, worship*
- Christianity, *eg altar, baptistery, Bible, candle, chalice, clergy, communion set, communion table, cross, crucifix, font, icons, lectern, Lord's table, minister, organ, paten, pews, sanctuary lamp, stained glass window, Stations of the Cross, tabernacle, vestments*
- Islam, *eg ablutions, imam, Ka'bah, Makkah, mihrab, minaret, minbar, mosque, prayer hall, qiblah, Qu'ran, shahadah, ummah, women's gallery, wudu, zakah*
- religious and human experience, *eg awe, belonging, commitment, calligraphy, community, immensity, inspiration, sacred space, uplifting.*

Resources

Buckfast Abbey – this monastic community's website contains downloadable education resources.

Chris Kington Publishing – this publisher's website includes the resource 'Thinking through primary teaching', which contains templates for various activities.

Christian banners for praise and worship – this website features examples of different banners.

Cumbria and Lancashire education online – this website contains online lessons and visual and digital resources for use at key stages 1 to 4.

Educhurch: an RE resource for schools – created by Sir Robert Hitcham's Primary School and supported by The Stapleford Centre, this website contains resources for schools including a virtual visit to a church.

English Heritage – this website contains information about church restoration.

Excellence and enjoyment: social and emotional aspects of learning – published by the Department for Education and Skills, this resource contains thinking skills strategies and a description of the community of enquiry technique.

Glencairn Methodist Church – this church's website contains illustrations of church banners and information on the church's activities

'I am the Church' – words and music by Richard Avery and Donald Marsh.

Places of worship in Wales – this website contains virtual visits to places of worship, including a mosque, in Wales.

Professional Council for Religious Education – this subject association's website contains resources and support for teaching RE.

Qualifications and Curriculum Authority – the regulatory authority's website includes 'Religious education' pages, which contain a downloadable list of religious terms with definitions.

Religious believers visiting schools – produced by the Professional Council for Religious Education, this is an eight-page leaflet.

Religious education exchange service – this website contains resources for teachers including a virtual visit to a church.

RE online for juniors – this website includes resources and virtual visits to places of worship.

Sir Robert Hitcham's Primary School – this school's website contains information about the Jamia Mosque in Derby.

St Mary Magdalene – this church's website contains illustrations of stained glass windows and information on church activities.

Staffordshire learning net – this website contains news, views, information and support for RE teachers.

The Islamic Cultural Centre and the London Central Mosque – this website contains Zakah committee resources and information on the mosque's activities.

‘The Prophet Muhammad¹ and the bald-headed snake’ – Narrated by Abu Huraira, Bukhari Hadith, Vol 2, Book 24, Number 486.

Visual learning software – there are various commercially available visual learning software packages.

William Morris gallery – this website includes examples of stained glass in its online exhibition.

Complete website addresses are available from the RE pages on the QCA website (www.qca.org.uk/re/). QCA monitors and updates these website addresses, but accepts no responsibility for their content.

Syllabus writers and teachers have responsibility for checking the relevance, accessibility and suitability of any web-based material that they or their pupils access.

¹ Muslims refer to Muhammad as ‘the Prophet’, and use the phrase ‘Peace be upon him’ after his name.

Teaching and learning activities

1. Introduction: What is a 'community'?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know the meaning of the words 'commitment' and 'community' • understand that religious communities often have a significant impact on believers' lives • reflect on the communities to which they belong and the rights and responsibilities they involve. 	<ul style="list-style-type: none"> • List examples of communities with which the children are familiar. Ask the children to list the communities to which they belong. Ask the children to work in pairs to think about what they gain from being part of a community and what they give to that community. • Introduce the word 'commitment' and invite the children to suggest what it means. The word 'loyalty' might be a way of introducing this idea. Discuss how the children show commitment to their communities. For example, they might show commitment to a sports team by attending every week, whatever the weather. • Many people believe it is important to show commitment to their faith by meeting regularly with people who share their beliefs. Ask the children to work in groups and identify reasons why people of the same religion might want to meet regularly, eg to worship, to celebrate, to participate in or contribute to a community, to learn, 	<p>Children:</p> <ul style="list-style-type: none"> • describe what it means to show commitment to a community • describe the impact of being involved in a community, including a religious one • make links between their own experiences of community and commitment and those of other people. 	<ul style="list-style-type: none"> • Get a simple floor plan of the place of worship you intend to visit. • Take digital images of features in a local place or places of worship. • Be aware that many features of churches have names that are specific to the denomination, eg communion table, Lord's table, altar. These words are not interchangeable and refer to significant differences in theology that are more appropriately addressed at a later stage. It may be helpful to use the name that is used in the particular church that you intend to visit. • Keep a log of questions that the children raise throughout this unit. • Consider examples of how the children might show commitment to their school as a community, for example

	<p>to support.</p> <ul style="list-style-type: none"> • Ask the children to focus on what makes their school a community. Ask the children to work in pairs to make a poster or leaflet to be displayed in the school foyer showing why their school is a community. Include ideas about how people can show commitment to the school as a community. 		<p>participating in school teams, festivals and concerts, sharing a set of rules, raising money, older children working with younger children.</p>
--	--	--	--

2. How is a church a community?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know the different meanings of the word 'church' • understand that belonging to a Christian community signifies the sharing of a set of beliefs and a commitment to follow Jesus² example • reflect on the way that belonging to a Christian community might affect a person's daily life. 	<ul style="list-style-type: none"> • Play the CD or read the lyrics of 'I am the Church' while displaying the lyrics on an interactive whiteboard. Ask the children to suggest what the song is saying about the meanings of the word 'church'. • 'I am the Church' (Words and Music by Richard Avery and Donald Marsh) <p>I am the church. You are the church. We are the church together. All who follow Jesus, All around the world, Yes we're the church together.</p> <p>The church is not a building, the church is not a steeple, The church is not a resting place, the church is a people. I am the church! You are the church! We are the church together! All who follow Jesus, all around the world!</p>	<p>Children:</p> <ul style="list-style-type: none"> • suggest meanings for the word 'church' • describe some of the ways in which members of the Church follow Jesus' example in the community • describe the type of community activities in which they might be inspired to get involved. 	

² Christians refer to Jesus as 'Lord', and believe he is the Son of God.

	<p>Yes, we're the church together!</p> <ul style="list-style-type: none"> • Annotate the text with the children's ideas about the meaning of the song. Explain that the song is talking about the Church being a community of Christians who have their own beliefs and want to follow Jesus together. • Ask the children when during the week they might expect to find Christians in church. Discuss that although most Christians meet to worship on Sundays, this isn't the only time that the community meets or works together to follow Jesus. • Give the children a church notice sheet or access to a church website. Ask them to work in pairs to list the different things that happen during the week and explain why they think these activities take place. • Ask the children to draw and describe a community activity in which a Christian might choose to participate and explain what might inspire them to do so. • Ask the children to draw and describe a community activity in which they might participate and ask them to describe what inspires them 		
--	---	--	--

	to take part in it.		
--	---------------------	--	--

3. How does a church help Christians to remember their beliefs about Jesus?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know some of the key Christian beliefs about Jesus, eg Son of God and Saviour, and persons of the Trinity • understand how, in their places of worship, Christians show what they believe about Jesus • reflect on how the images of a significant person can inspire them and others. 	<ul style="list-style-type: none"> • Use images of Jesus in places of worship, including images of stained glass windows in various churches, to talk about the importance of Jesus to Christians. • After discussion, ask the children to match each picture with a label describing a Christian belief about Jesus, eg Son of God, Saviour. • Discuss the use of colour and pattern, eg in the window, and how it expresses Christian beliefs about Jesus. Ask the children to speculate about why these images might be in a church. What might be the advantages and disadvantages of expressing beliefs through images? • Show examples of banners hung in churches, and discuss the roles of banners and stained glass windows. • Ask the children to design a banner or window for the school hall, showing someone in the school following the teaching of Jesus or following the teaching of another person who is significant to them. Ask the children to speak about 	<p>Children:</p> <ul style="list-style-type: none"> • describe a stained glass window or other image of Jesus • make links between images and beliefs about Jesus • describe a source of inspiration in their lives and the lives of others. 	<ul style="list-style-type: none"> • Aspects of Jesus' life and teaching that might be found in windows or banners include: his birth, death and resurrection; parables such as the Good Samaritan; sayings such as the 'I am' sayings or the Sermon on the Mount. • There are various websites that show images of stained glass windows and banners (see 'Resources').

	<p>their design using the following frame: 'This image encourages me to ... because...'. </p>		
--	--	--	--

4. What can we learn from a visit to a church? (Preparation for a visit)			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that going to church might support a Christian's faith understand how different features in a church help Christians in their worship understand how different features in a church might help a Christian to understand what it means to be a follower of Jesus reflect on why people attend church. 	<ul style="list-style-type: none"> Show the children a collection of pictures of church features such as an altar or a communion table, font, pulpit, lectern, cross, music books, stained glass window, banner, collection plate or noticeboard. Invite the children to explore these pictures and share their observations and any knowledge they have of the features. Ask the children to speculate on the meaning and symbolism of unfamiliar items. Using an interactive whiteboard, take the class on a virtual visit to a church. Ask the children to consider their original ideas and adjust them as necessary. Explain to the children that most Christians want to try to follow the example of Jesus' life. When Christians go to church they are supported and reminded how to do it. Look for features in the church that might help Christians to follow Jesus' example or follow his instructions. 	<p>Children:</p> <ul style="list-style-type: none"> describe and suggest meanings and purposes for a range of church features make links between church features and beliefs about Jesus raise questions about why a Christian might attend church. 	<ul style="list-style-type: none"> Consider making a virtual visit to a church (see 'Resources'). Consider some examples of how different features help Christians to follow the example of Jesus. For example: 'communion table' – Jesus said that celebrating Eucharist / Eucharist / Mass / the Lord's supper (re-enacting the Last Supper) was a way of remembering him, so many churches have a communion table (altar) on which they prepare this 'holy meal'; 'font' – Jesus was baptised (immersed in a baptismal pool or a font with water) at the beginning of his ministry, so many Christians believe they should start their lives Christian lives with baptism; 'collection bag or basket' – used to collect donated money, which helps the Church follow Jesus' instruction to care for people in their community; 'noticeboard' – reminds people of their responsibilities and of putting

	<ul style="list-style-type: none"> • The children should work in groups of three to create a card matching game for younger children called 'triples'. Each triple should include the name of a feature, a picture of it and an explanation of how it might help a Christian to follow Jesus. • Ask the children to consider questions they might ask on their visit. The questions should help them to understand why people get involved in their church community. 		Jesus' teachings into practice.
--	---	--	---------------------------------

5. What can we learn from a visit to a church? (A visit)			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know that for many Christians a church is a sacred place • understand the impact the church has on believers' lives • understand the significance of church features and their position in a church • reflect on believers', and, possibly, their own, feelings about what is sacred. 	<ul style="list-style-type: none"> • For many Christians church is a significant or important place. Discuss with the children whether they have a particular place that is significant to them and why that place is significant. For example, it might bring back certain memories, remind them of particular times or just be a good place to think. • When you first enter the place of worship, give the children an opportunity to sit quietly and observe. Then ask the children what they notice. What do you want to find out about this place? Do you think the atmosphere is different during worship? What does this place make you think about? • Explain to the children that this is a place where some people come to worship God. For many people it might be described as a 'sacred place'. Introduce the word sacred and explore its meaning in the use of the term 'sacred space' as an area set apart for the worship of God. Ask the children why they think a church might be described 	<p>Children:</p> <ul style="list-style-type: none"> • suggest reasons why Christians might call a church a sacred place • describe how the church members' lives are affected by their connection with the church • describe and suggest meanings for the position of different features in the church • describe their emotions when sitting quietly in a church • make connections between places that are significant to them and the feelings of the sacred that Christians might experience in places 	<ul style="list-style-type: none"> • Explain to the children about appropriate behaviour and how to ask questions. In addition, it is important to brief church members so that they can respond to the children's questions. They will need to explain links between symbolic objects and Christian beliefs, values and traditions. Church members should be told about the types of questions that the children will be exploring and understand that they might be asked to express their opinion about, for example, the most important aspects of the church or how they try to live their life like Jesus. • There is useful guidance on working with visiting or guest speakers (see 'Resources'). • It is important that the children have an opportunity to discuss their feelings and responses during their visit rather than waiting until they are back in school. • Explain to the children that

	<p>as sacred.</p> <ul style="list-style-type: none"> • Discuss the size of the place and any other features that the children notice. Introduce the term 'focal point' and explain that the position of features can provide clues about their importance. Notice the focal point and dominant features of the church you are visiting, eg the communion table is the focal point in many churches and reflects the importance of Eucharist / Mass / the Lord's supper in many Christians' lives. • Ask the children to work in small groups accompanied by an adult who can aid their learning. Each group will have a copy of the pictures of the features from the last lesson and work as a team to find them in the church. One member of the group should mark the location of each artefact on a floor plan of the church. • Allow the children to share their thoughts about the significance of each feature with a representative from the place of worship and ask questions. Ask the representative to explain what he or she thinks are the most important parts of the building and why. Explain that in different churches different features 	<p>of worship.</p>	<p>Christians differ in their views of their places of worship. For Orthodox Christians the presence of icons, and the sacramental nature of some worship, makes it appropriate to regard the church as sacred place. For Catholics (and this includes some inside the Church of England, and catholic churches other than the Roman Catholic church) the sacramental character of some worship also makes it appropriate to term the church as a sacred place. Protestant churches are often much loved for their history and traditions but would not normally be described by those who worship in them as sacred places.</p> <ul style="list-style-type: none"> • In a Roman Catholic church, the sacrament (also known as blessed sacrament) is reserved in the tabernacle.
--	---	--------------------	---

	<p>may be given greater or less importance. For example, in a Baptist church, a baptistery is important; equally, in a Methodist church a pulpit is important, In a Catholic church a tabernacle is an important focal point, and in an Anglican church an altar is important.</p> <ul style="list-style-type: none"> • Arrange for the children to meet people at a church function or other activity that might take place during the school day, such as a parent and toddler group, and talk to the church members about how and why they come to the church. • Discuss how the different rooms in the place of worship are used. Look at the noticeboards for activities. What can they learn from these noticeboards? 		
--	---	--	--

6. How does prayer in a mosque strengthen the Muslim community?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know the meaning of the term 'ummah' • understand how the practice of prayer and the giving of zakah strengthen the ummah • reflect on the advantages of belonging to religious and other communities. 	<ul style="list-style-type: none"> • Ask the children to recall some of the ideas they had about how they might show commitment to their school community. Make a table of their suggestions and prompt them to extend their ideas if necessary. • Write the definition of the term 'ummah' on the board. It means the worldwide community of Muslims. Discuss the meaning of this definition. • Tell the children that there are two main aspects of the ummah: a community with shared beliefs and values and a community of people with shared responsibility for one another. Ask the children to suggest how their table of ideas about the school community fits into these two categories. • Introduce the idea that prayer helps Muslims remember the first aspect of the ummah – shared beliefs. Explore how different dimensions of the Muslim practice of prayer – five times a day at set times, in a set direction, with set movements, and in a common language – and communal prayers (called salah and jumu'ah) might strengthen the ummah. 	<p>Children:</p> <ul style="list-style-type: none"> • suggest meanings for the term 'ummah' • make links between features of their school community and features of the ummah • make links between the idea of the ummah and features of Muslim prayer and the giving of zakah • raise questions and suggest answers to questions about belonging to the ummah. 	<ul style="list-style-type: none"> • Examples of links between aspects of the ummah and the school as a community include the following. • A community with shared beliefs and values: celebrating, eg festivals, leavers' concerts; sharing set of rules. • A community of people with shared responsibility for one another: working together, eg school teams; working for the community, eg raising money; helping one another to succeed, eg older children listening to younger children read. • Salah is the prescribed communication with and worship of Allah, performed under specific conditions, in the manner taught by the Prophet Muhammad (peace be upon him) and recited in Arabic. Muslims believe Allah requires prayer at five daily times. The times are

