

SCAMBLESBY CE PRIMARY SCHOOL: RELIGIOUS EDUCATION: MEDIUM TERM OVERVIEW:

OTTERS CLASS



(PLEASE REFER TO UNDERSTANDING CHRISTIANITY SCHEME and LOCALLY AGREED SYLLABUS FOR MUCH MORE SPECIFIC DETAIL AND CONTENT)

Year A	UNIT TITLE	LOCALLY AGREED SYLLABUS
	LAS Compulsory: Being Human – Hinduism	

AUTUMN TERM (A)			
Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	To understand what Hindus central belief system is.	What do Hindus think God is like?	Share Knowledge Organiser What is God like? Ask pupils to create a map or artwork – emphasis the extent to which pupils relate <i>human qualities</i> to God. Recap prior learning about: Brahman (salt and water – life force in all things, not personal God like in other religions, but impersonal) Samsara (the cycle of life – example of an apple – tree cutting, fresh fruit, rotten apple) – connect with the Trimurti Brahma, Vishnu and Shiva (the Trimurti) – a way of trying to better understand Brahman and worship him (could compare this with the way in which the 99 Names of Allah help Muslims better understand what Allah is like). Atman, samsara and moksha (atman = the soul – the bit of Brahman in all living things; samsara is the life cycle it is on; moksha is the ultimate goal – to break free of the life cycle, samsara). You could explore the example of a sportsperson who had a 9 to 5 job until they were able to take up their sport full-time in order to examine the idea of being stuck in one thing and breaking free to do something totally different Dharma (duty, every person has their own duty to fulfil; if they fulfil it, they move close to moksha) • Karma (actions – good actions, good karma, help you fulfil your dharma and get closer to moksha; bad actions, bad karma, prevent you from fulfilling your dharma and move you further away from moksha) • What are your duties? • What actions help you carry out your duties? • What happens if you don't carry out your duties? etc
2	To understand the importance of 'duty' for Hindus.	What is my duty and how can I show this to people?	Revisit concept of dharma and how it relates to the cycle of life (samsara) and the concept of karma (action). • Board games – samsara snakes and ladders (doing your duty = going up the ladders; not doing your duty = going down the snakes; end destination = moksha) • Case study: the story of Rama and Sita in the Ramayana (how do the various characters fulfil or not fulfil their duty?) Pupils could retell the story through writing/roleplay/iMovie/hot seat, etc., drawing attention to the significance of duty in the story. Encourage pupils to explore various ethical scenarios and identify how different Hindus might act in these situations. How might their beliefs and worldview shape the way they make their choices? How might people from different worldviews (e.g. Christian, Muslim, Humanist) act in the same situations? Which of their beliefs might be impacting on their actions and choices? http://www.bbc.co.uk/schools/gcsebitesize/rs/poverty/hinduismrev2.shtml Ask pupils to consider how the idea of 'good' relates to the concept of dharma in a Hindu worldview? (Remind pupils that the term 'good' means different things to different people.)

3	To understand the Hindus view of violence and non-violence	What is violence and is it ever justified?	Ask pupils to discuss what they think the terms 'violence' and 'violent' mean. They could consider the following: • different kinds of violence (physical, verbal, emotional, etc.) • the impact of violence (on the victim and the perpetrator, on the community, etc.) Believing (specialist knowledge – ways of believing and the sources of authority they draw from) Introduce pupils to the concept of ahimsa (principle of non-violence); you could explore some key facts about Mahatma Gandhi's life and work in the context of this concept. Explore stories relating to the deity, Krishna (avatar of Vishnu), who was a cowherd; ask pupils to consider how these stories might relate to beliefs about how Hindus treat animals and the natural world? Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data) Ask pupils to work in groups and design a new gameshow called Make your way to Moksha: it should involve teams, various quizzes/activities, etc. Crucially, participants on the gameshow have to give a reason how their quiz answer or challenge task relates to ahimsa and dharma. http://www.bbc.co.uk/religion/religions/hinduism/hinduethics/animal.shtml
4	To understand the Hindus view of togetherness	How do Hindus demonstrate 'togetherness'? How does yoga relate to spirituality?	Believing (specialist knowledge – ways of believing and the sources of authority they draw from) Introduce pupils to the Hindu concept of satsang – the concept of spiritual togetherness, the idea that community/family/society is important in helping you fulfil your dharma. https://www.mandir.hu/en/content/satsang Yoga as an individual or communal activity that helps people focus on their spiritual discipline, which is one form of fulfilling your religious duty (dharma) – carry out some basic yoga practices (perhaps some individual pupils and a larger group of pupils). Reflect on impact – how might doing this communally be different? How might this be helpful? https://www.hinduwebsite.com/yoga.asp https://www.hinduamerican.org/projects/hindu-roots-of-yoga Thinking (specialist skill – reasoning) "We're better together." Ask pupils to respond to this statement with particular reference to the beliefs and concepts that underpin a Hindu worldview and the actions carried out by different Hindus. Encourage pupils to show a clear process of reasoning and provide different kinds of evidence to support what they are saying.

