

Year Three

Christianity

Human/Social Sciences

Theology

Philosophy

How do Christians respond to issues of poverty and justice?

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):

Poverty, justice, Christianity, charity, tithe, offering,

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 know about the Bible? What does it tell Christians about the issues of poverty and justice?

What did Jesus teach about looking after the poor?

What have other Christian teachers taught about looking after the poor?

How have Christians shown their response to teaching on poverty and justice?

What does the philosopher NT Wright teach about the bible and social justice?

**could bring in Hindu and Muslim ways of responding to poverty and justice as a comparison*

Core knowledge from Syllabus:

The work of one key philosopher; ethical theory including the importance of love and forgiveness; Christian perspectives on moral issues; The impact of Christian teachings on daily life; Christian community in charity work

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

The Bible is the sacred text for Christians and gives guidance on daily life, the Bible promotes love and compassion. Jesus taught to love your neighbour and to treat others as you would want to be treated yourself. Other Christian teachers have encouraged this also for example St Paul, Martin Luther King Jr and Christians who try to follow this in their lives – William Wilberforce, Francis of Assisi, Mother Teresa. Lots of Christians have been inspired to work for or set up charities.

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

Investigate what the Bible says about poverty and justice – see Isaiah 61 v 1, James 2 v 15 – 16, Romans 12 v 13; and what Jesus did and said specifically – love your neighbour as yourself (Matthew 22) and Do to others as you would want them to do to you (Luke 6 v 31); Look at the lives of some famous Christians who have taught this or showed it by their actions e.g. Martin Luther King Jr; Christian philosopher N T Wright speaks a lot on how the gospel teaches social justice

Essential outcomes (for assessment):

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Decide if the reasons Christians give for their position on poverty and justice make sense to them are expressed clearly

How do people make moral decisions? (Christianity/Humanism)

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):

Empirical, Hedonism, Humanism, Logical, Moral, Morality, Philosophical, Philosophy, Theoretical, Utilitarianism

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 does the word 'philosophy' mean? What is the difference between knowledge and wisdom?
What is the difference between knowing and believing?
How do I know how to behave?
Philosophical question: How do I make moral decisions?
How do Christians approach this philosophical question?
How do Humanists approach this philosophical question?
Where do our class rules come from? Would we reach the same conclusions without religion?

Core knowledge from Syllabus:

The life and teachings of Jesus; Sources of authority such as the Bible, creeds, traditions and different genres and interpretations; The impact of Christian teachings on daily life; Christian perspectives on moral issues; Also Humanist Core knowledge: The different views about the nature of knowledge, meaning and existence; Diversity of Humanist thought

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

Difference between knowledge, belief and opinion.
The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.
The nature of a philosophical question.
Awareness of variant perspectives about whether some things can be proven.
The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).
Utilitarianism or Hedonism as a way of making moral decisions.

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

Look at the word 'philosophy' and translate it from Greek to English (or other languages spoken in your setting) to see that it means 'love of wisdom'. Discuss the difference between knowledge and wisdom; eg, I know a tomato is a fruit, but I'm wise enough not to put it in a fruit salad.
Ask the children questions about where knowledge comes from. How can they be sure it's 'true'? (Extra-Curricular Link: combine this with science lessons on forces)
Bring out a box with a question mark on it. Ask the children what could be in there and how they might find out. Separate these ways of finding out into two categories empirical (physically observable) and theoretical (not reliant on physical evidence). The children may say they could open

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the box and see, or weigh the box (empirical) or they may have a theory about what a teacher might put in a box (theoretical). You may want to use the categories 'Knowing' and 'Believing' instead. Can they prove their ideas? Is the concept of 'belief' actually relevant in this instance?

Using a question like *How do I know how to behave?* Ask the children to write down their ideas. Split these ideas into the two categories. What are the facts when it comes to behaviour? How do they make decisions about how to behave? If they bring up reasons that come from religion put them to one side to discuss later. Introduce the idea of a Philosophical Question: *How do I make moral decisions?* Talk about what they have already said and introduce the idea of the new commandment of Jesus from John 13:34-35 'Love one another. As I have loved you, so you must love one another'. What would this mean in practise? Explore this idea as a basis for moral decisions. Does acting with love always lead to a good outcome? You may even want to talk about good intentions versus good outcomes.