	<ul style="list-style-type: none"> • Give the children a sheet of images that represent these different dimensions of prayer and ask them to write a sentence, eg 'Set movements strengthen the ummah because they are all worshipping God in the same way', for each image. • Play a video clip or display a picture of jumu'ah prayer. Ask the children to share ideas about how the jumu'ah experience might feel, and record their responses on the board over the picture. • Give each child three post-it notes. Ask them to write three questions they would like to ask the Muslims in the video, or in the picture, about prayer. Their questions should try to establish what is special about the way that Muslims pray in helping a person feel that they belong to the ummah. • Organise the children into groups of four. Ask each group to stick all of their questions onto one large piece of sugar paper. Use the 'community of enquiry' technique to debate which two questions each group could ask that would produce the most interesting answers if posed to a Muslim during a visit to a mosque. 		<p>according to the lunar calendar. Jumu'ah is the weekly communal salah and attendance of the khutbah (speech) performed shortly after midday on Fridays.</p> <ul style="list-style-type: none"> • The 'community of enquiry' activity promotes effective discussion and questioning. This enables all children to contribute to group knowledge and discussion.
--	--	--	--

7. How does giving zakah in a mosque strengthen the Muslim community?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know what is required in giving zakah understand the meaning of the story of Muhammad (peace be upon him) and the snake reflect on the challenges involved in following a religion. 	<ul style="list-style-type: none"> Read or tell the story 'The Prophet Muhammad (peace be upon him) and the bald-headed snake'. Allah's Apostle [Muhammad (peace be upon him)] said, 'Whoever is made wealthy by Allah and does not pay the zakah of his wealth, then on the Day of Resurrection his wealth will be made like a bald-headed poisonous male snake with two black spots over the eyes. The snake will encircle his neck and bite his cheeks and say, "I am your wealth, I am your treasure".' Then the Prophet recited holy verses from the Qur'an (3.180). Explain to the children that all Muslims are expected to give 2.5 per cent of their savings to those in need each year. This practice is called zakah. Discuss the use of symbolism and simile in the story. Why did Muhammad (peace be upon him) choose the snake? Does this story make the message of zakah clearer? What did Muhammad (peace be upon him) mean when he 	<p>Children:</p> <ul style="list-style-type: none"> describe the meaning and purpose of zakah make links between the story of Muhammad (peace be upon him) and the snake the concept of the ummah raise and suggest answers to questions about the challenges of distributing zakah fairly. 	<ul style="list-style-type: none"> Surah 3:180 can be simply transliterated as: Let not those who are mean with what God has generously given them think that this is good for them. Rather, it is bad for them. That which they hold back shall be hung around their necks on the Day of Resurrection. God is the Lord of the heavens and the earth, and God knows of everything that you do. A more authoritative translation can be found in <i>The meaning of the Holy Qur'an</i>, transliterated by Abdullah Yusuf Ali. Be aware that the Qur'an specifies that zakah can be distributed to any of the following eight causes. the poor the needy those employed to collect zakah people who are sympathetic to Islam to free slaves/captives

	<p>said 'I am your wealth, I am your treasure'?</p> <ul style="list-style-type: none"> • Discuss ideas about why Muhammad (peace be upon him) was so keen to make sure that the Muslim community understood the value of zakah. Ask the children to suggest what this story might have to do with the ummah. What does it say about how we should use our wealth for ourselves and others? • Help the children to make the link between the story and the second aspect of the ummah, (shared responsibility for each other), eg helping people in need, safety, sharing problems. • Show the children a picture of a zakah collection box in a mosque and ask why it might be there. • Organise the class into groups of six and ask each group to imagine that they are members of a mosque committee that is distributing zakah for that year. • Present the committees with three possible causes that they might support, considering local, national and international options. Give each of the committees a set of guidelines for distributing zakah. 		<p>those who are in debt in the cause of Allah wayfarers (a traveller who is cut off from everything)</p>
--	--	--	---

	<ul style="list-style-type: none"> • Explain the rules of debating to the class. In each committee, assign a pair of children to take on the role of advocate for one of the causes. Ask them to debate the merits of each of the causes within a set time limit and to record a decision with at least three reasons for that decision. • Listen to the conclusions and the children's accounts of the challenges of the exercise in a plenary session. 		
--	--	--	--

8. What can we learn about the ummah from a visit to a mosque? (Preparation for a visit)			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know the key features of a mosque, including any symbols • know that going to a mosque may support a Muslim's faith • understand how different features in a mosque may help a Muslim feel closer to ummah • reflect on why people choose to attend a mosque. 	<ul style="list-style-type: none"> • Using an interactive whiteboard or digital projector, take the children on a virtual tour of a mosque. • Ask the children to be detectives, identifying features of the building that provide clues about how it might be used. Are there any signs or symbols? Are there any clues about how the building might be used? Does the building have anything in common with other buildings they have seen? • Identify features of the building and discuss the symbolism and meaning of these features. Draw attention to the features of the building that go beyond worship, eg school, library, community centre. • Talk about the use of features of the building and explain that in most large mosques these are well used by the whole community, every day of the week and in the evenings. Ask the children to suggest reasons why people choose to spend time at a mosque. • Discuss the way in which Muslims usually greet each other – 'As-Salamu- 	<p>Children:</p> <ul style="list-style-type: none"> • describe and suggest meanings and purposes for a range of features of the mosque • make links between features of the mosque and beliefs about ummah • ask questions about why a Muslim might attend a mosque. 	<ul style="list-style-type: none"> • Consider making a virtual visit to a mosque (see 'Resources'). • Consider how different features strengthen ummah. For example: the call of the muezzin encourages Muslims to attend communal prayers; clocks remind worshippers that all Muslims pray five times a day at set times; community centre provides an opportunity for Muslims to gather together for occasions such as festivals and weddings, or to break the fast during Ramadan; dome and minaret make a mosque clearly visible to the whole community; mihrab indicates the direction of the Ka'bah in Makkah (Qiblah), which all Muslims face for prayer; minbar is the place from which the Imam gives a speech (khutbah) to the gathered Muslim community during the Friday prayer (jumu'ah); noticeboard encourages worshippers to take part in community projects, donate to charitable causes; prayer hall is

	<p>Alaykum' or 'Peace be upon you', and the common practice of addressing fellow Muslims as brother or sister – and what these practices might mean. Make a list of the key points of the discussion.</p> <ul style="list-style-type: none"> • Ask the children to design a guide for a newly built mosque. The guide should help visitors find their way around the mosque and explain how each feature might strengthen ummah. • Give each child a floor plan of the mosque and an incomplete key that lists the features with images of each. The key should not describe the position of the features in the mosque. Ask the children to note, on the key, how the artefacts and features of the mosque might strengthen ummah. • Explain to the children that they will find all of the features and artefacts on their visit to a mosque and that they can use this information to complete the key during their visit. How do you think Muslims feel? What is important about greeting and reverence/respect? 		<p>the place where Muslims perform personal and communal (jumu'ah) prayer; shoerack encourages worshippers to show respect and to keep the place clean; study room and madrasah reminds Muslims that it is a duty to educate yourself and your family, especially to learn to recite the Qur'an.</p>
--	---	--	--

9. What can we learn about the ummah from a visit to a mosque? (A visit)			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know the importance of the mosque as a place of worship and as a centre for the life of the Muslim community understand the impact the mosque has on believers' lives reflect on their own feelings and those of believers when visiting a mosque. 	<ul style="list-style-type: none"> When the children arrive and enter the prayer hall, give them some time to be still and experience the atmosphere. Ask the children what words they would use to describe the atmosphere. Give them time to reflect on their thoughts and feelings. The children should become aware that this is a place where some people come to worship God. For many people it might be described as a 'sacred place'. Introduce the word 'sacred' and explore its meaning in the use of the term 'sacred place' as an area set apart for the worship of God. Ask the children why they think a mosque might be described as 'a sacred place'. Discuss the size and any other features of the building that the children notice. Introduce or revise the term 'focal point' and explain that the position of features in a place of worship can provide clues about their importance. Notice the focal point and dominant features of 	<p>Children:</p> <ul style="list-style-type: none"> learn that Muslims regard the mosque as the centre of the ummah describe how the lives of Muslims are affected by their connection with the mosque describe and suggest meanings for the position of different features in the mosque describe their emotions when sitting quietly in a mosque make connections between places that are significant to them and what religious believers might call 'feelings of the sacred'. 	<ul style="list-style-type: none"> The emphasis should be on making sure the children understand the significance of the place of worship for the faith community. Before the visit, the children and any accompanying adults will need to be briefed on how to dress for and behave on the visit. Everyone will be expected to remove their shoes upon entering the mosque. All visitors should bring a scarf or hat to cover their heads as a sign of respect. Everyone should be modestly dressed, eg girls and women should have their arms and legs covered and not wear tight clothing. Visitors should make sure that, when sitting down, their feet are not pointing towards the qiblah wall. The qiblah is the direction Muslims face when performing salah – towards the Ka'bah. Make sure the tour includes different areas of the mosque such as the ablutions area, study room and women's area

	<p>the mosque you are visiting.</p> <ul style="list-style-type: none"> • Ask the children to work in small groups accompanied by an adult. Each child will have a copy of the draft guide to the mosque with the floor plan and key. They should work as a team to find the features in the mosque and mark each feature on their floor plan. • Allow the children to share their thoughts with a representative from the place of worship about the importance of the features to the ummah. Ask them to explain what they think are the most important parts of the building. 		<p>or gallery, if there is one.</p> <ul style="list-style-type: none"> • It is important that the children have an opportunity to discuss their feelings and responses during their visit rather than waiting until they are back in school. Adults working with groups can record their responses.
--	---	--	--

Assessment activities

10. Writing about a visit to a place of worship

There are opportunities for assessment for learning throughout this unit. However, in this activity, there are particular opportunities to collect evidence of what pupils know, understand and can do, using the learning objectives and outcomes and relating them to the level descriptions as appropriate.

Learning objectives	Teaching and learning	Learning outcomes	Point to note
<p>Children should:</p> <ul style="list-style-type: none"> know the main features of a place of worship understand how these features support the faith of believers reflect on the importance of the place of worship to the believer reflect on places that are important or sacred to them. 	<p>Step 1</p> <ul style="list-style-type: none"> Make a concept map that links together a description of each feature, a picture of each feature and a sentence that explains how each feature is used. Some children might be able to add a sentence that explains the importance of the feature or a sentence about their sacred or important place. <p>Step 2</p> <ul style="list-style-type: none"> Write a paragraph about each feature. You might use a writing frame including phrases such as: 'A ... is a ...' 'In a church it is used ...' Some children might be able to add: 'It is important because Christians believe Jesus...' 'This belief is the reason why 	<p>Children:</p> <ul style="list-style-type: none"> describe the main features of a place of worship make links between the features and the beliefs they represent write about a place that is important or sacred to them. 	

	<p>Christians...'</p> <p>'A ... is a ...'</p> <p>'In a mosque it is used ...'</p> <p>'It is important to the community because Muslims believe ...'</p> <p>'This belief is the reason why Muslims ...'</p> <ul style="list-style-type: none"> For example: <p>An altar / communion table is a table in a church.</p> <p>It is used in Eucharist / Mass / the Lord's supper.</p> <p>It is important because Christians believe Jesus said to remember him by sharing bread and wine.</p> <p>This belief is the reason why some Christians include bread and drink wine in their celebration of Eucharist / Mass / the Lord's supper.</p> <p>Step 3</p> <ul style="list-style-type: none"> Write a paragraph about a place that is important or sacred to them. <i>Why is it sacred? Is it symbolic? How do they behave in their important or sacred place?</i> 		
--	---	--	--

Differentiated outcomes

Note that the following level descriptions relate to this assessment activity only. For level descriptions relating to the unit as a whole, see 'Differentiated outcomes'.

Children working at level 2 can:

- use religious words, such as communion table, font and pulpit and/or mihrab, minaret and minbar, to identify some features of places of worship
- suggest meanings for some symbols in a place a worship
- recognise the value placed on buildings by believers and the things that are of value in their own lives.

Children working at level 3 can:

- use religious words and phrases such as communion table, community, font, places of worship, pulpit, worship and/or mihrab, minaret and minbar to identify some features of places of worship
- describe the symbolism of some features of a place of worship
- make links between the features and the belief they represent
- identify a place which is important or sacred to them.

Children working at level 4 can:

- use religious words and phrases such as communion table, community, font, places of worship, pulpit, worship and/or mihrab, minaret and minbar to describe and show understanding of features of places of worship
- describe and show understanding of the symbolism of features of places of worship
- make links between the features, the beliefs they represent and the impact it has on a believer's life
- describe a place that is important or sacred to them.

Children working at level 5 can:

- use an increasingly wide religious vocabulary to explain how features of places of worship, including symbols, illustrate distinctive beliefs and suggest possible reasons for those beliefs
- explain the symbolism of features of places of worship
- describe links between the features, the belief they represent and the impact it has on a believer's life
- explain why a particular place is important or sacred to them.

11. How are Christian and Muslim places of worship similar? How are they different?			
There are opportunities for assessment for learning throughout this unit. However, in this activity, there are particular opportunities to collect evidence of what pupils know, understand and can do, using the learning objectives and outcomes and relating them to the level descriptions as appropriate.			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> • know some of the similarities and differences between Christian and Muslim places of worship • understand how similarities and differences in features of places of worship might help us identify similarities and differences in beliefs • reflect on how their views about features of religion compare with those of others. 	<p>Step 1</p> <ul style="list-style-type: none"> • Organise the class into groups. Place a selection of pictures of features and activities of churches and mosques on each group's table. • Give each child an 'odd-one-out' template. Model how you might select three pictures. Select one picture related to a church and one related to a mosque and one related to either. Describe how each pair is similar and/or different and which one could be called the 'odd-one-out'. <p>Step 2</p> <ul style="list-style-type: none"> • Ask the groups to report their findings to the class. They should explain how the pictures show similarities 	<p>Children:</p> <ul style="list-style-type: none"> • describe some of the similarities and differences between Christian and Muslim places of worship • make links between the similarities and differences of the features and the beliefs they represent • compare their own views about the features of religion with the views of other people. 	

	<p>and or differences in terms of, for example: the appearance of the feature; the way the feature is used; the beliefs of Christians and Muslims.</p> <ul style="list-style-type: none"> • For example, when describing similarities and differences in appearance, the children might select stained glass windows in a church and a picture of calligraphy in a window of a mosque. They might report the following. • ‘They are similar because they are both windows and they both remind people about their beliefs.’ • ‘They are different because there are pictures on the stained glass windows but not in the windows of the mosque.’ <p>Step 3</p> <ul style="list-style-type: none"> • Ask the children to suggest their odd-one-out. Ask other children to suggest a different possible answer using the sentence starter: ‘I disagree with [name] and think the odd-one-out is ...’ 		
--	--	--	--

	<p>because ...'.</p> <ul style="list-style-type: none"> Some children might be able to justify their choice of an odd-one-out in a way that demonstrates an understanding of religious beliefs. <p>Step 4</p> <ul style="list-style-type: none"> At the end of the session ask the children to discuss whether the odd-one-out activity helped them to learn more about religious buildings. 		
Differentiated outcomes			
<p>Note that the following level descriptions relate to this assessment activity only. For level descriptions relating to the unit as a whole, see 'Differentiated outcomes'.</p> <p>Children working at level 2 can:</p> <ul style="list-style-type: none"> use religious words, such as altar or communion table, font and pulpit and/or mihrab, minaret and minbar, to identify some features of places of worship begin to show awareness of similarities between a church and a mosque respond to questions about which picture they chose as the odd-one-out. 			

