

Autumn Term	Spring Term	Summer Term
Where we learn about different religious beliefs from around the world to build a sense of identity and belonging.		
Key Question: What is it like for someone to follow God? (PEOPLE OF GOD UNIT BOOKLET)	Key Question: What do Hindus believe God is like? (AGREED SYLLABUS, PAGE 67)	Key Question: What kind of world did Jesus want? (GOSPEL UNIT BOOKLET)
<p>Outcomes:</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding. • Make links between the story of Noah and how we live in school and the wider world. <p>Objectives:</p> <p>Lesson 1: The Bible</p> <ul style="list-style-type: none"> • Introduce pupils to the Bible (Old and New Testament, books, chapters, verses) Teach them how to find their way around using book-chapter-verse. <p>Lesson 2: The story of Noah</p> <ul style="list-style-type: none"> • Read the story of Noah from Genesis 6:5-9:17. Act out the story. Ask children to think about the story, ask questions, favourite/least parts, how they feel etc. List the qualities Noah has and think about why God chose him. <p>Lesson 3: Rules</p> <ul style="list-style-type: none"> • Collect together the rules God gives Noah and his family after the flood (Genesis 9:1-7). Compare this with the commandments in Genesis 1:28 2:15-17. Both stories show God giving humans some responsibilities – part of being the ‘People of God’ is trying to live by God’s commands. <p>Lesson 4: Pacts and promises</p> <ul style="list-style-type: none"> • Ask pupils to define a ‘pact’ and talk about if they have ever made one. Explain that when God gives rules in the Noah story, he makes a covenant – a pact. God is not just giving humans rules to obey but he also has a promise to keep. Collect the promises he makes in the story. Talk about how the rainbow is used as a sign of hope for the future for God’s people and all creation. <p>Lesson 5: Wedding promises</p> <ul style="list-style-type: none"> • Come up with a list of people who make promises (Brownie promise, scout promise, police officers, parents at a Christening) Look at photos or watch a video of a Christian wedding, 	<p>Outcomes:</p> <ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God. • Make clear links between some stories and what Hindus believe about God. • Offer informed suggestions about what Hindu murtis express about God. • Make simple links between beliefs about God and how Hindus live (e.g. Choosing a deity and worshipping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindu’s worship. • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy on the world today. • Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. <p>Objectives:</p> <p>Lesson 1: AUM</p> <ul style="list-style-type: none"> • Show pupils a range of ‘Aum’ Symbols. Have pupils seen any of these symbols before? Explain that it is a symbol used in Hinduism. It is called AUM made up of 3 sounds ‘A’ ‘U’ ‘M’. Many Hindus believe this was the first sound out of the universe. It is a symbol and sound used to represent ‘Brahman’ (God) – the ultimate being, whose spirit is in everything. • Using salt and water, tell the story of Svetaketu to illustrate the idea of Brahman (God) being invisible but present everywhere and there is a part of Brahman in everyone – this belief is central to Hinduism <p>Lesson 2: Deities</p> <ul style="list-style-type: none"> • Show some images of Hindu deities, Brahma, Vishnu and Shiva (the Trimutri) and their consorts, Saraswati, Lakshmi and Parvati. Ask pupils to raise questions about each image – what do they suggest God is like? Explore the idea that these deities are three ways of Hindu’ understanding God. <p>Lesson 3: Deities (2)</p> <ul style="list-style-type: none"> • Think about cycles of life, death and rebirth that we see in nature (seasons, seeds/bulbs/forest fires etc) Talk about what pupils think death has to do with life; this Hindu idea suggests that death/destruction is often a necessary part of life. Connect with Trimutri – Brahma (creator), Vishnu (preserver) and Shiva (Destroyer) Explore the qualities of each of these deities in the context of the idea of the cycle of life. <p>Lesson 4: Puja</p> <ul style="list-style-type: none"> • Look at how Hindus often choose a deity to worship at a shrine in their own home. Find out about what happens at an act of puja at home, exploring it using the senses. <p>Lesson 5: ‘Spark’</p> <ul style="list-style-type: none"> • Talk about the idea for some Hindus that all living beings possess a ‘spark’ of Brahman, the Ultimate Reality. This ‘spark’ is known as ‘atman’ and means that all living being are sacred and special. Talk about what difference this would make to how people treat each other and the natural world if everyone believed that all living being contained the ‘spark’ of God. What is good about this idea? • Make a set of school rules for a world where everyone has an ‘atman’ 	<p>Outcomes</p> <ul style="list-style-type: none"> • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ • Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian. • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways. • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. <p>Objectives:</p> <p>Lesson 1: Gospel</p> <ul style="list-style-type: none"> • Ask children to think about their favourite possessions and what things they spend their time doing on a weekend. • Read the account of Jesus calling his first disciples (Matthew 4:18–22). Note what Jesus asks these people to do. What would they have to give up? How much would pupils be prepared to give up of their weekend routines? Why did these men leave everything to follow Jesus? Note that the word ‘Gospel’ means ‘good news’ – Jesus must have seemed like good news to them. • Tell children that the story (Mathew 4:18-22) is part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. It’s a kind of biography, and the writers made choices about what to include — they don’t tell everything he ever said and did. • Ask children why they think Matthew included this story in his Gospel. Why didn’t Matthew just give a list of qualities Jesus was looking for in a disciple? <p>Lesson 2: The Healing of the Leper</p> <ul style="list-style-type: none"> • Look at some other stories that show what kind of world Jesus wanted. E.G. The story of the healing of the leper (Mark 1:40–44) note how lepers were viewed at the time – as unclean and