LAS Compulsory Being Human – Islam

AUTUMN TERM (A)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	LO: to relate key vocabulary to beliefs, worship and sensory stimuli	I can link key vocabulary about Islam to how the Muslim faith is manifest.	Share Knowledge Organiser Key vocabulary: • Tawhid – the oneness of Allah • muslim – harmonious (literally ‘in submission’) • ‘abd – servant • khalifa – regent (rules on behalf of someone else) • shariah – straight path Have a sheet ready with all the key terms, then complete the activities below. During the activities, pupils should complete the definitions as a recap from KS2 Compulsory Unit: God – Islam: Tawhid: complete a jigsaw – highlighting that there is just one picture 2. muslim: Give one pupil a drum (or drum fingers on a desk) and ask them to make a steady beat. Ask the other pupils if the music is very interesting to listen to with only one instrument and a single beat. Add another instrument making a complementary rhythm. Continue adding instruments and rhythms, one at a time. Discuss how many instruments playing together in rhythm sounds better than one instrument alone, but equally, many instruments playing their own tune hurts your ears. Make the connections between this and the concept of harmony 3. ‘Abd and Khalifa: use images of the rainforests destroyed, people in pain, etc. Who is responsible for this? Who is responsible for fixing this? What do they need to be able to address these situations effectively? You could read a Muslim story of creation and ask pupils to explain what responsibility humans have in relation to the created world, according to this story. Give pupils the definitions of the two key words and ask them to explain how they think they link to their learning in this activity 4. Shariah – have some sort of tubing that can be bent or kinked and marbles – students should work out how to get the marbles through – i.e. it needs to be a straight path to get to its end goal. If you are feeling brave you could do this with a kinked house pipe and water!
2	LO: to know and be able to explain the 5 Pillars of Islam as a framework for living a ‘holy’ life.	I can name and describe the Five Pillars of Islam	Ask pupils to draw around their hand and then think of 5 rules or ideas that are really important to live by, noting one by each finger and thumb of their hand template. Discuss with pupils where they think these rules came from and why they think they are important, etc. Play Jenga at the front of class; discuss why the tower eventually topples down. Make links between then and the idea of the need for sturdy foundations to uphold society and ways of living. You may want to explore what would happen if we didn’t have rules to live by in school and society. Watch the following clip as a recap. seeing what pupils can remember: https://www.youtube.com/watch?v=ikVGwzVg48c
3	As for Session 2	As above, with more in-depth understanding in chosen Pillar	Put children into groups of 5 (or 10 if you’d like them to work in pairs). Give them each a pillar to look at and ask them to think about how different Muslims might live out that pillar in practice; encourage pupils to link their pillar with key Muslims beliefs that underpin the practice; e.g. • Shahadah: lived out by repeating or teaching it; linked with beliefs about one God, the straight path and the Prophets as those who offer guidance about how to follow the straight path; • Salah: lived out by going to the mosque to pray or praying at home with family; linked with beliefs about one God, following the straight path and harmony;