Children working at level 3 can:

- use religious words and phrases such as communion table, community, font, places of worship, pulpit, worship and/or mihrab, minaret and minbar to identify some features of places of worship
- recognise similarities and differences between a church and a mosque
- make links between their own suggestions and the suggestions of others about which picture they chose as the odd-one-out.

Children working at level 4 can:

- use religious words and phrases such as communion table, community, font, places of worship, pulpit, worship and/or mihrab, minaret and minbar to describe some similarities and differences between a church and a mosque
- ask questions and suggest answers to questions about the importance of their choice of odd-one-out.

Children working at level 5 can:

- use an increasingly wide religious vocabulary to explain how features of places of worship illustrate distinctive beliefs and suggest possible reasons for those beliefs
- ask questions and suggest answers about the importance of their choice of odd-one-out.

How can beliefs and values serve as a guide for moral decision making? Part A: Individuals – Year 6

About the unit

This unit suggests activities that can be used in teaching and learning about how beliefs and values can guide individuals in making moral decisions. It can be adapted to local circumstances and for different age groups. It illustrates the provision of the non-statutory national framework for religious education (RE) and can be used or adapted to deliver an agreed syllabus or other guidelines.

This rolling unit is about the impact of beliefs and comprises two parts. This first part – about the impact of beliefs on individuals – is designed to be taught in the last half-term of year 6, and focuses on the way in which having different beliefs affects the lives of individuals (specifically, Christians, Hindus and Muslims). The second part – about the impact of beliefs on communities – is designed to be taught in the first half-term of year 7, and focuses on the way in which beliefs affect communities (specifically, the Christian, Jewish and Sikh communities).

This first part explores beliefs and questions, teachings and authority and symbols and religious expression. Children have the opportunity to discuss religious and philosophical questions, consider a range of human experiences and feelings and reflect on their own and others' insights into life.

This first part can be adapted for other religions and communities.

This first part should take six hours.

Prior learning

It is helpful if children have:

- encountered a range of stories from Christianity, Hinduism and Islam
- learnt about sacred texts in Christianity, Hinduism and Islam and their importance for believers
- encountered and discussed some religious and other statements about values, *eg love your neighbour, forgiveness*
- some experience of applying religious ideas to situations in daily life.

Future learning

Children could go on to:

- consider the impact of beliefs and values on communities
- reflect on tensions between competing values, *eg truth and compassion*.

Where the unit fits in

This unit links with the following key stage 2 guidelines in the non-statutory national framework for RE:

- Learning about religion: 1a, 1b, 1c, 1e, 1f, 1g, 1h
- Learning from religion: 2a, 2b, 2c, 2d, 2e
- Religions and beliefs: 3a, 3b
- Themes: 3e, 3f, 3k
- Experiences and opportunities: 3o, 3p, 3q.

This unit could build on what children might have already learnt about the importance of religion and beliefs. It could draw on pupils' knowledge of stories from the lives of Jesus¹, Moses or Muhammad². The ideas explored in this unit form the foundation for Part B, which is designed to be taught in year 7, and for other material about moral decision making in year 8 and beyond.

Attitudes in the unit

This unit helps children develop the following three attitudes outlined in the non-statutory national framework for RE.

Self-awareness

- becoming increasingly sensitive to the impact of their ideas and behaviour on other people, *eg when discussing challenging situations in their own lives*

Respect for all

- developing skills of listening and willingness to learn from others, *eg by listening to the suggestions of others in discussion of moral dilemmas*

Open-mindedness

- being willing to go beyond surface impressions, *eg when responding to stories from religious traditions*.

¹ Christians refer to Jesus as 'Lord', and believe he is the Son of God.

² Muslims refer to Muhammad as 'the Prophet', and use the phrase 'Peace be upon him' after his name.

Differentiated outcomes

During this unit children have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, children could give the following evidence.

Children working at level 3 could:

- ask important questions about beliefs, values and commitments
- make links between religious stories and the beliefs they contain
- begin to identify the impact religious beliefs have on believers' lives
- identify what influences them, making links between aspects of their own and others' experiences.

Children working at level 4 could:

- raise and suggest answers to questions about beliefs, values and commitments
- suggest meanings for the stories encountered in this unit
- describe the impact of the stories on the lives of believers
- describe what inspires and influences them and others in moral decision making.

Children working at level 5 could:

- ask and suggest answers to questions about beliefs, values and commitments
- explain how religious stories are used to provide answers to moral questions
- explain the impact of beliefs on individuals
- explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

Vocabulary

In this unit children will have an opportunity to use words and phrases related to:

- religion in general, *eg parable*
- Christianity, *eg Bible, Jesus*
- Hinduism, *eg Lakshmi, Divali, Hanuman*
- Islam, *eg Prophet Muhammad (peace be upon him)*
- religious and human experience, *eg authority, consequences, dilemma, forgiveness, laws, moral intuition, prodigal, rules.*

Resources

Biblos – the guide to the Bible for RE – this website includes four parables.

Love all creatures – published by the Islamic Foundation, this book includes the stories ‘The Little Ants’, ‘A Thirsty Dog’, ‘The Crying Camel’ and ‘A Sparrow and her Young Ones’.

‘Pathways of belief: Islam’ – produced by the BBC, programme one includes the stories ‘The Prophet and the Old Woman’ and ‘The Crying Camel Prophet Muhammad and the Kitten’.

Peterchurch Primary School – this school’s website provides a useful model for the assessment task.

Primary resources – this website includes information on the reciprocal reading technique.

Raising the standard, flying the flag – by J Orchard (2001), this book includes worksheets.

Staffordshire learning net – the RE storyboard pages includes many stories that can be used in this unit.

Teacher’s notes – by M Cooling (1997) these notes provide background information and teaching ideas for all the stories in ‘Testament: Animated Bible stories from the Old Testament’.

‘Testament: animated Bible stories from the Old Testament’ – by S Humble-Jackson (2000), this series of story books include the stories of the creation and the flood, Abraham, Joseph, Moses, David and Saul, Jonah, Ruth, Elijah and Daniel.

‘Testament: the Bible in animation – Creation and the Flood’ – this series of videos use a variety of animation techniques to retell Jewish Bible stories.

That’s not fair!: a resource for exploring moral issues in primary and middle school – by Barry and Trish Miller (1995), this spiral bound edition includes stories.

Winscombe Woodborough Primary School – this school’s website provides a useful model for the assessment task.

Complete website addresses are available from the RE pages on the QCA website (www.qca.org.uk/re/). QCA monitors and updates these website addresses, but accepts no responsibility for their content.

Syllabus writers and teachers have responsibility for checking the relevance, accessibility and suitability of any web-based material that they or their pupils access.

Teaching and learning activities

1. Who or what helps us in challenging situations or in making difficult decisions?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that there are different responses to moral questions understand that responses to moral questions might be shaped by different sources of authority including religious sources of authority reflect on any sources of authority that influence them their own lives. 	<ul style="list-style-type: none"> Read a fictional story or an excerpt, pausing at the point when a character has to make a moral decision. Ask the children to say what they think is the right thing to do and why. Ask them to predict which decision the character will make and what the consequences will be. Finish reading the story or excerpt and discuss the outcome with the class. Ask the children to consider if they have changed their mind about what was the right thing to do and why. Ask the children to brainstorm challenging situations and difficult decisions they have encountered or expect to encounter, eg telling a lie, telling on a friend, choosing to ignore a bully, stealing. More able children might consider controversial moral decisions in society that have recently been in the news, eg choosing between spending public funds on keeping alive premature babies and improving treatment for cancer patients. Ask the children to select two or three examples of the above for small-group and then whole-class discussion. They should identify at least two different responses to each situation/decision and identify what or who influences these alternative responses, eg a friend, parent or relative, or the law, their conscience, moral intuition, religious belief, religious or community leader. Ask the children to role-play their scenario, either as themselves or as an involved party, eg a doctor, mother or politician, identifying the response made and the 	<p>Children:</p> <ul style="list-style-type: none"> describe a range of responses to a challenging situation make links between sources of authority, and moral decision making describe what sources of authority inspire and influence them in moral decision making. 	<ul style="list-style-type: none"> There are various stories that can be used in this activity (see 'Resources'). Consider explaining 'moral intuition' in terms of how you sometimes just 'know' or 'feel' something is right or wrong without being able to explain why.

	<p>reason for the chosen response.</p> <ul style="list-style-type: none">• Ask the children to compare and classify the sources of authority, including religious beliefs, identified in discussions and role plays.• Together with the children, record the challenging situations, decisions and classifications on an interactive whiteboard or chart, to be used in lesson 6.		
--	--	--	--

2. How can religious stories help us to consider moral questions?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that religious stories address moral questions understand that people choose how to respond to moral questions reflect on the importance of taking responsibility for their own actions. 	<ul style="list-style-type: none"> Ask the children to read or watch a video/DVD about the story of Adam and Eve in the Garden of Eden, as told in the book of Genesis in the Christian Bible. Discuss the following questions as a class. <p><i>What promises do God and Adam make to each other?</i> <i>What rules did Adam and Eve break?</i> <i>Why do you think God gave Adam and Eve the free will to keep or break the rules?</i> <i>What were the consequences of breaking the rules?</i> <i>Do you think Adam and Eve realised the consequences of breaking the rules?</i> <i>How did the 'rule maker' react?</i> <i>How did the relationship between God and Adam and Eve change after they broke the rules?</i> <i>Do you think that the 'rule breakers' were treated unfairly?</i></p> Explain to the children that the story of Adam and Eve is often called 'The Fall'. Ask if they can guess why Christians believe that, by disobeying God, Adam brought sin into the perfect world that God had created. Organise the class into groups and ask each group to complete a chart showing who they think should be blamed for what Adam did. <i>What arguments might be offered in support of the view that the blame rested with: Adam, Eve, God, the snake or someone else? Did anyone take responsibility for their actions in the story? If so, how? If not, why not?</i> For homework, ask the children to write a story, real or 	<p>Children:</p> <ul style="list-style-type: none"> describe and show understanding of the moral issues in the story of Adam and Eve in the Garden of Eden describe the impact of free will on moral decision making raise questions and suggest answers to questions about the application of these ideas to their own lives. 	<ul style="list-style-type: none"> There are various videos and other resources that can be used in this activity (see 'Resources'). Note that although stories of Adam and Eve can be found in several religious traditions, eg Islam and Judaism, there are significant differences between them. The interpretation that is the focus of this lesson is specifically Christian. Other stories can also help to consider moral questions, eg Cain and Abel (Genesis 4:3-13) raises issues on envy and truth telling. In using Biblical stories, be aware that for some Christians

	imagined, in which they took responsibility for their actions.		the stories are literal historical truth, while for other they are myths with moral meaning. Encourage children to read the stories in more than one way.
--	--	--	---

3. How can religious stories be a guide to Christians?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that Christians use the Christian Bible and biblical stories as a source of guidance and as a source of authority understand that the guidance found in biblical stories might provide challenges for Christians when applied to their daily lives reflect on the possible meanings of the stories to Christians and consider whether the stories might have any application in their own lives. 	<ul style="list-style-type: none"> Organise the children into groups of four. Using a version of the Christian Bible, eg a children's Christian Bible, or a book that retells the biblical story, give each small group one of the following stories with a brief explanation of its background: The Widow's Offering (Mark 12:41-44); The Good Samaritan (Luke 10:25-37); The Lost Son (Luke 15:11-32). Explain to the children that these stories are parables. The word 'parable' comes from a Greek word that means 'to place side by side' and a parable uses events from everyday life to explain difficult religious or moral ideas. Jesus told parables to help people understand his teaching. Discuss why Jesus might have chosen to use parables in this way. In small groups or as a class, ask the children to use the 'reciprocal reading' approach to analyse the stories, raise questions and suggest answers. The children should record their answers to the following questions. <i>What might be the message/teaching in the story, eg helping others, forgiveness, giving what you have to offer? Would you find this message/teaching easy/difficult to put into practice? Why? Why would these stories be important for Christians, eg told by Jesus / recorded in the Christian Bible? How could/do Christians put this message/teaching into practice in their daily lives?</i> Consider inviting a Christian visitor to work with each group and answer questions about the impact these 	<p>Children:</p> <ul style="list-style-type: none"> describe how biblical stories might have an impact on the lives of Christians express their own and others' views on the challenges of belonging to a religion raise questions and suggest answers to questions about the application of these ideas to their own lives. 	<ul style="list-style-type: none"> If time allows, one or more Christian stories could be used for this activity. 'Reciprocal reading' is a technique that invites the children to take on different roles when reading a text together, ie the roles of summariser, clarifier, questioner and predictor (see 'Resources').

	<p>stories have on his or her life, and in what sense they might be a source of authority for him or her.</p> <ul style="list-style-type: none">• Ask the children to devise short role plays illustrating how these teachings could be put into practice in daily life.• For homework, ask the children to make a caption for a sticker, which a Christian group might use to display/advertise the teachings above to others.		
--	--	--	--

4. How can religious stories be a guide for Hindus?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that Hindus use stories from sacred texts as a source of guidance and as a source of authority understand that the guidance found in stories from the Hindu traditions might provide challenges for Hindus when applied to their daily lives reflect on the possible meanings of the stories to Hindus and whether they might apply to their own lives. 	<ul style="list-style-type: none"> Organise the children into pairs or groups of four. Using a book or audiotape retelling, give each pair or small group, class one of the following stories: Rama and Sita – a version with a focus on the courage and faithfulness of Hanuman and if possible, Jatayu; The Poor Washerwoman and the Pearl Necklace – the honest washerwoman returns the pearl necklace to the Queen and in return, Lakshmi visits her home at Divali; Krishna and Sudhama – Sudhama shows devotion towards Krishna, and Krishna shows love and responsibility towards Sudhama, and both show friendship towards each other. Ask the children to represent one of the stories, expressing its meaning(s) in cartoon form, through puppet plays or through ‘hot seating’ one or more of the characters. Having read or listened to the stories, in small groups, ask the children to record their answers to the following questions. <i>What might be the message/teaching in the story?</i> <i>Would you find this message/teaching easy/difficult to put into practice? Why?</i> <i>Why would these stories be important for Hindus?</i> <i>How could/do Hindus put this message/teaching into practice in their daily lives?</i> Consider inviting a Hindu visitor to work with each group and to answer questions about the impact these stories have on his or her life, and in what sense they might be a 	<p>Children:</p> <ul style="list-style-type: none"> describe how stories from the Hindu tradition might have an impact on the lives of Hindus express their own and others’ views on the challenges of belonging to a religion raise questions and suggest answers to questions about the application of these ideas to their own lives. 	<ul style="list-style-type: none"> If time allows, one or more Hindu stories could be used for this activity.

	<p>source of authority for him or her.</p> <ul style="list-style-type: none">• Ask the children to design a symbol to represent the teachings or values identified in the story/stories, eg friendship/faithfulness could be represented by clasped hands.• For homework, ask the children to make a poster that a Hindu group might use to display/advertise the teachings or values above to others.		
--	---	--	--

5. How can religious stories be a guide to Muslims?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that Muslims use stories told about Prophet Muhammad's (peace be upon him) life and actions as a source of guidance and as a source of authority understand that the guidance found in stories from the Muslim traditions might provide challenges for Muslims when applied to their daily lives reflect on the possible meanings of the stories to Muslims and consider whether they might have any application in their own lives. 	<ul style="list-style-type: none"> Organise the children into pairs or groups of four. Give each pair or small group one of the following stories with a brief explanation of its background, as a sequencing activity: Prophet Muhammad and the Old Woman – a story about Muhammad (peace be upon him) caring for a woman who has thrown rubbish over him each day as he walked to the mosque; Prophet Muhammad and the Crying Camel – a story about Muhammad (peace be upon him) teaching the camel drivers to care for their animals, Allah's creation, before their own needs; Prophet Muhammad: Friend of Animals – a story demonstrating his care for animals by cutting part of his cloak on which the kitten is sleeping. Give the children a brief explanation about the background for each story so that they have enough information to help them to appreciate each story, eg the value of a cloak in a poor society, the tension between getting your camel to work harder and being kind to it. Explain to the children that these stories help Muslims to follow the example of the Prophet Muhammad (peace be upon him). The stories are part of the Sunnah, which is a source of authority for Muslims. Discuss this idea. Having sequenced the story, in small groups, ask the children to record their answers to the following questions. <i>What might be the message or teaching in the story? Would you find this message/teaching easy/difficult to put into practice? Why?</i> 	<p>Children:</p> <ul style="list-style-type: none"> describe how stories from the Islamic tradition might have an impact on the lives of Muslims express their own and others' views on the challenges of belonging to a religion raise questions and suggest answers to questions about the application of these ideas to their own lives. 	<ul style="list-style-type: none"> If time allows, one or more Muslim stories could be used for this activity. There are various videos and resource packs that can be used in this activity (see 'Resources'). 'Sunnah' means model practices, customs and traditions of the Prophet Muhammad (peace be upon him). Be aware that Muslims consider it unacceptable to portray the Prophet Muhammad (peace be upon him), or other prophets. Some Muslims believe that any artistic attempt to create a likeness of a person or a living creature is unacceptable.