End of Lower Key Stage 2

Outcomes:

Making Sense of Beliefs

- Identify and describe the core beliefs and concepts studied
- Make clear links between texts/ sources of authority and the core concepts studied
- Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers

Understanding the impact

- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Describe how people show their beliefs in how they worship and, in the way, they live
- Identify some differences in how people put their beliefs into practice

Making connections

- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
- Give good reasons for the views they have and the connections they make

Cross Curricular Links:

Autumn:

Spring: PE - Dance around the world

Summer:

<p>talk about what promises people make to each other and to God. Make connections with the promises in the story of Noah.</p>		<p>rejected; explore why Jesus touched and healed this person; note Jesus' practice of showing love to those most vulnerable and often rejected by society.</p> <p>Lesson 3: The Good Samaritan</p> <ul style="list-style-type: none"> Look at some other stories that show what kind of world Jesus wanted. E.g. the Good Samaritan (Luke 10:25–37). What kind of world did Jesus want? How did he want his followers to behave? <p>Lesson 4: Church</p> <ul style="list-style-type: none"> Look for evidence that churches are making the world like the one Jesus wanted: Look at local church noticeboards or websites to see what they spend their time doing; get pupils to reflect on the impact of these actions by weighing up which is more important to Christians: toddler groups or food banks; worship services or caring for the elderly; celebrating a baptism, a wedding or a funeral; reading the Bible or giving to charity, etc. These are all important to Christians, so pupils need to give good reasons, connecting with Jesus' teaching and example of love for others. <p>Lesson 5: Today</p> <ul style="list-style-type: none"> Find some examples of Christian leaders going beyond the everyday routines to show love for others (e.g. Keith Hebden fasting for 40 days). Note: it is not only Christians who want a better world – so do people from other faiths and those with no religious faith. First, ask pupils to describe what kind of world they would like to see and why, and what they would do to bring it about. Second, ask pupils to describe what kind of world they think Jesus wanted. Compare these two worlds – similarities and differences. What is good and what is challenging about Jesus' teaching of love? Talk about what pupil's think are the most important things all people can do to make a better world.
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Bible Testament Chapter Verse Genesis Rules Pact Promise Marriage 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Hindu Deities Aum Brahman Vishnu Shiva 	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Gospel Disciple Leader Biography Samaritan

<p>Resources/Artefacts:</p> <ul style="list-style-type: none">• UNIT L2.3 – Staff Common – Curriculum 22-23 – RE – Key Stage 2 Resources – People of God• Christianity Resource Box	<p>Resources/Artefacts:</p> <ul style="list-style-type: none">• UNIT L2.7• Lesson 3• https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p	<p>Resources/Artefacts:</p> <ul style="list-style-type: none">• UNIT L2.4 - Staff Common – Curriculum 22-23 – RE – Key Stage 2 Resources – Gospel• Bible• Christianity Resource Box
--	---	---