			• Zakat: lived out by helping someone in need and setting aside 2.5% of disposable income; linked with beliefs about harmony and following the straight path; • Sawm: lived out by younger Muslims practising fasting before taking part in the full fast during the holy month of Ramadan; linked with beliefs about harmony and following the straight path; • Hajj: lived out by intentionally saving money to go on Hajj and by celebrating Eid ul Adha; linked with beliefs about one God, harmony and following the straight path Give out building blocks/Jenga write on stickers how Muslims practice the Five Pillars. Play Jenga again, but this time focus on what would happen to a Muslim worldview if one or more of the pillars were no longer part of the sturdy structure. Ask pupils to discuss the following, showing a clear process of reasoning: • What would happen if not all Sunni Muslims followed the Five Pillars? • Why is it important to Muslims to follow the Five Pillars? • Would it ever be OK if a Muslim chose to only follow the Five Pillars sometimes? Encourage pupils to emphasise how Muslim beliefs underpin the practices. Support pupils to identify that not all Muslims live out their worldview in exactly the same way.
4	EXTENDED WRITING OPPORTUNITY		
5	To relate the Surah to everyday life as a non-Muslim.	Can I create my own charter for being a decent human being?	Watch https://www.bbc.co.uk/bitesize/clips/z6d2hyc to discuss the Qur'an as a book of guidance. You may want to ask pupils what type of guidance they think the Qur'an will provide Muslims for their daily living. Share with the children this guidance from Surah (chapter) 17 of the Qur'an: • Be kind to your parents, particularly in their old age. • Always keep your promises. • In daily life be honest. • Avoid gossip and slander. • Do not take advantage of poor people or orphans. Check that pupils are familiar with all the vocabulary in this text, then ask them to consider why this guidance has been included in the Qur'an and whether they are relevant today. Pupils might also want to think about whether this guidance is the most helpful guidance to support Muslims to follow the straight path – is there anything missing? Would they remove any of this guidance and, if so, why? Use this guidance to create a piece of artwork (remember: do not produce pictorial representations of Allah or the Prophets) or a poem or presentation about how the Qur'an advises Muslims to treat others.
6	To know why 'family' is so important to Muslims.	Why and how are family so important to Muslims?	Key vocabulary: • Family: a group of people who are related by blood, marriage or adoption • Nuclear family: a couple and their children regarded as a basic social unit • Step-family: family that is formed on the remarriage of a divorced or widowed person and that includes a child or children • Same-sex parents: people of the same sex who are raising children together • Extended family: a family that extends beyond just parents and their children by including grandparents and other relatives as well Believing (specialist knowledge – ways of believing and the sources of authority they draw from; specialist skill – source/textual interpretation) and Living (specialist knowledge - ways in which context affects ways of living; specialist skill – analysis of data) Pupils could consider different types of families that they know of and of which they are part; this would provide an opportunity to introduce the key vocabulary.

			Explain to pupils that many Muslims believe that families are at the heart of every Muslim community. They believe that family life was created by Allah to keep society in harmony (Muslim) and that Muslims should follow the example of the Prophet Muhammad, who was married and raised a family. Many Muslims are part of an extended family. It usually includes parents, children, grandparents and elderly relatives. Many Muslims believe that extended families offer stability, continuity, love and support for each other. Pupils could create a survey of the strengths and weaknesses of living in an extended family. They could be encouraged to consider both practical and emotional areas. This could include drawing on some of their own experiences, perhaps of grandparents picking them up from school, or someone being paid to look after children. Ask pupils to consider the following statements, made by different Muslims. Do they agree with what the statements are saying? What do they think this might look like in practice? Do they feel anything is missing? Do they think all Muslims would agree with these statements? Have they come across similar statements in other (religious and non-religious) worldviews? Ask them to show a clear process of reasoning in their responses: • “The family is where children are raised as good Muslims.” • “The Qur’an teaches that children should treat their parents with honour and kindness.” • “The Hadith teaches that Muslims should take care of their mothers if they wish to enter paradise.” • “Family life helps us follow the straight path (Shariah).” Explore different areas of family life and their importance in a Muslim worldview: • The belief that family life was created by Allah to help provide a harmonious (Muslim) society • The example of the Prophet Muhammad, who married and had children • The shared experience of prayer at home • Family involvement in fasting (Sawm) and pilgrimage (hajj) • Different but complementary roles of men and women • Respect children should show to their parents Pupils could make a simple board game that shows the roles the family plays in teaching these beliefs and how living out these beliefs helps keep family members on the straight path (e.g. snakes-and-ladders-style game in which healthy family relationships and shared family practices help you stay on a straight path and other choices – e.g. not respecting parents, not participating in key religious practices as a family unit – might make you deviate from the straight path). Ask pupils to respond to the statement below, showing a clear process of reasoning and providing evidence for what they say. Support them to make connections with key beliefs, concepts and practices. “Family life matters more if you are religious than if you are not religious.”
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Salvation: UC 2b.7 (core):What difference does the resurrection make for Christians?
SPRING TERM (A)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	To sequence the events of the last week of Jesus' life.	What was the sequence of events that led to Easter Day?	Bible study, followed by group drama activities to dramatise the events of Holy Week and Easter Day.
2	To identify religious themes which are reflected in religious art.	Can I offer a deep level of analysis to support an religious image?	Share images with the children of Incarnation, Salvation, Sacrifice, Resurrection and Hope. Children to annotate them accordingly, offering justification for their responses. (link to Year A's 'Expressing Belief Through the Arts unit)
3	To reflect on Christians' emotions and reactions to Good Friday and Easter Day.	How do Christians respond to the differing moods of Good Friday and Easter Sunday?	Study of Gospel accounts of Good Friday and Easter Sunday. Interview with vicar to gain deeper understanding of the significance of Good Friday and Easter Day.
4	To reflect on the Church of England funeral service and its links to Christian liturgy and reflections on our relationship with Jesus.	How do the words of the Church of England's funeral service offer hope to those with a faith?	Give pupils some of the texts that are read during the Anglican funeral liturgy, for example, John 3:16; John 11:25–26; Luke 23:43; John 14:2–3 (see Resource Sheet 3). Ask pupils to suggest what comfort or hope these might give a Christian, and why. Look at the context of each of these texts in the Bible to help.
5	To study gravestones and epitaphs and reflect on what they tell us about our faith and trust in God and heaven.	How does a gravestone reveal the faith of the deceased family?	Visit the church graveyard and look at gravestones, epitaphs and memorials. Children then sort the epitaphs, memorials and gravestones — perhaps using categories such as most meaningful, comforting or peaceful. List which words occur most often, for example: memory, hope, resurrection, beloved. Say why. (See Resource Sheet 4 for epitaph examples.) Look at examples of some epitaphs that use specific religious vocabulary (angels, Jesus, resurrection, heaven, soul) and quote biblical text. Some epitaphs use this language and some don't. Who and what are these epitaphs or messages for? Note that the Christian hope is that God grants eternal life through Jesus. Use the examples of religious and secular epitaphs to clarify this distinction between general hopes that many people have and the specific Christian hope (many Christians would say 'confidence') in resurrection through Jesus.