	<p><i>Why would these stories be important for Muslims, eg part of the Sunnah, recorded in the hadith?</i> <i>How could/do Muslims put this message/teaching into practice in their daily lives?</i></p> <ul style="list-style-type: none"> • Consider inviting a Muslim visitor to work with each group and to answer questions about the impact these stories have on his or her life, and in what sense they might be a source of authority for him or her. • Ask the children to work individually or in pairs to write their own mini drama in the style of Islamic stories above, illustrating how people might care for others and for the natural world in daily life. • For homework, ask the children to make a banner that a Muslim group might use to display/advertise the teaching above to others. 		
--	---	--	--

Assessment activity**6. How can beliefs and values serve as a guide for moral decision making?**

There are opportunities for assessment for learning throughout this unit. However, in this activity, there are particular opportunities to collect evidence of what children know, understand and can do, using the learning objectives and outcomes and relating them to the level descriptions as appropriate.

Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Children should:</p> <ul style="list-style-type: none"> know that there are different responses to moral questions and values understand that responses to moral questions might be shaped by different factors including sources of authority, including religious sources authority reflect on any sources of authority in their own and others' lives. 	<ul style="list-style-type: none"> Ask the children to create a 'charter', poem, song or 'rap', about how beliefs and values influence individuals in difficult situations and in decision making. The children should draw upon religious and non-religious teachings/values encountered and their personal reflections in the unit, eg on helping others, forgiveness, caring for living things, courage, faithfulness, friendship. Ask the children to share their work in class or with the school or during a Leavers' Assembly. Transfer the charters, poems, songs and 'raps' to the children's secondary schools as evidence of their achievement. Begin with a recap of the religious stories, teachings and values covered in this part of the transition unit, eg generosity, forgiveness, compassion, courage, faithfulness, friendship, ask the children to work in small groups or as a whole class to create a 'mind map' of the difficult situations and decisions encountered in the religious stories covered. 	<p>Children:</p> <ul style="list-style-type: none"> suggest a range of responses to moral questions and values describe the impact of sources of authority, including religious sources of authority on making moral decision describe and show understanding of things that guide them and others when making difficult decisions say how easy/difficult it is to 	

	<ul style="list-style-type: none"> • Ask the children to compare the situations and values/decisions from religious stories with their personal responses from Lesson 1, recorded on the whiteboard or chart. • Recall and review the teachings/values recorded on captions/banners/stickers. • Ask the children to reflect on ways in which these teachings and values could be expressed in a relevant way and used as a guide in the future. Possible forms of expression could include a charter, a poem, a song or a rap. Kipling's poem, 'If' and similar poems, songs and raps could provide models for children's work. 	put values into practice.	
Differentiated outcomes			
<p>Note that the following level descriptions relate to this assessment activity only. For level descriptions relating to the unit as a whole, see 'Differentiated outcomes'.</p> <p>Children working at level 3 can:</p> <ul style="list-style-type: none"> • make links between religious stories and the beliefs they contain • identify what influences them, making links between aspects of their own and others' experiences. <p>Children working at level 4 can:</p> <ul style="list-style-type: none"> • describe and show understanding of religious stories and the beliefs they contain • describe what inspires and influences themselves and others in making moral decisions. 			

Children working at level 5 can:

- explain how religious stories are used to provide answers to moral questions
- explain what inspires and influences themselves and others in making moral decisions
- express their own views on the challenges of following a set of values.

How can beliefs and values serve as a guide for moral decision making? Part B: Communities – Year 7

About the unit

This unit suggests activities that can be used in teaching and learning about how beliefs and values can guide communities in making moral decisions. It can be adapted to local circumstances and for different age groups. It illustrates the provision of the non-statutory national framework for religious education (RE) and can be used or adapted to deliver an agreed syllabus or other guidelines.

This transition unit is about the impact of beliefs and comprises two parts. This first part – about the impact of beliefs on individuals – is designed to be taught in the last half-term of year 6, and focuses on the way in which having different beliefs affects the lives of individuals (specifically, Christians, Hindus and Muslims). The second part – about the impact of beliefs on communities – is designed to be taught in the first half-term of year 7, and focuses on the way in which beliefs affect communities (specifically, the Christian, Jewish and Sikh communities).

This second part intends to deliver continuity and progression in pupils' learning from key stage 2 into key stage 3. It explores the difference religious beliefs make to communities and gives examples from Christianity, Judaism, Sikhism and human values not drawn from particular religious contexts. It also explores the themes of beliefs and concepts, authority, ethics and relationships and rights and responsibilities. Pupils have opportunities to encounter people from different religious groups, raise and discuss questions, evaluate ethical issues and reflect on and evaluate their own beliefs and values. They use ICT to communicate their ideas using an online discussion group.

This second part can be adapted for other religions and communities.

This second part should take six to seven hours.

Prior learning

It is helpful if pupils have:

- encountered a range of stories from Christianity, Judaism and Sikhism
- learnt about sacred texts in Christianity, Judaism and Sikhism and understand their importance for believers
- encountered and discussed ethical values, *eg love your neighbour, from sacred texts and*

stories

- considered the application of religious ideas to questions of daily life.

Future learning

Pupils could go on to:

- investigate beliefs and values in their own community or in historical, literary, scientific or technological issues.

Where the unit fits in

This unit links with the following key stage 3 guidelines in the non-statutory national framework for RE:

- Learning about religion: 1a, 1b, 1c, 1d, 1e, 1f
- Learning from religion: 2a, 2b, 2c, 2d, 2e
- Religions and beliefs: 3a, 3b, 3d
- Themes: 3e, 3f, 3i, 3j
- Experiences and opportunities: 3m, 3o, 3p, 3q.

This unit could build on what children might have learnt about the importance of religion in people's lives, in year 6. The ideas explored in this unit could form the foundation for other material about moral decision making in year 8 and beyond.

Attitudes in the unit

This unit helps pupils develop the following three attitudes outlined in the non-statutory national framework for RE.

Self-awareness

- becoming increasingly sensitive to the impact of their ideas and behaviour on other people, *eg when exploring a way to live peacefully together on their imaginary island*

Respect for all

- developing skills of listening and willingness to listen to others, *eg when sharing ideas about the features present in their perfect town*

Open-mindedness

- being willing to go beyond surface impressions, *eg when encountering stories from different religious and ethical traditions.*

Differentiated outcomes

During this unit pupils have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, pupils could give the following evidence.

Pupils working at level 3 could:

- make links between beliefs and sources, including religious stories and sacred texts
- begin to identify the impact religion has on believers' lives
- recognise similarities and differences in the values held by religions and beliefs
- make links between values and their own attitudes and behaviour
- make links between aspects of their own and others' experiences.

Pupils working at level 4 could:

- describe and show understanding of religious beliefs and sources
- describe the impact of religion on individuals and communities
- describe some similarities and differences in the values held by religions and beliefs
- describe what inspires them
- ask questions and suggest answers to questions of identity and belonging, applying their ideas to their own lives.

Pupils working at level 5 could:

- explain how sacred texts and stories are used to provide answers to ethical issues
- explain the impact of beliefs on individuals and communities
- understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this
- explain what inspires and influences them
- raise and suggest answers to questions of identity and belonging, relating their ideas to their own lives.

Vocabulary

In this unit pupils will have an opportunity to use words and phrases related to: religion in general, *eg sacred text, worship*

- Christianity, *eg baptism, parable, sin*
- Judaism, *eg mitzvah (plural mitzvot), shema, Tenakh, tzedaka*
- Sikhism, *eg amrit pahul, kirat karna, Kaur, khalsa, nam japna, sewa, Singh, vand chhakna*
- religious and human experience, *eg convention, empathy, interpretation, justice, kindness, reciprocity.*

Resources

Don't just do something, sit there – by Mary K Stone (1997), this book includes a range of activities that are the starting point for developing pupils' imaginative and reflective capacities.

'E-safety' – this page on Becta's *Schools* website includes information about internet safety.

'Newsround' – these pages on the CBBC website includes information on Newsround.

'Pathways of belief: Judaism' – produced by the BBC, this DVD includes material to help pupils understand the basic beliefs of Judaism.

'Presspack' – these pages on the CBBC website includes information on Presspack.

'Reflections: Strategies to support spiritual and moral development' – available from RE Today, this book contains ideas for reflective, participatory activities in religious education.

'Religion and ethics' – these pages on the BBC website include guides to the UK's religions, religious news, programming guides and audio links for Christianity, Judaism and Sikhism.

SikhNetwork – this website include Sikh stories.

Sikhs.org – this website includes information about Sikhism, including information on the 10 gurus, sacred text and Sikh names.

Complete website addresses are available from the RE pages on the QCA website (www.qca.org.uk/re/). QCA monitors and updates these website addresses, but accepts no responsibility for their content.

Syllabus writers and teachers have responsibility for checking the relevance, accessibility and suitability of any web-based material that they or their pupils access.

Teaching and learning activities

1. What is your dream of an ideal town/community/world?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> know some of the features that people, including themselves, might want in their ideal community understand the place of values in achieving change in a community reflect on their visions of an ideal community. 	<ul style="list-style-type: none"> As a starter activity, display a PowerPoint presentation that shows images of their local community. This presentation should show both physical features and characteristics as well as human-made features and behaviour. Ask the pupils to write down all the features that they see. Use the starter activity to generate a mind-map that describes the local community, starting with the ideas from the presentation. In pairs, ask the pupils to consider the town in which they live and identify three features of their town that they would retain and three they would like to get rid of to improve their town. Ask them to record these on a series of six blank cards. In groups of four, and using the recorded responses of the previous activity, ask the pupils to agree on five features/qualities in an ideal town, eg a town with sports facilities, trees and green spaces, beautiful buildings, no cars, no violence, respect for everyone. As a class, ask the pupils to discuss how their desired changes in the community might be brought about and by whom. <i>Would there be someone in charge of the process or could it be achieved by individuals?</i> Ask the pupils to contribute the charters, poems, songs or raps brought from their primary schools. Discuss, as a class, how far the values expressed in these would 	<p>Pupils:</p> <ul style="list-style-type: none"> describe and show understanding of what is considered by themselves and others as important in an ideal community describe what values would inspire them if they were setting up a small community suggest answers to questions about their ideal community. 	<ul style="list-style-type: none"> In the final lesson of the unit, each group of pupils must present a 'Newsround'-style report on how they have structured a peaceful community from the individual characters living on the island. There are various websites that include guidance on using 'guided fantasy' or 'guided visualisations' (see 'Resources'). Consider making reference to, or suggesting pupils research, the following: <i>Utopia</i> by Sir Thomas More, <i>Erewhon</i> by Samuel Butler, <i>1984</i> by George Orwell, <i>Lord of the flies</i> by William

	<p>contribute to an ideal town/community/world.</p> <ul style="list-style-type: none"> Engage pupils in a guided fantasy exercise, introducing the idea of an island that needs to be developed into an ideal community. Ask the pupils to reflect on the geography of the island, its natural resources, how they might live in harmony with nature and with the other people on the island and what they could contribute to life on the island. Introduce 'The island' task, as an assessment task for this unit. Organise the pupils into groups of five or six, giving each group the following character(s): an older person, two adults (one male and one female), two younger teenagers (11-15 years, one male and one female) and a child. Give each pupil a 'character card' that describes their role. Explain the following scenario. They have been marooned, with about 150 others, after the plane they were travelling in had to make a forced landing on an island. Because the plane was off-course, and had lost radio contact, the passengers know it may be months or even years before they are found and rescued and so they decide to split into small groups to consider the question of how to constitute themselves as a community. The passengers must come up with their proposals to put to a full meeting of the marooned passengers concerning how they can best organise their community. For homework, ask the pupils to watch the BBC's 'Newsround' to learn about the format of a 'press pack report', or log on to the BBC's website to learn about the format of a report. 		<p>Golding.</p> <ul style="list-style-type: none"> There are various publications that include starting points for developing reflective techniques (see 'Resources'). Link to PSHE: participating in discussions and group tasks. Link to citizenship: individual and community/rights and responsibilities.
--	--	--	--

2. How did Moses and the Jewish people try to create an ideal community in the Promised Land? (Case study)			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> know that Jewish people believe that the ten words (also known as the Ten Commandments) were given by God to Moses to guide the Jewish community understand why freedom from slavery and freedom to worship have been, and still are, a feature of society that many people value reflect on what they and their own communities might learn from the ten words. 	<ul style="list-style-type: none"> <i>Why was life in Egypt bad for the Israelites/Jewish people?</i> Recall the story in the book of Exodus in the Jewish Bible (Exodus 1-12) – how the Jewish people were slaves; their baby boys were killed; and the Pharaoh would not allow them freedom to worship God. <i>How did the Jewish people escape from slavery?</i> Explain to the pupils how God sent Moses to the Pharaoh to ask for the Jewish people to be set free. After the plagues, the Jewish people escaped to freedom but, as soon as they set out on the journey to the Promised Land, Canaan, they began to quarrel. God gave Moses ten words or laws for the Jewish community for them to live by in the new land. Explain to the pupils that while the ten words are the ‘headlines’, many Jewish people believe that God gave them 613 commandments about every imaginable aspect of life. Jewish people believe that these laws constitute an ‘agreement’. God has led the Jewish people from slavery and therefore they should follow his laws. Ask the pupils to classify a set of cards (each containing one of the commandments) into groups, explaining their classifications to the class. Then ask the pupils to sort the cards into the usual classifications: (1) worship of God, and (2) treatment of others. Ask the pupils to discuss the commandments – in particular, the commandments associated with the 	<p>Pupils:</p> <ul style="list-style-type: none"> make links between the story of Moses and the authority of the ten words explain why Jewish people and others value freedom from slavery and freedom to worship suggest answers to questions about the relevance of the ten words to their lives and the lives of others. 	<ul style="list-style-type: none"> There are various videos and websites that can be used to support this activity (see ‘Resources’). Be aware that background information about the Jewish people in Egypt, the escape to the Promised Land and the giving of the ten words should be summarised in no more than 10 minutes. Note that when a Bible is used for background information, a Jewish Bible should be used. Christian Bibles may interpret words and phrases in ways that are not Jewish. Jewish Bibles are available in English. Illustrated Jewish Bibles for children are available from major booksellers. Set up an online discussion group/forum with only named members of each group having