Explore the idea of morality coming from lessons learned in your own life or from history, look at the Humanist approach to morality to explore morality without the presence of a supernatural being. Look at Hedonism and or Utilitarianism and how it might be employed to make moral decisions. Explore the class/school rules and trace their origins, within a faith school these may be more overtly religious in origin. Discuss whether these rules would be arrived at with or without religion.

Essential outcomes (for assessment):

Pupils can: Talk about the difference between knowing and believing.

Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.

Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.

How have events in history shaped beliefs? (using 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):

Belief, History, interpretation, diversity, atheism, agnosticism, rationalism, happiness, Mohammed, Vedas, knowledge, meaning and existence, belief

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 are the main beliefs of Christianity?

What effect did the Reformation have on Christian belief and doctrine?

What are the main beliefs of Hinduism?

What influence did colonialism and the subsequent independence of India have on Hinduism?

What are the main beliefs of Islam?

What influence did the life of Muhammed (and the division caused after his death) have on Islam beliefs?

What are the main beliefs of Humanism?

How has global diversity and a long history shaped those beliefs?

Core knowledge from Syllabus:

Sources of authority such as the Bible, creeds, traditions and different genres and interpretations;

How events in society have influenced Christian beliefs; Key vocabulary and global diversity

associated with the study of Christianity. Humanism: Concepts – Atheism, agnosticism, rationalism,

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One Life and Happiness. Islam: The impact of the spread of Islam; The life and teachings of the prophet Mohammed; How experiences have impacted on belief. And Hinduism: The oral tradition and the Vedas, different genre and interpretations; Examples of events and experiences which have impacted on Hindu beliefs; The diversity of practice and expression; Different views about the nature of knowledge, meaning and existence

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

The main beliefs and practices of Christianity and events that have changed them – the Reformation and split between Catholicism and Protestantism. The main beliefs and practices of Hinduism and the events that have changed them – the age of the religion means that it has been around so long it's origins are unclear and change has happened gradually, influence of the colonialists, Hindu reformers and changes when India became independent. The main beliefs and practices of Islam and the events that have changed them – the division of Sunni, Shi'a and Sufism; various empires. Humanism beliefs and practices and events that changed them – the wide range of Humanist thought; the roots of Humanism over centuries, current Humanist thinking

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

Find out existing knowledge of each religion from the class. Have a visitor in to class to talk about how their religion has changed. Look into the history of each. Take the arguments for Catholicism and Protestantism and have a class debate. Investigate the effect of Colonialism and a long history on Hinduism. Find out why some Muslims are Sunnis and some are Shi'a and how Sufism relates to Islam. Play Chinese Whispers and investigate why beliefs might change through an oral tradition. Introduce the children to a piece of writing – have one adult half the class and another adult with the other half giving a different opinion on the text. Come back together to see how different writings can be interpreted differently.

Essential outcomes (for assessment):

Recognise that beliefs are influenced by events in the past and present. Explain some of the factors which can influence a belief.

Hinduism

What do Hindus believe about God?

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):

Brahma, Shiva, Vishnu, ataman, ahimsa, samsara, karma, belief., god, deity, soul, eternal self, non-violence

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 know about Hinduism?
Where do Hindu beliefs come from?

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What is an avatar and how is this reflected in Hindu worship?
Which core beliefs influence how Hindus live?
How does the diversity within Hinduism make it difficult to pin point their beliefs?
**compare with Christian and Muslim beliefs about God*

Core knowledge from Syllabus:

Core knowledge: Concepts: Brahman, Atman, Avatars, Ahimsa, Samsara and Karma; Examples of teaching of Hindu teachers; Key vocabulary; festivals

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

Hindu belief in 3 main aspects of god – Brahma the creator, Vishnu the preserver and Shiva the destroyer. Brahma is the supreme god or deity and there many representations of him now known as avatars. Hindus believe that every action has a consequence so good actions lead to good and bad actions lead to bad. Hindus believe in an eternal spiritual self (Atman) and that the spiritual self is more important than the physical, this influences the effect of materialism on them and respect for all living things and non-violence (Ahimsa). It is an ancient and widely practiced religion and has no single founder, now single scripture and no commonly agreed set of teachings.