Incarnation: UC 2b.4 (core): *Was Jesus the Messiah?*

SPRING TERM (A)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	To identify prophecies in the Bible that give us clues about Jesus being the Messiah?	How does the Bible prophesise the coming of Jesus as the Messiah?	Study Resource Sheet 1a, which summarises OT and gospel descriptions of who the Messiah will be.
2	To identify the 'true meaning' of Christmas and ways that we celebrate which reflect that. To research some Christmas traditions,	How do Christians' celebrations of Christmas reflect their faith?	For Christians, Christmas is a time of celebration of the arrival of the Messiah. Many Christians argue that Christmas has lost its real meaning — Jesus is lost in the tinsel, turkey and TV. The Christian Church uses Advent as a time of preparation for the arrival of Jesus. Ask pupils in groups to list all the words they can to do with Christmas — gather a class list. Count how many are to do with Christianity and Jesus. See what explanations pupils can offer for this. Some Christians have turned to advertising campaigns to get the message across about the 'true meaning' of Christmas. Ask pupils to come up with some quick ideas about how they might sell the true message of Christmas, linking them to the ideas they have learned about the Messiah and Christian beliefs about Jesus' birth.
3	To reflect on our understanding of how this learning fits into the 'bigger picture'.	Does the world actually NEED a Saviour? Do we need to be saved, and from what?	Ask pupils to reflect on their learning from this unit to answer the key question: Was Jesus the Messiah? In pairs, see if they can come up with some clear reasons why Christians believe that he is, with examples of how they show this. To make wider connections, recall the 'big story' of the Bible, and why the People of God needed a rescuer. Give pupils some key theological terms (for example, Creation, Fall, People of God, Messiah, Incarnation, Gospel, Salvation), and either get them to come up with definitions and links, or match them to given ones. • Get pupils to use the ideas explored in this unit, and the revision of the key concepts in the 'big story' above, to answer the question, 'Why do Christians believe the world needed a "Saviour"?' Include some of the key words revised above. Give them a writing frame to help them with a selection of sentence starters. • Not everyone thinks Jesus is the Saviour from God, but why might people think that the world needs one? Imagine that there is a God: if this God sent a new messenger to Earth in the twenty-first century, what would the messenger say? It would need to be a message for all people, not just those who believe in God! Use Resource Sheet 3 as a starting point. Compare pupils' ideas with Jewish and Christian beliefs.
4	Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.	What did the Jewish people actually want their Saviour to do?	The Transfiguration, Matthew 17:1–13 or Luke 9:28–36 Recap what Jewish people hoped for in a messiah or saviour, and what Jesus' followers were starting to believe about him. Ask the class which two things would make them believe that someone was sent by God to save people. Create a list. Read the Transfiguration text. This is a good text to act out in groups. Ask the audience as they watch each group's performance to comment on what they think is happening and what it might mean. List the things they see which seem to offer clues that Jesus is the Messiah. What indications are there that Jesus is more than that — the Son of God? Explore links to the Trinity, Father, Son and Holy Spirit, in the passage. Look at some artworks expressing this scene, for example, comparing Raphael (www.artbible.info/art/large/613.html) and Bellini (www.artbible.info/art/large/21.html). Discuss with the pupils whether they can see: shining white, Moses and Elijah, the mountain. What do they think each of these might mean? Ask pupils to write the description to be put under the art when it is displayed in a gallery. They must include the connections to the text, the meaning of this story for Christians, and the clues this text gives that Jesus is more than the expected Messiah, and actually the Son of God. Pupils should think about all the clues to identity of Jesus they have heard. Which would be the most persuasive for people at the time, do they think, and why? Why were some people not convinced, or even hostile?