	<p>worship of God – and their relevance for society today.</p> <ul style="list-style-type: none"> • Invite a Jewish person to speak to the pupils about how beliefs are put into practice in daily life. Ask this person to talk, generally, about what being Jewish means to them and, specifically, about the following key ideas: worship of God – worship in the synagogue, reciting the Shema, keeping Shabbat and lighting Shabbat candles; rites of passage, particularly bar/bat mitzvah; treatment of others – keeping the commandments; tzedaka – charity/social justice, welcoming the stranger. • For homework, using an online discussion group/forum and working in their island task groups, ask the pupils to discuss: how far the ten words provide a model for an ideal community; and how their island community would respond to people/groups who wanted to worship God in ways in which others disagree. 		<p>access. The pupils will be able to log in and see their discussion as it unfolds, and respond to what other members say, either from within school or from a home or library where there is internet access. It is a good idea to check each post before it appears.</p> <ul style="list-style-type: none"> • If using an online discussion group/forum, make sure you share with pupils protocols for using the internet safely (see 'Resources'). • Followers of Orthodox Judaism believe that Gentiles should keep the seven commandments of the Noahide law.
--	--	--	---

3. How do Christians try to make society better?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> know that Christians believe that humans are sinful and human society can never be perfect understand Christian teachings that help Christians live happier lives, both individually and in community reflect on what they and other communities might learn about the value of symbolic rituals for expressing identity and belonging. 	<ul style="list-style-type: none"> As a starter activity, display a painting of the story of Adam and Eve in the Garden of Eden alongside an image of an armed robbery or similar criminal activity. Ask the pupils what they think might be the link between the two. Explain that Christians believe that, by disobeying God, Adam brought sin into the perfect world that God had created. (See also year 6 transition unit, lesson 2.) Remind the pupils of the story of Adam and Eve in the Garden of Eden, which some would have learnt in the year 6 transition unit. Ask them what they might have learnt from that story about why Christians believe that humans and human society is imperfect. Tell the pupils that although Christians do not expect humans and human society to be perfect Christians do have beliefs and guidelines that help them to improve the community. Display on a whiteboard the text of Jesus¹ two great commandments: ...love the Lord your God with all your heart, with all your soul and with all your mind ...love your neighbour as yourself (Matthew 22:37-39). Drawing on the parable of the Good Samaritan, which some would have learnt in the transition unit in year 6, ask the pupils to discuss in pairs what 'loving your neighbour' might mean for Christians. Ask the pupils to suggest answers to Jesus' question about who was a 	<p>Pupils:</p> <ul style="list-style-type: none"> describe and show understanding of the reasons why Christians do not expect their communities to be perfect explain Jesus' two great commandments and the 'golden rule' suggest answers to questions about the value of baptism for many Christians. 	<ul style="list-style-type: none"> More able pupils could refer to Jesus' teaching in the Beatitudes, identify key teachings and rewrite them and create as rules for a community. Retain these for 'fact files' for future use. Stories about Adam and Eve and the 'golden rule' are found in the Jewish Bible. The principle enshrined in what is known as 'the Golden Rule' is found in most of the world's religions in some form. This idea can be further explored using a resource from the Interfaith Network UK (see 'Resources').

¹ Christians refer to Jesus as 'Lord', and believe he is the Son of God.

	<p>neighbour to the man who fell among thieves.</p> <ul style="list-style-type: none"> • Display on a whiteboard the text of Jesus' 'golden rule': do to others what you would have them do to you (Matthew 7:12). Invite the pupils to work on their own and then in groups of four to six, to agree five 'golden rules' on how they would like to be treated. Ask individuals to start by recording their five rules on post-its and take turns to stick their rule on a large piece of sugar paper, explaining their post-its to the rest of the group. When similar rules are identified, stick them on top of each other. • Ask the pupils to debate which five rules they think are the best. Encourage the pupils to respond to what other speakers say, perhaps using the sentence starter 'I agree/disagree with [name of last speaker] because ...'. Each group should report their findings to the class. • Either interview a Christian or watch a video/DVD to learn how Christians put their beliefs into practice. Ask this person questions about the impact of the two great commandments and the golden rule; what they understand by 'their neighbour' in a modern context; how they identify themselves as members of the Christian community through the ritual of baptism and the promises made at this time. • For homework, working in their 'island task' groups and using the online discussion group, ask the pupils to discuss: similarities and/or differences between rules/guidelines for living in the Christian and Jewish communities; how an initiation ritual such as baptism or bar/bat mitzvah can be used to identify yourself as a member of a community. 		
--	---	--	--

4. How do Sikhs try to make society better?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> know three key values for the Sikh community understand the impact that these values might have on a Sikh's life reflect on the wearing of symbols and taking common names as a way of expressing identity and belonging. 	<ul style="list-style-type: none"> Begin by using screenshots from the online discussion group/forum to encourage the pupils to share some of the key points from their discussions. Explain to the class that they are going to use a research strategy called 'QUADS' (see 'Points to note') to explore some Sikh values and to decide how these might contribute to their island community. Ask the pupils to work in groups made up of one representative of each of their island task groups, ie groups of older people, adult males, adult females, teenage males, teenage females, children. Give the groups a range of resources, eg textbooks, stories from the Sikh tradition (especially from the ten Gurus), DVDs/videos, access to Sikhs. Before the pupils start independent work, model how to use the QUADS grid. Ask each group to research one of the following Sikh values: remembering God (nam japna); working honestly to earn one's living (kirat karma); sharing with others (vand chhakna); service to others (sewa). Ask the pupils to consider the following questions to research. <ul style="list-style-type: none"> <i>How might people who are old, or who have very little money, be expected to live according to these values?</i> <i>Why might these values be important to Sikhs or to others?</i> <i>What might living by these values involve, eg Sikh</i> 	<p>Pupils:</p> <ul style="list-style-type: none"> describe and show understanding of key Sikh values explain how Sikh values might have an impact on a believer's life suggest answers to questions about the value of different ways of expressing identity and belonging. 	<ul style="list-style-type: none"> A QUADS grid is a means of planning, guiding and recording pupils' detailed research. Provide a table with four columns – Question – Answer – Details – Source. Pupils use these headings to structure the planning and recording process. Encourage pupils to formulate questions to research, and to record a brief summary in the 'Answers' column and a more detailed response in the 'Details' column. Pupils should record the source of their answer in the final column. There are various Sikh stories that can be used for this activity (see

	<p><i>customs and ceremonies such as Amrit pahul, worship in the Gurdwara, seating arrangements, sharing the langar, cleaning the shoes of others?</i></p> <p><i>What might be the challenges of living by these values? In what situation might these values have the greatest impact?</i></p> <p><i>When might a Sikh have opportunities to show that these values are important, eg in their community life and their personal life, as individuals and in their community, and what might they do, eg wear certain symbols (the 5 Ks), use certain names (Singh/Kaur and forenames)?</i></p> <ul style="list-style-type: none"> • Pupils now return to their mixed island task groups and share what they have learnt and discuss how these values might contribute to their own island community. • For homework, in their island task groups, and using the online discussion group, ask the pupils to discuss: similarities and differences between the guidelines for a community in Christianity, Judaism and Sikhism; the impact of wearing symbols as a means of expressing identity for the individual and community. 		‘Resources’).
--	---	--	---------------

5. What have we learnt about the impact of beliefs on individuals and communities?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> know that beliefs impact on the lives of individuals and communities understand that religion may provide the source of the rules and conventions that guide individuals and communities reflect on how communities express identity and belonging. 	<ul style="list-style-type: none"> Ask the pupils to work in their island task groups, to consider the following questions in preparation for making their presentation in the form of a press pack report. Setting the scene. Ask the pupils to explain: the name of their island community and the reasons for that name; whether or not everyone will be a member of the community or whether some people will be excluded, and on what grounds; whether or not people will have to go through a ceremony or make certain promises before they can become a full member of the community; whether or not there should be a hierarchy within the community – should some people be more important or have more privileges than others?; whether or not the community has rules or conventions about doing good and not doing harm, eg that members are kind to all people and all animals or just some people and animals or just people and not animals; arrangements for people to seek justice if they believe someone has wronged them. Rules and guidelines. Ask the pupils to agree guidelines for the community and, where appropriate, identify the inspiration/source from which they have been selected. Ask them to agree how the guidelines are expressed to the community and how they will be passed on to future generations, eg as a charter of rules or through telling stories to exemplify the guidelines. <i>What rules and responsibilities are appropriate for the island community? How will they be enforced? How will children learn the guidelines? What happens if someone does not follow the guidelines, including any arrangements for people to seek</i> 	<p>Pupils:</p> <ul style="list-style-type: none"> explain the impact of beliefs on individuals and communities explain how sacred texts and stories are used by some individuals and communities to provide answers to ethical issues ask and suggest answers to questions of identity and belonging. 	

	<p><i>justice if they believe someone has wronged them?</i> Ask the pupils to select from a range of case studies as a means of exploring this issue, eg a person does not respect the views of others, treats others unfairly, steals food.</p> <ul style="list-style-type: none"> • <i>Will religion play a part in the community?</i> Ask the pupils to decide whether they will allow places of worship to be constructed, and explain the rationale behind this decision. The pupils should decide whether people will have time away from tasks to worship, again giving reasons that show they have considered more than one point of view. The pupils should decide how they will respond if one or more people have different views about whether religion should have a part in the island community life for anyone or everyone. • <i>How will community members express identity and belonging?</i> Ask the pupils to decide whether or not identity and belonging should be expressed: through initiation ceremonies, and what these would involve and why; through special dress and/or symbols, and what this would involve and why; by making promises, what these would be and why; or not expressed at all, with reasons. • Ask the pupils to decide, in their island task groups, which member will present which section of the report. All members must be involved in the presentation. 		
--	--	--	--

Assessment activity**6. 'Newsround' presspack report on the island community**

There are opportunities for assessment for learning throughout this unit. However, in this activity, there are particular opportunities to collect evidence of what children know, understand and can do, using the learning objectives and outcomes and relating them to the level descriptions as appropriate.

Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> • know that communities have agreed rules or conventions for living together • understand that religion may or may not provide the source of those rules and conventions • reflect on how communities interpret sources and express identity and belonging. 	<ul style="list-style-type: none"> • Ask the pupils to present their decisions in the form of a 'Newsround' press pack report. • Ask the pupils, in their island task groups, to present their reports to the class. These may be recorded, either as audio or video files. • Ask the remaining groups to peer-assess each group's presentation. A peer assessment should be made for each of the four areas in lesson 5 and could be based upon how well the groups 'described' their decisions or 'explained' their decisions. Clear explanations would achieve higher marks 	<p>Pupils:</p> <ul style="list-style-type: none"> • describe and show understanding of a set of guidelines for an island community • describe the way that religion may be a source of authority • ask and suggest answers to questions about identity and belonging. 	
Differentiated outcomes			
<p>Note that the following level descriptions relate to this assessment activity only. For level descriptions relating to the unit as a whole, see 'Differentiated outcomes'.</p>			

Pupils working at level 3 can:

- make links between the beliefs/guidelines selected and their sources
- begin to identify the impact of religious belief on the community
- make links between values/guidelines and behaviour, including their own.

Pupils working at level 4 can:

- describe and show understanding of the beliefs/guidelines selected and their sources
- describe the impact of religion on communities
- ask and suggest answers to questions of identity and belonging, applying their ideas to their own lives.

Pupils working at level 5 can:

- explain how sacred texts and stories are used to provide answers to ethical issues
- explain the impact of beliefs/guidelines on communities
- ask and suggest answers to questions of identity and belonging, relating their ideas to their own lives.

How do people express their spirituality through the creative arts?

Buddhism, Christianity, Hinduism and Islam – Year 8

About the unit

This unit suggests activities that can be used in teaching and learning about spirituality and the creative arts. It can be adapted to local circumstances and for different age groups. It illustrates the provision of the non-statutory national framework for religious education (RE) and can be used or adapted to deliver an agreed syllabus or other guidelines.

This unit is about how people from different religious traditions express their spirituality through the creative arts. Using examples from Buddhism, Christianity, Hinduism and Islam, this unit allows pupils to compare and contrast forms of expression within and between these religions. By exploring the use of poetry, music and imagery, pupils consider the themes of beliefs and concepts, authority, expressions of spirituality and ethics and relationships. Pupils have opportunities to discuss, question and evaluate the significance of these forms of expression to believers and to reflect on and evaluate their own beliefs and values. They use a range of forms of expression and explore the connection between religious education and the creative arts.

This unit can be adapted for other religions and communities, according to your agreed syllabus or other guidelines.

This unit should take six to seven hours.

Prior learning

It is helpful if pupils have:

- studied the lives of Buddha, Jesus¹ and Muhammad² and know why they are figures of inspiration to some people
- studied Christian, Hindu and Muslim beliefs about God and worship
- an awareness of different Christian denominations
- an understanding that symbols can express beliefs and commitment.

¹Christians refer to Jesus as 'Lord', and believe he is the Son of God.

² Muslims refer to Muhammad as 'the Prophet', and use the phrase 'Peace be upon him' after his name.

Future learning

Pupils could go on to:

- make a detailed study of spirituality in one art form, *eg Russian Orthodox icons*
- investigate why some religious traditions choose not to use creative arts and spiritualities associated with them.

Where the unit fits in

This unit links with the following key stage 3 guidelines in the non-statutory national framework for RE:

- Learning about religion: 1a, 1b, 1c, 1e, 1f, 1g, 1h
- Learning from religion: 2b, 2d, 2e
- Religions and beliefs: 3a, 3b
- Themes: 3e, 3f, 3h, 3i
- Experiences and opportunities: 3o, 3p, 3q, 3r.

This unit could build on what pupils might have learnt about symbols and religious expression or on units that develop pupils' knowledge of inspirational figures in order to understand the use of sacred images in worship.

Attitudes in the unit

This unit helps pupils develop the following four attitudes outlined in the non-statutory national framework for RE.

Self-awareness

- developing a realistic and positive sense of their own religious, moral and spiritual ideas, *eg when creating their own piece of artwork in response to a religious perspective on a theme*

Respect for all

- being prepared to recognise and acknowledge their own bias, *eg when considering the question 'What does it mean to be human?'*
- being sensitive to the feelings and ideas of others, *eg when sharing their responses to film or television excerpts about the natural world in a class discussion*

Open-mindedness

- being willing to learn and gain new understanding, *eg when evaluating the extent to which a person's religious and spiritual needs can be met by the internet*
- being willing to go beyond surface impression, *eg when comparing and contrasting artistic sources reflecting different religious traditions*

Appreciation and wonder

- developing their imagination and curiosity, *eg when following a short tutorial on how an artist might draw the historical Buddha's face.*

Differentiated outcomes

During this unit pupils have opportunities to show their knowledge, understanding and skills.

When working at the differentiated levels, pupils could give the following evidence.

Pupils working at level 4 could:

- suggest meanings for the term 'spiritual'
- use religious vocabulary to describe similarities and differences in the way in which creative arts can express religious and spiritual ideas
- describe the possible impact of religious art or music on a believer's life
- describe something they find uplifting or inspiring, or provoking of serious thought or contemplation.

Pupils working at level 5 could:

- recognise differences in ways of defining the term 'spiritual'
- use an increasingly wide religious vocabulary to suggest reasons for the similarities and differences in the way in which creative arts can express religious and spiritual ideas
- explain the possible impact of the religious art or music on a believer's life
- describe and explain what they find uplifting or inspiring, or provoking of serious thought or contemplation.

Pupils working at level 6 could:

- interpret the significance of different meanings for the term 'spiritual'
- use a religious and philosophical vocabulary to interpret the significances of similarities and differences in the way in which creative arts can express religious and spiritual ideas
- explain why the impact of religious art or music on a believer's life may vary
- express insights into their own and others' views on what they find uplifting or provoking of serious thought or contemplation.

Vocabulary

In this unit pupils have an opportunity to use words and phrases related to:

- religion in general, *eg adoration, contemplation, devotion, meditation, prostration, veneration*
- Buddhism, *eg Buddharupa, icon*

- Hinduism, *eg murti*
- religious and human experience, *eg awe, despair, hope, justice, liberation, oppression, reverence.*

Resources

Alternativeworship.org – dedicated to ‘alternative worship’, this website includes ‘God’s iPod’, a list of songs that have provoked spiritual responses among members of a related listserv.

