

Year Four

Human/Social Sciences

Theology

Philosophy

Christianity

Why is there so much diversity of belief within Christianity?

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Belief, Denomination, Practice, Reformation, Religion, Schism, Worship

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

How did Christianity spread round the world?

What was the Reformation? What was the Great Schism?

How did the Reformation and the Schism influence the beliefs of Christians?

How does the global aspect of Christianity influence beliefs?

How does worship differ globally?

What does Christian worship look like locally?

**Find out if other religions have such diversity of belief – Hinduism/Islam/Humanism*

Core knowledge from Syllabus:

Key vocabulary associated with the study of Christianity; The varying expressions of prayer; Sources of authority such as the Bible, creeds, tradition and different genres and interpretations; Key teachings from important Christian thinkers; How events in society have influenced Christian beliefs

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

Understand the Church as a global community of Christian believers.

Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army.

Describe different expressions of Christian worship including for example the Eucharist and pilgrimage.

The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban.

Give at least two key teachings from religious teachers such as Martin Luther, and how the Great Schism and the Reformation impacted Christianity.

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

How Christianity spread around the world through history from the early church onwards – use maps and a study of two Bible texts – Matthew 28:18 and Romans 15:22-29 – to teach children about the Great Commission and how Christianity spread rapidly around the known world. Move on to consider the impact of the Roman Empire and early Saints.

The Great Schism (Pope Leo and Charlemagne) and the Reformation (Martin Luther, John Calvin) – some basic historical background is needed for both of these events, linking to other periods

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previously studied in history. Timeline and map activities to place in historical and geographical context. Some drama activities could help children to understand the key characters involved and their viewpoints. Draw out the distinction that although all belong to the same *religion*, they express shared *beliefs* in different ways.

The contemporary picture – where are the Christians? Show the contemporary picture using maps. Highlight to children the vast number of Christians in the majority world. A ‘typical’ Christian; a ‘typical’ church – compare and contrast using pictures from Christian churches and services in a variety of contexts – could use pictures in the centre of large pieces of paper for children to write around what they can see and questions these provoke / could use pictures for ‘odd one out’ strategy (identifying similarities and differences between each one).

Choose two or three elements of worship (e.g. prayer, Eucharist, pilgrimage, baptism, music, art), and look at how these differ between denominations and around the world.

Compare and contrast festivals around the world – e.g. Easter in local C of E churches compared with an African, Asian or South American church – what is the same and what different?

The local picture – local study of Christian diversity – including visits if possible.

Essential outcomes (for assessment):

Pupils are able to:

Describe the difference between the terms ‘religion’ and ‘belief’.

Describe some of the varying ways in which Christianity is practised locally, nationally and globally.

Identify events in history which have influenced Christianity, especially the East-West Schism and the Reformation

What kind of world should we live in? (Christianity/Humanism)

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

What kind of world should we live in? What kind of world do we live in? Why?

How do Christians solve this?

How do Humanists respond to this?

How do Christians and Humanists seek to influence how the world is?

What examples do we have locally of charities responding to an imperfect world?

What could we do to make the world how we want it to be?

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Love, forgiveness, Creation, fall, salvation, ethics, utilitarianism, justice

Core knowledge from Syllabus:

Ethical theory, including the importance of love and forgiveness within Christian tradition; Concepts: Creation and Fall, Salvation; Christian perspectives on moral issues; The role of the Christian community in charity work. Humanism Core knowledge: Introducing ethical theory such as utilitarianism; The importance of the natural world and caring for the environment; The importance of the arts and sciences; The importance of love and relationships

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

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Jesus taught love and forgiveness to his disciples and strongly advocated personal tolerance and non-vengeance; Concept that God is just and Christians can trust him to see that justice is done at the end. Concept of the fall bringing sin into the world and that no one is perfect. Concept that Jesus saves all who admit to their sin and accept him. Christians know they did nothing to deserve God's favour and so pass his love onto others freely. Christians involved in charity work as a response to God's love in their lives – locally, nationally, internationally. Concept of Utilitarianism (greatest happiness/ good for the greatest number) Importance Humanists place on natural world and caring for the environment and on happiness

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

Discuss what the children think is important in how the world is. Find out if there are any issues which prevent that from being the case. Discuss how Christians tackle the problem of the world's imperfection – sin entered the world soon after creation (sin is the things people do wrong), everyone sins and can't behave perfectly. Christians believe the solution was through God sending Jesus to make us perfect. Think of responses to this gratitude

Essential outcomes (for assessment):

Describe different philosophical answers to the question of what kind of world should we live in. Describe how Christians and Humanists might answer this question.

Can Kindness and love change the world? (all religions)

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Creation, fall, ethics, love, forgiveness, environment, evidence, reasoning, intention, sanatana dharma, ahimsa, dharma, karma, morals

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

What do we need to change about the world? Do you think kindness and love can change the world?
What does Christianity teach about how we should treat others?
What does Hinduism teach about how we should treat others?
What does Islam teach about how we should treat others?
What does Humanism teach about how we should treat others?
Why isn't the world perfect if we all follow these principles?
Are kindness and love always the answer?