LAS Additional: Expressing Beliefs through the Arts (including Christianity)
SUMMER TERM (A)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	To know how artists of different cultures present artwork of 'The Feeding of the 5000.'	How is the miracle of the Feeding of the 5000 portrayed through art?	Discussion and Powerpoint about different representations. Children discuss and analyse the differing styles, commenting on similarities, idiosyncrasies and anything that resonates with their own beliefs.
2	To know how architects reflect their belief through their designs.	How can a building reflect a faith?	Powerpoint of a range of churches and mosques, then in groups, children create a 3D model of their own choice of worship and write a Visitors' Guide, explaining what can be found and their symbolism.
3	To know how music can reflect the beliefs of those who create / perform it.	How can music reflect a belief?	Powerpoint and discussion and appraising different styles of music, focusing on the music of Johnny Cash, traditional and modern Jewish music and a study of faith without music – Quakerism.
4	To know how sculpture can reflect the beliefs of those who create it.	How can sculpture reflect a belief?	Powerpoint about a range of sculptures and some of the stories behind them, followed by children making their own clay / wooden sculptures to reflect their own faith, beliefs or values.
5	To know how music can reflect the beliefs of those who create / perform it.	How can dance reflect a belief?	Powerpoint, and group dance, set to appropriate music, which reflects some of the key religious images which are important to us, based on Biblical teaching and exploration and linking back to our version of a 'loving and holy God'. (from Aut, Yr B)

God: UC 2b.1 (core): 'What does it mean if God is loving and holy?'

AUTUMN TERM (B)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	To identify what we think the attributes of a God should be.	Is 'my God' loving and compassionate or powerful and destructive, or somewhere in the middle?	Share Knowledge Organiser Children complete Resource Sheet 1 and explain reasoning verbally to class. Then, study the accounts of David, Isaiah and John, comparing and contrasting the different perspectives and opinions.
2	To identify how Coventry Cathedral reflects our relationship with God.	What does Coventry Cathedral reveal about our faith and relationship with God.	Powerpoint about Coventry Cathedral – children discussing and annotating images that give a clue about the architects, artists and worshippers attitudes to God. (link with Year A's 'Expressing Belief Through Arts' LAS unit.)
3	To identify features in the Village Church which suggest whether God is holy and / or loving.	How is God represented in St Martin's Church?	Children use 'treasure hunt' photo activity inside and outside the church, to identify clues and link to the Bible, of indications that God is holy and / or loving.
4	To reflect on what the Bible tells us about whether God hates anything / anyone, and his attitudes towards punishment, vengeance, forgiveness and redemption.	How do Old Testament and New Testament reflections of God differ? What does the Bible tell us about God?	With caution, study some descriptions of God from the OT, comparing with the actions of Jesus in the NT. Compare and contrast. Study the list of God's 'hates' from proverbs, and create a similar one for us. What does this tell us about God? Is he really that different from us?

LAS Additional: Do you have to believe in God to be good? (Buddhism link)

AUTUMN TERM (B)			
Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	To understand what 'good' means	Am I a good person?	Share Knowledge Organiser Ask pupils to consider how we know the table is real. E.g. using the senses. Introduce the key term via negativa - sometimes we can find out what something is by knowing what it is not (for example, we can tell that ice cream is cold because we know it is not hot). Ask pupils to consider whether this tells us everything? E.g. abstracts like love, hope, justice, beauty, etc. E.g. show two pictures and ask which is more beautiful and why? How do you know? Possible discussion scenarios focused on abstracts (e.g. Philosophers' Café): • What makes a pupil in this school a 'good' pupil? • What makes a teacher a 'good' teacher? • What makes a dog a 'good' dog? • What makes an earthquake a 'good' earthquake? • What makes a baddie a 'good' baddie? Support pupils to recognise that 'good' can mean different things in different situations and that different people see things differently. Show the story of the Elephant and the Blind Men to underline this point (e.g. https://www.library.ucdavis.edu/news/50-features-special-collections-blind-men-elephant/) – talk about the idea that it's best to get lots of views on something in order to understand it better.
2 & 3	To identify how Buddhists try to live their lives	What are the 4 Noble Truths?	A Buddhist Worldview 1 Introduce the story of Siddhartha Gautama: his upbringing and the four sights – illness, old age, death and holy man, and the way in which this inspired Gautama's search for Enlightenment (nirvana/nibbana). Explore what happened during Gautama's search for Enlightenment and how it inspired him to take the Middle Way. Gautama reaches Enlightenment (nirvana/nibbana) and is then called the Buddha (literally, 'Enlightened One'). For Buddhists, Enlightenment involves the cessation of suffering. During this process, he realises the Four Noble Truths: 1. The Truth of Suffering (dukkha) 2. The Origin of Suffering (the Three Poisons: greed, hatred and ignorance) 3. The Cessation of Suffering 4. The Path to the Cessation of Suffering (the Eightfold Path) Note that a Buddhist worldview has no belief in God. Pupils could produce a visual or written version of Gautama's early life and the four sights (what impact do you think this had on him? How might this relate to his understanding of what is 'good'?) Pupils could devise a sliding scale of things that affect mental/physical health, e.g. food, exercise, socialising, fashion, friendship, social media, etc. – in each case, what does the 'Middle Way' look like and why is it the 'good' option? Pupils could design visual symbolism for dukkha and three poisons (Buddhist symbolism)
4 & 5	To identify how Buddhists try to live their lives	What is the Eightfold Path?	Introduce some of the key practices associated with a Buddhist worldview. Encourage pupils to make connections between these practices and Buddhist beliefs. The Eightfold Path: 1. Right Understanding/Vision 2. Right Intent 3. Right Speech