Articles of faith – suppliers of pictures of sacred images/representations used in Buddhist, Christian, and Hindu worship.

Artworks – paintings, sculpture, poetry and other examples of artworks from different religious traditions, including examples that reflect contemporary Latin American ideas about Jesus.

Audio recordings – recordings of different styles of church music, *eg choral music, gospel music, Gregorian chant, hymns and plainsong.*

Blessings on the net – this website provides services and products related to religion and spirituality for, particularly, Hindus.

Buddhanet – this website contains various Buddhist chants and devotional songs.

Concept-mapping software – these include software such as ‘Inspiration’ or ‘MindManager’ and can help pupils to brainstorm.

Cumbria and Lancashire education online – the ‘Resources’ section of this website includes ‘Keyhole 3’ and a lesson in traditional Tibetan art and how to draw the face of the Buddha.

Embody – this website is a virtual tour of a cathedral and includes a pathway mapped out on the floor and places to pause and listen to music and meditation.

Leading in learning – the secondary strategy materials, this contains exemplification of the use of a range of thinking skills strategies for religious education.

Literacy and learning in RE – this resource contains a range of techniques for promoting literacy in RE, including the use of talk and scaffolding writing.

National Association of Advisers and Inspectors in Design and Technology – this association's website includes a 'Curriculum resources' section, which contains ideas for classroom projects related to design and technology.

National Gallery – the National Gallery has images of Christ in art.

'Pedagogy and practice, unit 7: questioning' – from the secondary strategy training material, this resource includes information to help teachers use questioning to promote higher-order thinking skills.

'Pedagogy and practice, unit 5: starters and plenaries' – includes practical strategies that teachers may use during interactive whole-class teaching sessions.

Religion in evidence – suppliers of pictures of sacred images / representations used in Buddhist, Christian and Hindu worship.

United Society for the Propagation of the Gospel – this charity's website includes a 'Resources' section, which contains materials such as 'The Christ We Share' (a study pack of images of Jesus from around the world).

'Using web-based resources in secondary RE' – published by the British Educational Communications and Technology Agency, this leaflet includes guidance on appropriate uses of the internet to support the aims of religious education and refers to an activity on the Blessings on the net website.

Videos – recordings of people using art forms, such as music, in worship, including 'Belief file' and 'Worlds of faith'.

Vurch.com – this website offers prayers and discussion boards, including a discussion on the role of music in worship.

Complete website addresses are available from the RE pages on the QCA website (www.qca.org.uk/re/). QCA monitors and updates these website addresses, but accepts no responsibility for their content.

Syllabus writers and teachers have responsibility for checking the relevance, accessibility and suitability of any web-based material that they or their pupils access.

Teaching and learning activities

1. What does the term 'spiritual' mean?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> know that the term 'spiritual' has a range of meanings understand some of the important differences in the ways in which people express their spirituality between and within religious traditions reflect on the view that spirituality is a central aspect of what it means to be human. 	<ul style="list-style-type: none"> Ask the pupils to think about the question 'What does it mean to be human?' by creating a mind-map. In the next activity pupils make a table to organise possible arguments in support of or against the following two statements 'human beings are a species of animal' and 'human beings are different from animals'. Ask the pupils to compare their arguments with those of their peers. Use the pupils' responses as a vehicle for a class discussion about spirituality and whether it is a central aspect of what it means to be human. Give the pupils a set of words that define aspects of a person, eg arms, brain, body character, conscience, emotions, legs or soul. Ask them to divide the words into two categories – essential and non-essential aspects of being human – and give reasons for their choices. Ask the pupils to work on their own to consider the following questions. What meanings might we give to the term 'spiritual'? Can we use this term in relation to all people or only to 'religious' people? Then ask the pupils to work in pairs and then in groups of four to compare their 	<p>Pupils:</p> <ul style="list-style-type: none"> ask questions and suggest answers to questions concerning interpretations of the term 'spiritual' compare and contrast ideas about spirituality from a range of sources evaluate the view that spirituality is a central aspect of what it means to be human. 	<ul style="list-style-type: none"> There are various commercially available visual learning or concept-mapping software (see 'Resources'). There are various publications that include information about mind mapping and brainstorming (see 'Resources'). Consider using contrasting quotations that express ideas about spirituality included in your agreed syllabus. There are various websites that include ideas for exploring the internet and spirituality (see 'Resources').

	<p>ideas about the meaning of the term spiritual. Use questioning techniques to draw out desired learning outcomes from a class discussion.</p> <ul style="list-style-type: none"> • Ask the pupils to analyse a variety of quotations or statements that express ideas about spirituality, including those from a variety of religious traditions as well as secular sources. Ask the pupils to compare and contrast ideas expressed in the statements to their own ideas about spirituality. Pupils could group the statements together under headings, or rank the statements according to their own preferences. • Ask the pupils to explore a website that aims to encourage spirituality and reflection and consider the extent to which a person's religious and spiritual needs can be met outside a worshipping community, eg on the internet. 		
--	---	--	--

2. What can we learn from the creative arts about spiritual responses to the natural world?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> • know that the creative arts are used to communicate beliefs in similar and different ways • understand that the natural world has inspired spiritual experiences, which have been expressed using artistic media • reflect on their own and others' responses to the natural world and the universe. 	<ul style="list-style-type: none"> • Show film or television programme excerpts about the natural world, and ask the pupils to record the feelings they inspire and the questions they raise. Ask the pupils to share their responses in a class discussion. • Ask the pupils to analyse, compare and contrast two or more artistic sources such as painting, poetry or sculpture. These sources should reflect different religious traditions and explore ideas and beliefs about the natural world. • Ask the pupils to suggest connections between the ideas and beliefs of the religious traditions they have studied and the artworks they are exploring. Ask them to make a written response to the work studied. They should first compose a series of questions they would like to ask the artist and then describe how the work made them feel and what ideas, including religious ideas, it brought to mind. • Ask the pupils to classify the artistic sources in terms of the ideas, themes and beliefs they seem to express. Depending on the examples used, consider exploring: God as creator, the interconnectedness of 	<p>Pupils:</p> <ul style="list-style-type: none"> • explain differences and similarities between these artistic sources, making links between the art and the beliefs and religious traditions they have studied • interpret and evaluate a range of artistic sources that express beliefs about the natural world • express their own feelings about and insights into the natural world and the universe. 	<ul style="list-style-type: none"> • Consider using Edward de Bono's technique of 'Six Thinking Hats' to promote different types of thinking. Guidance for the use of this technique can be found in the Secondary Strategy materials. • There are various websites that include ideas for exploring the internet and spirituality and text-marking activities to help analysis (see 'Resources'). • There are various publications that promote higher-order questioning skills and offer guidance on developing interactive lessons (see 'Resources'). • An online image search on 'creation' yields many examples for pupils to use, including an image of William Morris' 'Creation' window. The addition of the artistic medium such as sculpture, dance or 'stained glass' will make the search more specific and find images. • Link to English: poetry, such as

	<p>the universe, the universal human family or ecology and the natural world. The pupils might analyse sources in the light of sacred texts, which may have inspired these works.</p> <ul style="list-style-type: none"> • For homework, ask the pupils to visit a website to explore the work of a Buddhist artist, Andy Weber, and follow a short tutorial on how he draws Buddha's face. The pupils should then use a template to produce their own design. 		<p>'The Created Universe' by Joseph Addison, 'Prelude' by Wordsworth, poems by Gerard Manley Hopkins, and lyrics to songs such as Marvin Gaye's 'Ecology Song' or the hymn 'How Great Thou Art'.</p>
--	---	--	--

3. How can images of Jesus inspire hope in the lives of the oppressed?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> • know some Christian teachings that express ideas about hope, justice, liberation and oppression • understand that the creative arts have been used to express different interpretations of the life and work of Jesus and that these are influenced by social, historical and cultural contexts • reflect on the ways in which images of Jesus may be inspirational to some Christians • reflect on their own ideas about the concept of hope in general and hopes for the future in particular. 	<ul style="list-style-type: none"> • Lead pupils in a game of word association as a way of exploring the concept of and their ideas about hope. • Alternatively, give the pupils a set of cards defining the terms despair, 'hope', 'injustice' 'liberation' and 'oppression'. Ask the pupils to work in groups, taking turns choosing a card and explaining the term on it without using any of the words or phrases in the given definition. The others in the group should guess the word being described. • Ask the pupils to consider: Who are the oppressed? Discuss reasons for their views. • Ask the pupils to examine images of Jesus from Latin America. They might begin by speculating about to whom a particular image might appeal to, and the reasons, connecting its relevance to the lives of the people. • Ask the pupils to read about the social and political background of, or a statement by, the artist who created the particular image. Then ask the pupils to think about what might have motivated the artist to depict 	<p>Pupils:</p> <ul style="list-style-type: none"> • ask questions and suggest answers to questions about injustice, oppression, hope and liberation • make links between the beliefs expressed in the artwork and the social, historical and cultural context from which it arose • suggest how and why art forms might make a difference to the lives of Christian individuals and communities • express their hopes for the future. 	<ul style="list-style-type: none"> • Liberation theology began in Latin America in the 1960s. It is a Christian – mainly Roman Catholic – response to what liberation theologians perceive as oppression and social injustice. • There are various image packs that might be useful for this activity (see 'Resources'). • Activities that develop pupils' written work at the word and sentence level will help them with explanatory and comparative language. Planning strategies can be used to teach the pupils how to structure their written work cohesively and coherently. Writing frames can be used to help less-able pupils build their work. • There are various publications that might be useful for this activity (see 'Resources'). • Link to Speaking and Listening: Literacy across the curriculum, module 8 'listening'.

	<p>Jesus in this way.</p> <ul style="list-style-type: none"> • Ask the pupils to read biblical texts that express ideas about liberation from oppression and about hope and salvation (eg Isaiah 61:1–2, Luke 1:39–55) to make links with the message of the artist. You might also ask pupils to read a text about liberation theology. • Ask the pupils to write an explanation of why and how the image might inspire hope in Latin American Christians who are living in situations where they are victims of injustice or oppression. • Ask the pupils to think of six analogies for the concept of hope, considering what hope would be if it were an animal, building, colour, season, sound and symbol. Then ask the pupils to use their analogies to create an artwork expressing their hopes for the future. 		
--	---	--	--

4. How can music inspire Christian spirituality?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> • know that different types of music are used in various ways within Christianity • understand how music can be a powerful vehicle for worship • reflect on their own and others' views about the value of different types of music in worship. 	<ul style="list-style-type: none"> • Ask the pupils to come up with a list of reasons for listening to music, eg to relax, dance, keep up with the latest hits, be comforted or cheer up. Ask them to provide examples of the types of music they would select for each reason identified and explain their selections. • Use the above activity to introduce the idea that music can inspire certain emotions that are sometimes very powerful. Explain that this is one reason why some people, including some members of some religious traditions, eg some Muslims, regard music as a potentially negative force. The pupils might wish to share experiences of having felt moved by music. • Play a range of music reflecting various Christian traditions, such as African American spirituals, Christian country music, choir music, gospel, modern chorus music, Gregorian chant, organ music, plainsong, Salvation Army band music or Taize. Ask the pupils to record their responses to the musical selections, asking questions including: How does this music make you feel? What mood does it suggest to you, and why? 	<p>Pupils:</p> <ul style="list-style-type: none"> • describe some different types of music and how they are used as vehicles for worship within different Christian traditions • use religious language, eg adoration, celebration, contemplation, devotion or praise, to explain how the use of this music might help believers develop their spirituality • express insights into their own and others' views about the advantages and disadvantages of music in worship. 	<ul style="list-style-type: none"> • Link to music: use of specific musical terminology.

	<ul style="list-style-type: none"> • Lead the pupils in a card-matching activity. One set of cards should include terms relating to mood or feeling, eg calm, jolly or repetitive, and another set should include terms relating to purpose, eg adoration, contemplation, meditation, devotion or praise. Ask the pupils to speculate: can they match the mood of the music to its purpose in worship? What do they think the worshippers are doing physically during the music? Can they match the music to the Christian tradition from which it comes? Ask them to explain their responses. Note that worshippers' preferences might relate to their personality and lifestyle as well as theology. • Consider showing the pupils video excerpts that show Christians of different traditions using music in worship. Ask them to note the key aspects of worship and how music is being used. The pupils could access online worship websites. • Ask the pupils to draw up a table of the potential advantages and disadvantages of using music in worship for individual believers and for religious communities. • Alternatively, ask the pupils to investigate why silence is central to Quaker worship. Ask them to consider how the Quaker understanding of worship as implied by silence differs from the Pentecostal understanding of worship as implied by 		
--	--	--	--

	gospel music. If possible, arrange for the pupils to ask members of these two congregations why they value silence or gospel music in their worship.		
--	--	--	--

5. Why do some people value the use of sacred images in worship?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> know that sacred images are an important aspect of worship within certain religious traditions and understand how they are used understand why using sacred images is meaningful for some believers reflect on their own and others' views about the value of images in worship. 	<ul style="list-style-type: none"> Begin by asking the pupils to consider: Is anything sacred to me? Present a range of artefacts or pictures of sacred images used in Buddhism, Christianity and Hinduism, eg Buddharupas, icons, statues of saints or murti. Ideally, these should reflect different traditions within each religion. You might introduce the pupils to these images or artefacts using the 'collective memory' method from the secondary strategy. The pupils should then decide who might use these images or artefacts and how they might use them. Ask the pupils to investigate why and how certain images are used in worship. The pupils should draw a table outlining which religion and, if appropriate, which group within the religion, uses them, and use religious vocabulary such as prostration, meditation, reverence, veneration to explain how they are used in corporate worship and by individual believers. This could be done as a group activity, with each group sending an 'envoy' to another to share their findings. Show the pupils video excerpts of 	<p>Pupils:</p> <ul style="list-style-type: none"> use religious language and gestures, eg contemplation, devotion, intercession, prostration and veneration, to compare and contrast the use of sacred images in two religions make links between the use of sacred images in worship, the feelings they are intended to inspire in believers and the beliefs they reflect express their own insights into the value of using sacred images and symbols in worship express insights into their own and others' 	<ul style="list-style-type: none"> There are various websites that include activities and devices that can be used for this activity. Link to history: religious changes and the study of Puritanism. The 'plus/minus/interesting' (PMI) strategy encourages pupils to note down two positive points (plus), two negative points (minus) and two ideas that raise interesting ideas (I).

	<p>worshippers using artefacts or images for meditation or contemplation and showing veneration and devotion to them. You might ask the pupils to read quotes from believers explaining why a particular artefact or image helps nurture their faith or commitment. Ask the pupils to discuss and record their personal reactions to the videos and/or quotes, and the issues or questions they raise for them, using the PMI strategy. Discuss the pupils' reactions, encouraging them to give sensitive and empathetic responses.</p> <ul style="list-style-type: none"> • Using available resources, eg a range of textbooks organised as a book box, specific websites, a visiting speaker, ask the pupils to identify reasons why some religious traditions, for example most of the Free Churches and Muslims, reject the use of such images. Some pupils might also research historical context for these ideas such as Islam pre-Islamic Arabia and Christianity and Puritanism. • Ask the pupils to work in pairs or groups to create PowerPoint presentations about the different attitudes within and/or between religions towards the use of images in worship. Ask the pupils to account for the differing beliefs. 	<p>views about the advantages and disadvantages of using images in worship.</p>	
--	--	---	--

Assessment activity

6. What are the benefits for believers and others of expressing religious beliefs and commitments through the creative arts?			
There are opportunities for assessment for learning throughout this unit. However, in this activity, there are particular opportunities to collect evidence of what children know, understand and can do, using the learning objectives and outcomes and relating them to the level descriptions as appropriate.			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> know some of the ways in which different art forms, such as music and sacred images, have been used to express belief within, and express belief shared between, religious traditions understand the potential of art, in different religious traditions, to promote understanding between communities reflect on their personal insights into a religious or spiritual theme. 	<ul style="list-style-type: none"> Explain that a national arts festival, titled 'Unity and diversity', aims to showcase the work of artists from a range of religious traditions. A member of the royal family will launch the festival, which aims to promote understanding of the creative arts and the religious traditions represented in Britain, in a grand opening ceremony. <p>Task A</p> <ul style="list-style-type: none"> Ask the pupils to write a keynote speech, explaining how the creative arts could help give people insights into spirituality. Ask the pupils to suggest reasons why such an event is so important for interfaith understanding. <p>Task B</p> <ul style="list-style-type: none"> Ask the pupils to play the role of an artist, creating two artworks, eg paintings, poems or songs, which explore a theme. One piece should express pupils' personal insights, and the other should express a different religious 	<p>Pupils:</p> <ul style="list-style-type: none"> describe, using examples, how different art forms are used by religious believers to express their faiths explain how learning about the use of art in different religious traditions might help promote understanding between communities explain how their own beliefs are reflected in their artwork. 	<ul style="list-style-type: none"> Consider requesting support for some aspects of this assessment task from other subject areas, eg art, drama, English and music. It may also be possible to plan the unit of work collaboratively, so that learning objectives of both RE and another subject area are met and timetable time and facilities are shared.