Core knowledge from Syllabus:

Concepts: Creation and Fall, Life and teachings of Jesus; Ethical theory, including the importance of love and forgiveness within Christian tradition. Humanist core knowledge: The importance of the natural world and caring for the environment; The importance of the arts and sciences; The importance of love and relationships; Importance of evidence and reasoning in Humanist thought. Islam core knowledge: Introducing ethical theory; Muslim perspectives on moral issues, including the

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idea of intention; Key teachings from important Muslim teachers. Hindu core knowledge: Sanatan Dharma; The impact of ahimsa, Dharma and Karma on daily life and beyond; Introduce ethical theory; Introduce moral issues and consider the consequences of action in relation to Karma; Morals and Values expressed in Hindu stories

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

Christian teaching of loving your neighbour, the example set by Jesus and his teachings, the example set by famous Christians eg Mother Teresa; Hindu teaching of Dharma (duty), karma, the eternal self (so treat living things well) and other teachings that promote peace within Hinduism. Muslim belief in 5 Pillars and how they affect how Muslims live. Humanist thoughts about promoting happiness for self and others and importance of love and relationships.

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

Think of examples of loving and unloving actions. Sort ideas into kind and unkind. Find teachings which help people from different faiths respond to different scenarios. Look at the lives of famous people who have followed this principle – Mahatma Gandhi, Martin Luther King Jr. Give pupils examples of scenarios where there might be different views on the right course of action – how do we decide what is kind? Does everyone want to live in a world arranged on love and kindness?

Essential outcomes (for assessment):

Describe a range of answers to the question “can kindness and love change the world?”, showing awareness of the diversity of opinion and why there are differences.

Hinduism

Where do Hindu beliefs come from?

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Brahman, avatars, samsara, karma, Vedas, oral,

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

What do we already know about Hinduism?

What are the Hindu scriptures called and what do we know about them?

What Hindu stories do we know? Are these from the Vedas?

What are some of the important Hindu beliefs? Are these shown in the stories?

Have there been any Hindu teachers? What did they teach?

What other factors have influenced Hindu beliefs?

**compare with where Christian/Muslim/Humanist beliefs come from*

Core knowledge from Syllabus:

Concepts: Brahman, Ataman, Avatars, Ahimsa, Samsara and Karma; The oral tradition and the Vedas, different genre and interpretations; Examples of teaching of Hindu teachers; Examples of events and experiences which have impacted on Hindu beliefs

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

Hinduism has ancient roots and it is hard to define because of the vast array of practices and beliefs held within it. They believe in a supreme deity who is represented in a multitude of forms which emanate from him (the avatars). Hindus believe in a cycle of birth, death and rebirth governed by karma. The belief that the soul passes through a succession of lives and the next incarnation is dependent on how the previous life was lived. The main Hindu texts are called Vedas which talk about dharma or duty. Hindu scriptures were passed down orally for hundreds of years before being written down. Although there is an emphasis on personal spirituality, Hinduism's history is closely linked with social and political developments (colonialism, The Ottoman Empire..). Hindu teacher – Shankara (780 – 820) travelled widely, defeating scholars of unorthodox movements, Buddhism and Jainism. He re-established the authority of the Vedic canon, propagated advaita (monism) and laid foundations for the tradition known as Vedanta.

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

Investigate what the children already know about Hinduism. Discuss the main scriptures and find out about them. Explore the oral tradition for passing down stories and scripture – hold a storytelling in the classroom, tell a Hindu story as an ancient storyteller would have done. Challenge the children to tell their friends. Explore the idea of one god in many forms – as children to act as different aspects of a character. Discuss concept of reincarnation and how every living thing could have been a person (or may be some day) and think how this would change the way they treat things. Explore how Hinduism was the only main religion for a long time in India and how being surrounded by people who believe the same as you, and then by people who feel very differently from you, may influence beliefs. Find out about a Hindu teacher e.g. Shankara and find out about what he taught.

Essential outcomes (for assessment):

Identify some events in history which have influenced Hinduism.

Can kindness and love change the world? (see above)

Islam

How do / have Muslims contributed to society and culture in the local area?

Key vocabulary (we need to be using subject specific vocabulary a lot during the discussions to help children become familiar with it and start using it themselves):

Five pillars, Zakat, Qur'an, Muhammed, Sunni, Shi'a, Sufism,

Smaller questions (These are the learning objectives for the discussion based lessons, use one of these to plan each lesson and as the basis for discussion during that lesson. You may wish to include several other questions to help draw learning out during the discussion):

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What is the Muslim holy book called? What does it say about relating to those around them?
What things do Muslims do to help those around them?
What other ways can we express a positive impact on community?
How do Muslims try to follow the example of the Prophet Muhammed?
How have Muslims contributed to society nationally and globally?
What examples could there be in the local area to show the positive influence of Muslims living here?

**Compare with Christian/Hindu influences – are some more obvious in King's Lynn?*

Core knowledge from Syllabus:

Diversity of expression, customs and practices and their impact on daily life; The masjid, the five pillars of Islam and the 3 main Muslim traditions;

Core knowledge to inform planning (we need to make sure we cover these in the lessons):

Five pillars of Islam, especially Zakat (giving alms to charity). The different ways Muslims interpret the expectations given in the Qur'an. How Muslims try to follow the example of the prophet Muhammed. Islamic architecture – including on the Mosque. Islamic poetry- including al-Burda and Jalaluddin Rumi. And Islamic art.

Suggested learning activities (Use these alongside the smaller questions to plan each session, you can use your own ideas too):

Find out what teachings from the Qur'an cause Muslims to want to have a positive impact on their communities and society. Copy several verses onto pieces of paper for the children to discuss in groups.

Practical examples of the work of Muslims to help the poor in local, national and global contexts.

Look at the Islamic centre on London Road and note its aims for the community.

The life and work of a Muslim individual whose faith impacted on their actions. Example of the Prophet Muhammed and more recent examples.

Essential outcomes (for assessment):

Describe ways in which Muslim beliefs can impact on and influence individual lives, community and society

Can kindness and love change the world? (see joint question with Christianity)