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

Tell stories of Brahma the creator, Vishnu the preserver and Shiva the destroyer. Give the children different gods worshipped by Hindus and see if they can find out which god they are an avatar of. Investigate Hindu's views on the eternal self (Atman) and views on Ahimsa (respect for all living things and non-violence towards others), give children different scenarios and see if they can predict how a Hindu would react

Essential outcomes (for assessment):

Recognise ways in which beliefs might make a Hindu think about how they live their life, how they see the world in which they live and how they view others?

How have events in history shaped beliefs? (See above)

Islam

What difference does being a Muslim make to daily life?

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, Hajj, Islam, Mosque, Muslim, Salah, Sawm, Shahadah, Shia, Sufi, Sunni, Zakah

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 is a Muslim? What do Muslims believe about God?
Where do Muslims worship?
What are the 5 Pillars of Islam and how do they show Muslims how to live?

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How do Muslims show their faith in their daily lives?
How do Muslims help their communities?
Do Muslims live in different places? Do they show their faith in different ways?
**could compare with Christianity/Hinduism/Humanism*

Core knowledge from Syllabus:

Diversity of expression, Customs and practices within Islam and their effect on daily life; Concepts of Tawhid, creation, prophethood, Revelation, Khalifa and Akirah; The Qur'an and Hadith as sources of authority, different genres and the value of recitation; Jummah prayer, Ramadan and the 2 Eid festivals

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

Awareness of the diverse nature of Islam locally, nationally and globally.
Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs.
Varying use of a minaret for the call to prayer, and alternatives to this.
Awareness of the two main Muslims traditions- Sunni and Shia. Sufism is a tradition that runs through both of these.
Awareness of diversity of expression, particularly in relation to the pictorial presentations.
Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakah and Hajj.

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

Introduce the mosque as the Muslim place of worship. Use pictures or a model to point out some of the features e.g. minaret (tower), mihrab (archway). Visit a mosque or watch a video (e.g. Truetube 'Holy Cribbs – the Mosque') to see inside a real mosque. Children make notes – split their page into two columns – 'Things people do in the mosque' and 'Features of the building'.
Try to find pictures of local mosques and discuss variation. Discuss similarities and differences with any other places of worship they have been to / learned about.
Introduce the idea of pillars holding up a building, and that Muslims talk about '5 pillars' holding up their faith. Teach the 5 pillars using, for example, books (e.g. Islam: Hambali's Story), video (e.g. <https://truetube.co.uk/film/five-pillars-islam>), card sort activities, craft etc.
'Through the keyhole' – use photos from inside Muslim homes to spot examples/evidence of how their faith influences their daily life (e.g. prayer mats, verses displayed, sadaqah boxes etc)
Use 'good news' stories about Muslims from newspapers or the Internet to share some of the things which Muslims do to help their communities. Children assess the content of these videos and articles, looking for examples of 'What...' and 'Why...'
The variation of Muslim tradition – use maps and pictures to show children countries with majority Muslim populations, and also talk about how Muslims can be found all over the world. Discuss the diversity of cultures (food, leisure, family, homes, work etc) in these countries and therefore in Muslim families. Explore using videos, pictures or books the diversity of expression of Muslim life.
Introduce the three main religious traditions within Islam (e.g. using http://www.bbc.co.uk/religion/religions/islam/subdivisions/sunnishia_1.shtml for subject knowledge).

Essential outcomes (for assessment):

Pupils are able to:
Identify how a person's beliefs and actions align them with the religion of Islam.

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Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society.

Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah.

How have events in history shaped beliefs? (See above)

Humanism

How do people make moral decisions? (See above)

How have events in history shaped belief? (See above)