	<p>perspective chosen from one of the religious tradition studied. The theme could be one explored earlier in this unit, eg God as creator, the interconnectedness of the universe, the universal human family or ecology and the natural world.</p> <ul style="list-style-type: none"> Ask the pupils to write a brief synopsis explaining the beliefs, values or practices that are reflected in their artworks and saying why these are important. You might use prompts such as the following to ask the pupils to explain their work: <p>My work relates to... because... These works of art are spiritual in several ways... Christian/Hindu/Buddhist/Muslim belief is shown in my art... My interpretation of the significance of... is....</p>		
Differentiated outcomes			
<p>Note that the following level descriptions relate to this assessment activity only. For level descriptions relating to the unit as a whole, see 'Differentiated outcomes'.</p> <p>Pupils working at level 4 can:</p> <ul style="list-style-type: none"> make a statement in support of the view that learning about the creative arts in different religious traditions might help promote understanding between religious communities use religious vocabulary to describe some forms of expression that might help express religious and spiritual ideas express their own beliefs and ideas about a religious or spiritual theme using an art form 			

- describe religious views or ideas about a religious or spiritual theme using an art form.

Pupils working at level 5 can:

- give reasons to support the view that learning about the creative arts in different religious traditions might help promote understanding between religious communities
- use an increasingly wide religious vocabulary to explain how the creative arts may help express religious and spiritual ideas
- explain how their own beliefs and ideas about a religious or spiritual theme are reflected in their artwork
- explain how religious beliefs and ideas about a religious or spiritual theme are reflected in their artwork.

Pupils working at level 6 can:

- give reasons and examples to support the view that learning about the creative arts in different religious traditions might help promote understanding between communities
- use an increasingly wide religious vocabulary to explain why people may choose to express religious and spiritual ideas through the creative arts
- express insights into the significance of their choice of theme and art form in expressing their own beliefs and ideas
- express insights into the beliefs, values and commitments of others in their choice of approach.

How can we answer questions about creation and origins?

Learning from religion and science: Christianity, Hinduism, Islam and Humanism – Year 9

About the unit

This unit suggests activities that can be used in teaching and learning about creation and origins. It can be adapted to local circumstances and for different age groups. It illustrates the provision of the non-statutory national framework for religious education (RE) and can be used or adapted to deliver an agreed syllabus or other guidelines.

This unit focuses on creation and origins of the universe and human life and the relationship between religion and science. It aims to deepen pupils' awareness of ultimate questions through argument, discussion, debate and reflection and enable them to learn from a variety of ideas of religious traditions and other world views. It explores Christianity, Hinduism and Islam and also considers the perspective of those who do not believe there is a god (atheists). It considers beliefs and concepts related to authority, religion and science as well as expressions of spirituality. Pupils have opportunities to discuss, question and evaluate important issues in religion and science. They also have opportunities to reflect on and evaluate their own beliefs and values, and the beliefs and values of others, in relation to questions of truth and purpose.

This unit can be adapted for other religions – using responses from other religious traditions to the key questions, including accounts from scientists who are members of that religious tradition and sources of authority such as sacred texts – according to your agreed syllabus or other guidelines.

The unit should take six to seven hours.

Prior learning

It is helpful if pupils have:

- been encouraged to think about religion and science and the relationship between them, for example as portrayed in the media.

Future learning

Pupils could go on to:

- investigate and role-play particular disputes between religion and science, *eg Galileo, Darwin and Dawkins*, and particular meeting points between science and religion, *eg*

Einstein, Teilhard de Chardin

- explore and write about attitudes to science and religion in Islamic and other cultures
- study a GCSE unit on an aspect of religion and philosophy.

Where the unit fits in

This unit links with the following key stage 3 guidelines in the non-statutory national framework for RE:

- Learning about religion: 1a, 1b, 1c, 1d, 1e, 1f, 1g
- Learning from religion: 2a, 2b, 2d, 2e
- Religions and beliefs: 3a, 3b, 3d
- Themes: 3e, 3f, 3g, 3h
- Experiences and opportunities: 3o, 3p, 3r.

This unit could build on what pupils might have already learnt about creation stories from sacred texts.

Attitudes in the unit

This unit helps pupils develop the following four attitudes outlined in the non-statutory national framework for RE.

Self-awareness

- feeling confident about their own beliefs and identity and sharing them with others without fear of embarrassment or ridicule, *eg articulating and reflecting critically on their own religious, philosophical and moral beliefs about science and religion*

Respect for all

- being prepared to recognise and acknowledge their own bias, *eg when discussing religious and other views of the world*

Open-mindedness

- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith, *eg in relation to questions about creation and origins*

Appreciation and wonder

- recognising that knowledge is bounded by mystery, *eg in relation to the origin of the universe and of human beings.*

Differentiated outcomes

During this unit pupils have opportunities to show their knowledge, understanding and skills. When working at the differentiated levels, pupils could give the following evidence.

Pupils working at level 4 could:

- describe one view that might be held by a Christian, Hindu, Muslim or an atheist about the origins of the universe and human beings
- describe similarities and differences between the different views of creation and origins studied in this unit
- ask questions and suggest answers to questions about the nature of truth in relation to science and religion
- compare their own ideas about the origins of human life to different ideas they have studied in this unit, drawing out similarities and differences
- make links between religious sources and the answers given by the various traditions studied, to the fundamental questions about the beginnings of the universe and human existence.

Pupils working at level 5 could:

- explain different views that might be held by Christians, Hindus, Muslims and atheists about the origins of the universe and human beings
- suggest reasons for similarities and differences between the views of creation and origins studied in this unit
- express their own and others' views on questions about the nature of truth in relation to science and religion
- relate the idea of the universe as created by God, or not, to their own thoughts about life's meanings
- explain how religious sources are used to provide answers to fundamental questions about the beginnings of the universe and human existence by the adherents to the traditions studied in this unit.

Pupils working at level 6 could:

- explain the reasons for the diversity of views within and between religions about the origins of the universe and human beings
- give an informed account of how Christian, Hindu, Muslim or atheist scientists might comment on the idea that God created the universe and explain the reasons for diversity between such views
- use reasoning and examples to express insights into their own and others' views on questions of truth in relation to science and religion
- express their views about creationism, intelligent design and evolution by natural selection in the light of their learning about religious and non-religious world views, using arguments and examples
- interpret religious sources, explaining how different groups use information from them in different ways.

Pupils working at level 7 could:

- analyse issues raised by the diversity of views within and between religions about the origins of the *universe* and human beings.

- give a coherent account of how Christian, Hindu, Muslim or atheist scientists might comment on the idea that God created the universe and analyse the reasons for the diversity between them
- evaluate the significance of religious and other views for understanding questions of truth in relation to science and religion
- articulate personal and critical responses to their learning about religious and non-religious views about creationism, intelligent design and evolution by natural selection
- research a variety of philosophical sources and use them in their answers to questions about creation and origins.

Pupils working at level 8 could:

- present a reasoned analysis of range of views within and between religions about the origins of the *universe* and human beings and their implications for communities and society
- use historical, cultural, social and philosophical ideas to contextualise their accounts of how Christian, Hindu, Muslim or atheist scientists might comment on the idea that God created the universe
- synthesise a range of evidence that leads believers of some religious or philosophical traditions to deny that the beliefs of those of other traditions deserve to be treated as justified true beliefs, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others
- coherently analyse a wide range of viewpoints including their own in response to their learning about religious and non-religious views about creationism, intelligent design and evolution by natural selection
- research a variety of philosophical sources, and analyse them in their answers to questions about creation and origins.

Pupils demonstrating exceptional performance could:

- provide a consistent and detailed analysis of a range of views within and between religions about the origins of the universe and human beings and their implications for diverse communities and pluralistic societies
- evaluate the use of historical, cultural, social and philosophical ideas in a contextualised accounts of how Christian, Hindu, Muslim or atheist scientists might comment on the idea that God created the universe
- give independent, well informed and highly reasoned insights into their own and others' perspectives on questions of truth in relation to science and religion
- analyse in depth a wide range of perspectives including their own in response to their learning about religious and non-religious views about creationism, intelligent design and evolution by natural selection
- evaluate the strengths and weakness of using philosophical methods to discuss questions about creation and origins.

Vocabulary

In this unit pupils have an opportunity to use words and phrases related to:

- religion in general, *eg creation, God as creator of the universe, intelligent design, sacred story, purposeful design*
- specific to a religion, *eg Bible, Rig Veda, Qur'an*
- religious and human experience, *eg agnostic, atheist, Big Bang, cause, controversy, evidence, evolution, literal interpretation, meaning, myth, origins, partnership, probability, proof, purpose, revelation, truth.*

Resources

A devil's chaplain: Selected writings – this resource is available from the *World of Richard Dawkins* website.

A guide to science and belief – by M Poole (1997) this publication addresses the view that science and belief are in conflict.

Australian Broadcasting Corporation – this broadcaster's website includes a 'Science' section, which contains the text of a conversation between the scientist Paul Davies and filmmaker Phillip Adams about creation and ultimate meanings.

Bitesize revision – supported by the BBC, this website includes a 'Religious education' section, which contains materials on religion, science and the environment.

British Humanism Association – this association's website offers materials for teaching and learning about Humanism.

Counterbalance – this website features an interactive library, presenting perspectives on complex issues and containing online video interviews with scientists on a range of topics.

Developing secondary RE: science and religion – by R Rivett, ed, this resource is one in a series and is designed to help primary and secondary teachers teach religious education and is available on the *RE Today* website.

Evolution – supported by the US Public Broadcasting Service, this website includes online courses, lessons and videos for teaching evolution.

God talk, science talk: teacher's guide to science and belief – by M Poole et al (1997), this pack includes ideas for teaching RE in secondary schools.

HubbleSite – this website includes images of space taken from the Hubble telescope.

IslamiCity.com – the ‘Science’ section of this website provides information and articles about the relationships between science and Islam.

‘Leading in learning’ – from the secondary strategy training material, includes information on thinking skills and information processing/relational diagrams.

Origins – the ‘Intelligent design’ pages of this website contain resources on intelligent design and philosophical theism.

‘Pedagogy and practice, unit 7: questioning’ – from the secondary strategy training material, this resource includes information to help promote higher-order questioning skills.

‘Pedagogy and practice, unit 13: developing reading’ – from the secondary strategy training material, this resource includes information on strategies to develop reading.

‘Picturing creation’ – this CD-ROM includes a slideshow of images by the artist Kate Neal, depicting each of the seven days of creation.

Religion and science – by B Russell, this publication offers a brief study of the debates between science and traditional religion during the last four centuries.

RE today – this website provides professional support and curriculum ideas for teaching RE.

Science and religion in schools – this web-based project offers guidance on teaching science and religions, including a guidebook, CD-ROM and other materials for download.

‘Testing God’ – created by *BecauseYouThink.tv*, this documentary features scientists talking about their belief in God and rationality.

The Christian Bible: Genesis 1–3 – includes the text that Christians associate with the creation of the universe.

The Qur’an: Surah 25:59, 7:54-56, 21:30-33 – some of the texts that Muslims associate with the creation of the universe.

University of Southern California – this university’s website offers a compendium of Muslim texts, including ‘Islam, knowledge and science and keyword search facility’ and a keyword search facility.

‘Why Atheism?’ – published by Team Video, this video pack includes six films and introduce pupils to humanism and atheism.

World of Richard Dawkins – this website includes a selection of quotations.

Complete website addresses are available from the RE pages on the QCA website (www.qca.org.uk/re/). QCA monitors and updates these website addresses, but accepts no responsibility for their content.

Syllabus writers and teachers have responsibility for checking the relevance, accessibility and suitability of any web-based material that they or their pupils access.

Teaching and learning activities

1. Can we 'know' the truth? If so, how?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> know that people use the terms 'know' and 'true' in different ways understand that people have always had questions about the origins, meaning and purpose of the universe and human existence reflect on their own and others' questions about truth when viewing images of the universe. 	<ul style="list-style-type: none"> Ask the pupils to write any sentence the phrase 'I know' in it, eg I know that England will win the World Cup. Then ask them to swap sentences with their neighbour and replace 'know' with another verb, eg I hope that England will win the World Cup. Together with the class, make a list of different meanings of 'know': knowledge as certainty, knowledge as hope, knowledge as belief, knowledge as personal encounter, etc. Through discussion, analyse how scientists and religious people use the expression 'I know', eg 'I know the universe started with a big bang', when often they mean 'I have a theory' or 'I believe'. <i>What did people really mean when they said 'I know'?</i> Explain that, when scientists make a scientific assertion they usually mean, 'to the best of my understanding, with the present results and facts that I have, I believe "X" is true'. This is one reason why scientific theories change over time. Explain that, for religious people, there is often a source of truth that comes from revelation, or from the teachings of those who claim their insight comes from the attainment of higher states of consciousness, perhaps through a religious experience, prayer 	<p>Pupils:</p> <ul style="list-style-type: none"> suggest how people use the terms 'know' and 'true' suggest comments and questions raised by the images for the content of a website exploring questions about meaning, purpose, origins and destiny reflect on their own understanding of 'truth'. 	<ul style="list-style-type: none"> This unit suggests work on four perspectives – probably more than enough for most pupils – but you might consider introducing the viewpoint of agnosticism (a principled and argued 'don't know' stance), which could also be useful. Links to the science curriculum: Level 5 science: 'drawing conclusions consistent with evidence'. Consider teaching that is inter-departmental, enabling learners to benefit from interdisciplinary expertise. Opportunities for ICT: There are many web-based resources about the 'wonders of the universe' and firsthand accounts of different perspectives on religious and science questions. The pupils should have opportunities to use and develop their ICT skills, particularly in

	<p>or meditation.</p> <ul style="list-style-type: none"> • <i>How do we identify beliefs typical of different groups of people?</i> Organise the pupils into pairs. Give each pair a collection of statements that scientists, religious and non-religious people might hold. Ask the pupils to decide which groups of people made each statement and explain their choices to their partners. Ask the pupils whether there are any statements that fit in more than one category and what this tells them. Then, lead the pupils in a class discussion about which statements they believe to be true and why. • <i>Looking at the universe: What do we see?</i> Using a website containing images of space, and displaying the images on a whiteboard, ask the pupils to develop their own responses to some of the images. Encourage the pupils to describe what they see and how they feel about the images, including those who want to describe the universe as beautiful and those for whom it generates feeling of appreciation and wonder and even surprise. Ask the pupils to speculate about what Christians, Hindus, Muslims or atheists might say about these images. • Ask the pupils to compose a statement that what they 'know' is 'true' about the universe. Then ask them to swap statements and ask if they can 'know' that it is 'true'. • Ask the pupils to design a series of web pages for a website that aims to explore spiritual 		<p>interpreting information from the web. They should weigh the ways in which people's perspectives can impact on their interpretation and on their presentation. The pupils can exchange and share information in ways that are appropriate to the task, refining and presenting information, ideas and questions through well-chosen media.</p> <ul style="list-style-type: none"> • There are various publications that can be used for this lesson (see 'Resources'). • Links to key aims and values of the curriculum: this unit is about the pursuit of truth and mutual understanding. • The 'Leading in learning' (Secondary Strategy) training material contains guidance on the use of Information processing/relational diagrams and provides advice on the use of grids/frames/structures.
--	---	--	---

	questions (about meaning and purpose, origins and destiny). They should choose two or more images and suggest comments and questions raised by each image, which would form part of the design.		
--	---	--	--