			4. Right Action 5. Right Livelihood 6. Right Effort 7. Right Mindfulness (meditation) 8. Right Concentration Ask pupils to work in groups to address the following questions: • What are the different elements of the Eightfold Path? • How do they help Buddhists keep on their journey towards Nirvana/Nibbana (Enlightenment)? • How might the different paths on the Eightfold Path help Buddhists make good choices? E.g. examples of these based on specific ethical scenarios (e.g. Trolley Dilemma, Brexit as a case study) – how might a Buddhist respond to these according to the Eightfold Path? • How might you follow the Eightfold Path in your own daily life? Make a commitment for the next week and show how it might relate to the Eightfold Path. • Explain how the Eightfold Path relates to what Buddhists believe is 'good'. Make sure you give reasons to support what you say, showing connections between what Buddhists believe and how they then live.
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**Creation: UC 2b.2 (core) and UC 2b.2 (digging deeper):
Creation and Science: Conflicting or Complementary?**

SPRING TERM (B)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	To outline the importance of Creation on the timeline of the 'big story' of the Bible. To identify what type of text some Christians say Genesis 1 is, and its purpose.	Is Genesis 1 reality or fantasy?	Share Knowledge Organiser Read Genesis 1:1–2: Use an appropriate translation (see Resources for suggestions). Choose some suitable music (without words) to accompany this, and get pupils to draw the events as they occur, or just the impression they gain from the text, to help them listen carefully. (Afterwards you might talk about what is suitable music and why — which features of the text does it reflect? What about the atmosphere?) Ask pupils to sum up the key message of the text, writing seven key words onto their sketches and a brief explanation of their ideas on the back. What does this story mean? How does it make them feel? Were there any surprising, interesting or puzzling moments? Suggest to pupils that this text is a detective story or a newspaper report. Ask them to find evidence for or against this. Ask pupils to suggest what type/genre of writing Genesis 1 is and how they know — what evidence is there? Remember that it is at least 2,500 years old: think about what life was like at the time, and whether that makes a difference.
2	To weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.	Are science and religion compatible?	Introduce pupils to a scientific account of cosmology (the beginning of the universe) and of evolution (the development of living beings) (see Resource Sheet 2 for a clear - but not easy! - account. Read this aloud to pupils - some will love the technical complexity of the language!). Remind them of what they have learned in Science (see Resources for examples). Give them three minutes to draw a simple diagram to explain either cosmology or evolution, and, in pairs, explain their drawings to each other. Check for accurate explanations! • Some people think that Genesis 1 cannot be true because the scientific account contradicts it, but that depends how you interpret Genesis. Use Resource Sheet 3 to explore these views and show their awareness of different interpretations.
3	To appreciate that scientists can also be people of faith.	How can a scientist believe in God?	Recall previous learning that Christians celebrate God as Creator through harvest, but also in art and music. Have a look at some artistic responses to God and Creation. Listen and read the popular hymn 'O Lord my God, when I in awesome wonder, consider all the works thy hand hath made', or even the children's song, 'Who is the king of the jungle?' www.youtube.com/watch?v=DJwUvjVq9k4 • Pupils need to know that there are many Christians who are scientists. Watch the interviews with Dr Jennifer Wiseman, astrophysicist (see Resources). Which questions would pupils want to ask her? How do they think she interprets Genesis and why? There are extensive video clip interviews available from the Faraday Institute (see Resources) — pupils could prepare questions as for a visitor, and see if the interviews answer them. • Note also that the Anglican and Roman Catholic Churches (among others) have accepted evolution — see Resource Sheet 4 to explore this further. • Get pupils to find out about Christians who are scientists, or who are interested in science. They could be teachers, other staff or parents, a local vicar, vet, doctor or dentist. Find out how these

			Christians make sense of believing in a Creator God and also doing science. How do they read Genesis 1? Support pupils to ask questions to such people about faith and science: are they compatible or in conflict?
4	To Identify the type of text that Psalm 8 is, and its purpose. To explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. To make clear connections between Psalm 8 and some ways Christians respond to God as Creator.	What does Psalm 8 tell us about God and evolution?	Read Psalm 8 to the class. Psalm 8 is about the greatness of God, and the privileged role given to humans by God, so choose a stately and uplifting piece. What is the link between the starter activity and this? This is the Psalmist's response to Creation in the form of a poem/prayer! • Then give groups a copy of Resource Sheet 7 containing extracts from Psalm 8. Ask pupils to identify who the blue boxes describe and who the white boxes describe (answer: blue = God; white = humans). • What does the psalm tell the reader about God and what does it tell the reader about humans? Offer some words on the board to help describe God and humans: scary, powerful, great, in charge, and so on. Use words from the text, such as 'majestic' and 'rulers'. Write these words around the corresponding blue and white boxes on Resource Sheet 7. • Talk about how this is a psalm — a prayer used in worship. Ask pupils what it might make worshippers think and feel about God, the world, themselves and other creatures. Collect their suggestions. How does it make pupils themselves think and feel about these things? Compare pupil responses with the perspectives they have suggested for Christians (and Jewish people). • Focus on the description 'a little lower than the angels'. Ask pupils to think about what this might mean and where it seems to place humans. Look at the words used to describe humans. What does Psalm 8 say about humanity's status on planet Earth? Identify the notion that humans have control over the planet, derived from their place as being in the 'image of God' (Genesis 1:28). • Divide the six extracts among the class, give groups the task of illustrating each extract. Groups could draw elements of the text, or use some of the images from the starter activity, and should communicate the overall meaning of the text. • Look at all groups' illustrations, or display together on a central board. Ask the class to identify what this psalm tells Christians about God and humans. Reflect on how it might relate to questions of religion and science.

LAS Compulsory: Life Journey – Judaism & Hinduism

SUMMER TERM (B)

Session	Learning objective	Learning Question / Success Criteria	Lesson outline
1	To understand that Jews believe God has chosen them to be his special people.	What is 'active listening'?	Share Knowledge Organiser Give pupils the Shema: "Here, O Israel, the Lord our God, the Lord is one; you will love the Lord your God with all your heart, with all your soul and with all your strength." (Deuteronomy 6:4-5). Ask them to analyse the text – what is it telling us about Jewish beliefs about God and human beings? https://www.bbc.com/education/clips/zqkq6sg Show pupils this clip on the Hebrew word 'shema'; ask pupils to note down any key words as they listen, including words with which they are unfamiliar (e.g. covenant = contract between God and his chosen people of Israel): https://www.youtube.com/watch?v=6KQLOulKaRA Afterwards, discuss the connection between listening and responding. Can pupils imagine scenarios in which they might hear something and feel compelled to act? What about scenarios in which they hear something but don't respond? What feelings do they associate with both scenarios? How easy is it to listen and respond? Explain that Jewish people believe God has chosen them to be his special people and has entered into a covenant with them; this covenant entails certain rights and responsibilities, e.g. the mitzvot (laws or commandments, including the Ten Commandments). Provide pupils with the text of the Ten Commandments (e.g. Deuteronomy 5:6-22). Ask them to analyse it as they would a literacy text: who has written/is speaking this? When? Why? What was happening before this? What might happen after this? What is going on in the text – what does it actually say? How does it connect with beliefs from this religion? How might different people understand the meaning of this text differently? etc. Keeping the mitzvot is one way in which Jewish people can show God they are both listening and responding. Watch this clip by former Chief Rabbi, Jonathan Sacks: http://rabbisacks.org/tenpaths/students/mitzvot/ As they watch, as pupils to think about the ways in which this description of mitzvah helps them understand Jewish beliefs about God and human beings. Pupils might like to think of one practical way in which they intend to 'shema' – listen and respond – in their lives over the next week.
2 and 3	To know about 3 key Jewish practices – Shabbat, studying the Torah and Worship in the Synagogue	Which Jewish practices are important demonstrations of their faith?	Recap the key beliefs covered in the last session: belief in one God, the people of Israel as the chosen people of God, the covenant and mitzvot. Introduce a number of Jewish practices: Shabbat Showing respect to God through rest; spending time together as a family and community; reciting blessings to give thanks to God as the origin of all good things, etc. https://www.youtube.com/watch?v=JpFw7DqRMEc&list=PLcvEcRsF_9zK0q_Ey3yl7k5LA5v1M7NNs&index=6&t=0s https://www.bbc.com/education/clips/zvtfqk7 https://www.bbc.com/education/clips/z84wmp3 https://www.bbc.com/education/clips/zn7tfq8 https://www.bbc.com/education/clips/z37s39q Torah A record of the covenant and the mitzvot; contains the story of creation, the Patriarchs (e.g. Abraham, Isaac and Jacob) and the story of Jewish rescue from slavery in Egypt; study of the Torah as a key part of Jewish life, etc.