2. Does a complexly functioning world imply a creator God?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> know that, for many people, contemplation of the universe raises important questions about its origin and purpose reflect on the extent to which the existence of the universe provokes the question of the existence of a creator God. 	<ul style="list-style-type: none"> <i>What questions does the existence of the universe and human beings raise for us?</i> Ask the pupils to work in groups, looking at some examples/images of the complexity in the universe, and of the humanity. Ask the pupils to record their group's questions about the origins and purposes of human existence raised by these examples. Then, lead a class discussion about the questions the pupils identify, or ask the pupils to give presentations about them. Display the pupils' questions as reference points through the rest of the lesson. <i>To what extent does a world that functions in a very complex way imply a creator God?</i> Ask the pupils to work in pairs or small groups, making some initial responses to this key question. Responses should be imaginative and should begin to argue their case. Ask the pupils to share their initial thoughts, asking them to think carefully about the points they contribute. Introduce the pupils to the ways in which Christians, Hindus, Muslims and atheists might answer this question, if such views have not already been expressed by the pupils themselves. Ask the pupils to write a response to the following question. <i>The world is very complex. Does this mean that it must have been the work of a creator God?</i> The pupils should show that they have thought about more than just their own, initial response. You might wish to make use of a pre-prepared bank of statements or a 	<p>Pupils:</p> <ul style="list-style-type: none"> investigate what ultimate questions are raised for people when looking at the universe suggest what meaning might be drawn from various responses to: <i>To what extent does a world that functions in a very complex way imply a creator God?</i> reflect on the beliefs and feelings of others in their responses to: <i>Does the world imply God?</i> 	<ul style="list-style-type: none"> The groups' questions about the origins and purposes of human existence will need duplicating for the assessment task in lesson 6. Suggest to the pupils that their responses contain the phrase 'I believe this because...'.

	writing frame to help the pupils plan their responses.		
--	--	--	--

3. How do people account for their views about the origins of the universe?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> know Christian and Islamic accounts of creation know the ways in which Hindus think about the origin of the world know the ways in which atheists think about the origin of the world understand the significance of accounts of creation for many believers reflect on the question: <i>Why are we here?</i>, from what they have learnt. 	<ul style="list-style-type: none"> <i>What accounts of origins are found in the sacred texts of Christians and Muslims? What do Hindu sacred texts say about the origins of the universe?</i> Ask the pupils to consult different creation stories and to complete a tick chart that helps them to note similarities and differences between the accounts of the origins of the universe found in the Christian Bible (Genesis: 1-3), Hindu scriptures (eg Rig Veda X 129) and the Qur'an (eg in Surah 25:59, 7:54-56, 21:30-33). Consider presenting versions of these stories in a variety of media, eg CD-ROMs, children's books, original texts or web-based versions. Ask the pupils to consider why the stories are so important to people in religious traditions and analyse what they understand to be the significance of these accounts to believers. <i>What accounts of the origins of the universe do atheists hold?</i> Ask the pupils to create a mind-map of what they already know about evolution and big bang theory as individuals, in pairs or as a whole class. <i>Why is it that not all atheists believe in the 'big bang' and not all theists believe in the biblical or Qur'anic accounts of God's creation of the world?</i> After the pupils have shared their knowledge, give an overview of both the evolution and 	<p>Pupils:</p> <ul style="list-style-type: none"> investigate different creation accounts interpret what these account mean for believers analyse how believers' understanding about the origins of the world might affect their other attitudes and beliefs evaluate answers to the questions: <i>Where do we come from? Why are we here?</i>, which are found within Christian, Hindu, Muslim and atheist thinking. 	<ul style="list-style-type: none"> This lesson should take a minimum of two hours to complete. For the continuum discussion, organise the class so that they are seated in circles of six with empty floor space or two tables between them. Give each group a set of cards containing statements about the origins and possible purposes of life. In the middle of the floor place two cards some distance apart, with one reading 'I totally agree with this statement' and the other 'I totally disagree with this statement'. Explain to the pupils that these cards represent a continuum that ranges from totally agree to totally disagree. The pupils should take it in turns to read out the statement on their card, say how they feel about that statement and then place the card somewhere in the continuum where they feel it belongs. When everyone has placed the card somewhere in the continuum, discussion is

	<p>big bang theories through a PowerPoint presentation.</p> <ul style="list-style-type: none"> • <i>What do people say about questions of origins?</i> Organise a 'continuum discussion' (see 'Points to note'), in which they evaluate some arguments for and against propositions such as: The universe began with an accident, and doesn't have a purpose; humans are more like apes than angels; God is the creator of the world; love is the meaning of creation; if you don't know where you came from, it is hard to know who you are; the meanings of human life can be found through thinking about sacred texts in scriptures; God is the power at work in the design of evolution; disagreement about the origins and purposes of life on earth are common. 		<p>opened up for others to express their opinions on the placements of various cards. After listening to the views and opinions of the other pupils, explain that they each now have the opportunity to move the card from where they placed it to another place in the continuum, if they so wish.</p> <ul style="list-style-type: none"> • Links to literacy strategy – the pupils should explain texts imaginatively and thoughtfully and develop their understanding of the contested status of texts in science and religion. Developing the key skills involved in understanding the function of religious texts within religious traditions are important learning outcomes for RE teaching. • Links to reading strategies – Pedagogy and Practice unit 13: developing reading' (Secondary Strategy training material), contains guidance on strategies for developing reading, which may be useful in this unit.' • Be aware that Christians approach view the creation accounts in various ways, all of which see the world as a gift of God's creativity.
--	---	--	--

			<ul style="list-style-type: none">• Be aware that Islamic teaching about God sees him as a creator without partners.• Be aware that Hindus interpret their creation accounts in various ways.• Be aware that atheists do not believe in a transcendent meaning or purpose to life and respond to accounts of origins in various ways.
--	--	--	---

4. What do people believe about the origins of the universe and human existence?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> know how people express a range of beliefs about whether the universe shows signs of having been designed understand a range of responses to questions of origin and purpose reflect on the strengths and weaknesses of a range of contrasting viewpoints. 	<ul style="list-style-type: none"> <i>Is the universe designed? Who could have designed it?</i> Give the pupils opportunities to explore, through a website, DVD or written text (see ‘Resources’), a range of different answers to these questions, including answers given by members of different faiths. These answers should include the views of creationists, evolutionists, advocates of intelligent design and philosophers of religion, such as Anselm, Thomas Aquinas, Blaise Pascal and Francis Bacon. Ask the pupils to analyse these views, considering the question of truth, the strengths and weaknesses of the arguments including the evidence that supports them. Give the pupils time to develop and discuss their own ideas in relation to those they have discovered in the lesson. <i>What is a human being: result of natural selection, child of God or mystery?</i> Ask the pupils to complete a table of responses to: <i>What is a human being?</i> Ask the pupils to work in pairs to discuss their thoughts on the three alternatives presented above, and then work in larger groups, or as a class, to share their thoughts and reflections, taking note of good points made by other pupils that could enhance their own thinking. 	<p>Pupils:</p> <ul style="list-style-type: none"> explain the concepts of creation, intelligent design and evolution, showing the ability to identify key elements of religious and secular thinking compare and contrast different answers to questions about the origin of the universe and the purpose of human existence evaluate the strengths and weaknesses of a range of contrasting viewpoints. 	<ul style="list-style-type: none"> The pupils should understand the terms used in discussions of the origin and purpose of the universe and human existence. High-achieving pupils can research debates around creationism and intelligent design themselves. They should make use of published materials that seek to offer support in the teaching of science and religion at key stages 3 and 4, especially those that set out many of these views for classroom use. When evaluating contrasting viewpoints, encourage the pupils to recognise that positions held as a matter of faith, or as trust in the veracity of revealed scripture, should not be dismissed simply because they appear not to meet the criteria of rationality. Be aware that Francis Bacon said ‘a little philosophy inclineth man’s mind to atheism, but depth in philosophy bringeth men’s minds about to religion’.

	<ul style="list-style-type: none"> • A table of responses might include columns titled: Arguments and evidence for this view Arguments and evidence against this view My view of the strength and weaknesses of these arguments Rows titled: Result of natural selection? Child of god? Mystery? • For homework, the pupils should use their table of notes to create an argument from the three points of view – chance event, child of God and mystery – between different viewpoints, including their own, under the title ‘Human being: result of natural selection, child of God or mystery?’ In their answer they should remember to show an understanding of the question ‘What does it mean to be human?’; show they understand three different views of human origins and explain why each of the views is attractive to some people and express their own reflections and views. Ask the pupils to refer to ‘sources of authority’ from Christians, Hindus, Muslims and/or atheists. 		
--	--	--	--

5. What is the relationship between religion and science for believers?			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> know that there is a variety of perspectives on the relationship between religion and science within each of the religious and philosophical traditions they have considered understand how their own world view can affect their understanding of information reflect on one issue that religion and science tend to approach in different ways. 	<ul style="list-style-type: none"> <i>What do scientists say about religion?</i> Watch a DVD or video extract (see ‘Resources’) that allows the pupils to encounter the views of scientists from various fields who are Christian, Hindu, Muslim or atheist. While watching the DVD or video pupils should note the diverse views expressed about questions of origins of the universe and of human existence held within the scientific community. <i>Is it surprising to find people who have a religious belief who are scientists?</i> Lead the pupils in a class discussion, asking the pupils to reflect on what their responses tell others about their own ‘world views’. Raise issues of truth and knowledge for the pupils to think through again. Ask them to consider how they view the relationship between religion and science, and why they think that way. <i>What do Christians, Hindus, Muslims and atheists say about topical issues in science?</i> Using a recent newspaper, examine a news article concerning a scientific topic. Display a copy of the news article on an interactive whiteboard and ask the pupils to identify, by highlighting on the board, any religious 	<p>Pupils:</p> <ul style="list-style-type: none"> analyse accounts from scientists who are Christians, Hindus, Muslims or atheists about the importance of religious belief identify how their own world views and assumptions can affect their understanding of religion and questions about origins of the universe and human existence express insights into their own and other’s views on the interaction between scientific and religious ideas in discussions about one topical issue. 	<ul style="list-style-type: none"> Note that this activity builds on the work in the first part of this unit, in which the pupils discuss the question of truth and how to identify it.

	<p>and/or moral questions or problems raised by the article.</p> <ul style="list-style-type: none"> • Ask the pupils to match ideas from religious sources, such as extracts from sacred texts including creation accounts studied in lesson 1, to the scientific, religious and moral questions or problems raised by the article. Ask them to annotate their own copy of the text to identify the matched ideas and to consider the different ways in which science and religion might interact or come into conflict. News articles might be about pictures from space, discoveries about genetics and the relationship between humans and the great apes. • Encourage the pupils to see that, for many religious people, core beliefs and values about the universe and human existence are derived from their understanding of creation stories. 		
--	---	--	--

Assessment activity

6. Will humans ever really know for sure how the universe came about?			
There are opportunities for assessment for learning throughout this unit. However, in this activity, there are particular opportunities to collect evidence of what children know, understand and can do, using the learning objectives and outcomes and relating them to the level descriptions as appropriate.			
Learning objectives	Teaching and learning	Learning outcomes	Points to note
<p>Pupils should:</p> <ul style="list-style-type: none"> know a range of responses to the question <i>How can we answer questions about origins?</i> understand some of the reasons for similarities and differences between the views of creation and origins considered in this unit reflect on the boundaries to human knowledge and on how religion and science might contribute to our awareness of these boundaries. 	<ul style="list-style-type: none"> Design a PowerPoint presentation with the title <i>Will humans ever really know for sure how the universe came about?</i> 	<p>Pupils:</p> <ul style="list-style-type: none"> explain a range of responses to the question <i>How can we answer questions about origins?</i> suggest possible reasons for similarities and differences between the views of creation and origins considered in this unit express their own views on the boundaries to human knowledge and how religion and science might contribute to our awareness of these boundaries. 	<ul style="list-style-type: none"> Consider organising this task so that the pupils complete their presentations either individually, in pairs or in small groups. In each case, the pupils will need to undertake peer assessment and make clear who is credited with each aspect of the work.

Differentiated outcomes

Note that the following level descriptions relate to this assessment activity only. For level descriptions relating to the unit as a whole, see 'Differentiated outcomes'.

Pupils working at level 4 can:

- explain one view that might be held by a Christian, Hindu, Muslim or an atheist about the origins of the universe and human beings
- describe similarities and differences between the different views of creation and origins studied in this unit
- compare their own ideas about the origins of human life to different ideas they have studied in this unit, drawing out similarities and differences
- make links between religious sources and the answers given by the various traditions studied, to the fundamental questions about the beginnings of the universe and human existence.

Pupils working at level 5 can:

- explain different views that might be held by Christians, Hindus, Muslims and atheists about the origins of the universe and human beings
- suggest reasons for similarities and differences between the views of creation and origins studied in this unit
- relate the idea of God as creator and/or the idea of the universe as an accident, to their own thoughts about life's meanings
- explain how religious sources are used to provide answers to fundamental questions about the beginnings of the universe and human existence by the adherents to the traditions studied in this unit.

Pupils working at level 6 can:

- explain the reasons for the diversity of views within and between religions and beliefs about the origins of the universe and human beings
- give an informed account of how Christian, Hindu, Muslim or atheist scientists might comment on the idea that God created the universe and explain the reasons for diversity between such views
- express their views about creationism, intelligent design and evolution 'without God' in the light of their learning about religious and non-religious

world views, using arguments and examples

- interpret religious sources, explaining how different groups use information from them in different ways.

Pupils working at level 7 can:

- analyse issues raised by the diversity of views within and between religions and beliefs about the origins of the universe and human beings
- give a coherent account of how Christian, Hindu, Muslim or atheist scientists might comment on the idea that God created the universe and analyse the reasons for the diversity between them
- articulate personal and critical responses to their learning about religious and non-religious views about creationism, intelligent design and evolution 'without God'
- research a variety of philosophical sources and use them in their answers to questions about creation and origins.

Pupils working at level 8 can:

- present a reasoned analysis of range of views within and between religions and beliefs about the origins of the universe and human beings and their implications for communities and society
- use historical, cultural, social and philosophical ideas to contextualise their accounts of how Christian, Hindu, Muslim or atheist scientists might comment on the idea that God created the universe
- coherently analyse a wide range of viewpoints including their own in response to their learning about religious and non-religious views about creationism, intelligent design and evolution 'without God'
- research a variety of philosophical sources, and analyse them in their answers to questions about creation and origins.

Pupils demonstrating exceptional performance can:

- provide a consistent and detailed analysis of a range of views within and between religions and beliefs about the origins of the universe and human beings and their implications for diverse communities and pluralistic societies
- evaluate the use of historical, cultural, social and philosophical ideas in a contextualised accounts of how Christian, Hindu, Muslim or atheist

scientists might comment on the idea that God created the universe

- analyse in depth a wide range of perspectives including their own in response to their learning about religious and non-religious views about creationism, intelligent design and evolution 'without God'
- evaluate the strengths and weakness of using philosophical methods to discuss questions about creation and origins.