			https://www.youtube.com/watch?v=3QZ792rjcVE&list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&index=6 https://www.bbc.com/education/clips/ztqjmnbn https://www.bbc.com/education/clips/zjkq6sq Worship in the synagogue A place of study; the key features and symbolism; artefacts and items of clothing associated with worship in the synagogue; differences between different types of synagogue; the role of the rabbi, etc. https://www.bbc.com/education/clips/zrsb9i6 https://www.bbc.com/education/clips/z834wmn Ask pupils to identify how these practices relate to Jewish beliefs about God, the world and human beings (particularly the people of Israel as the chosen people of God).
4 and 5	To compare rites of passage and how they are marked / celebrated in different religions	How are birth / naming ceremonies celebrated in different faiths?	Ask pupils to record all the rites of passage they have gone through so far in their lives, e.g. learning to walk, losing baby teeth, learning to ride a bicycle without stabilisers, starting school, learning to swim, learning to read, etc. Pupils could consider a particular celebration event to mark one of these events – what key features would the celebration involve? How would it commemorate the big event that has happened? Introduce the idea of samskaras in Hinduism: https://www.britannica.com/topic/samskara-Hindu-passage-rite https://www.youtube.com/watch?v=i30Nf18kJDo (Hindu naming ceremony – namakarana samskara) http://www.bbc.co.uk/schools/religion/hinduism/questions.shtml Compare the namakarana samskara (naming ceremony) with birth rites in Islam, baptism in Christianity, birth rites in Judaism and naming ceremonies in Humanism – what are the key features, differences and similarities? How do they relate to key beliefs/principles from these religions/non-religious belief systems? Islam http://www.bbc.co.uk/religion/religions/islam/ritesrituals/birth Humanism https://understandinghumanism.org.uk/uhttheme/celebrations-and-ceremonies/?age=7 Pupils could record their information as a visual diagram, a podcast, a website, etc. Draw pupils' attention to the fact that different Hindus celebrate different samskaras and not all of them complete all possible samskaras. Draw pupils' attention to the fact that religious and non-religious people celebrate birth in diverse ways. Ask pupils to discuss the reasons why people think it is important to mark the arrival of a new baby or a new member of a religious community. Pupils could discuss ways in which they might have a special ceremony to welcome new members of the school community – would it need to be different for Nursery/Reception class pupils, older pupils and new members of staff? Hinduism https://www.youtube.com/watch?v=rs83rrB5E4E (Hindu marriage ceremony - vivaha) http://www.bbc.co.uk/religion/religions/hinduism/ritesrituals/weddings.shtml (Hindu marriage) https://www.hinduwebsite.com/hinduism/h_marriage.asp (read in advance and select out age-appropriate elements) Islam http://www.bbc.co.uk/religion/religions/islam/ritesrituals/weddings_1.shtml https://www.central-mosque.com/figh/Wedding.htm (select a few age-appropriate teachings) https://www.theknot.com/content/muslim-wedding-ceremony-rituals

			Judaism http://www.bbc.co.uk/religion/religions/judaism/rites/weddings_1.shtml https://www.myjewishlearning.com/article/jewish-marriage/ https://www.youtube.com/watch?v=MxQ87qN7E9o Humanism https://understandinghumanism.org.uk/uhtheme/celebrations-and-ceremonies/?age=7 (Humanist marriage ceremonies)
6	To consider philosophical questions with maturity and respect.	Does God exist – and more importantly, can I prove / disprove it?	Tell pupils that the head teacher has made up a new school rule – all pupils in Year 6 will study for at least one hour every evening, Monday to Friday, to help them be successful. Both teachers and parents/carers will be supporting this new rule. Philosophers' Café: what matters more – whether this rule is true or whether pupils live by it, regardless of whether it is true or not? (Is it more important that something is true in and of itself, or that its impact – the difference it might make to the pupils – is more important?) Based on their learning at school, ask pupils to carry out a debate: “God does not exist.” Pupils must provide evidence both for and against this statement. Repeat the exercise: “It doesn't matter whether God exists or not.” Pupils must provide evidence both for and against this statement, based on their learning about the value of rites of passage in the various religions and non-religious worldviews they have covered this term.