

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.		
<p>Key Question: Why do some people believe in God and some people not? (AGREED SYLLABUS PAGE 85)</p>	<p>Key Question: What kind of King is Jesus? (KINGDOM OF GOD BOOKLET)</p>	<p>Key Question: How does faith help people when life gets hard? (AGREED SYLLABUS PAGE 86)</p>
<p>Outcomes:</p> <ul style="list-style-type: none"> Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs. Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. Give examples of reasons why people do or do not believe in God. Make clear connections between what people believe about God and the impact of this belief on how they live. Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. Make connections between belief and behaviour in their own lives, in the light of their learning. <p>Objectives:</p> <p>Lesson 1: Theist, Agnostic, Atheist</p> <ul style="list-style-type: none"> Find out about how many people in the world and in your local area believe in God – using global statistics and the 2011 UK census (see Guidance p.146). Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words ‘theist’ (believes in God), ‘agnostic’ (cannot say if God exists or not) and ‘atheist’ (believes there is no god). <p>Lesson 2: Questions about the existence</p> <ul style="list-style-type: none"> To explore the key question, ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, in order to make this more manageable. Start by clarifying what Christians believe God is like and where they get their ideas from. Revisit some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would ‘he’ make to the way people live? Investigate a range of viewpoints on the question, from believers to atheists. 	<p>Outcomes:</p> <ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. How Christians put their beliefs into practice in different ways. Relate the Christian ‘kingdom of God’ model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. Articulate their own responses to the idea. <p>Objectives:</p> <p>Lesson 1: A Better World</p> <ul style="list-style-type: none"> This unit is about trying to transform the world. Talk about what a better world would be like. Gather ideas about some of the problems in the world (e.g. hunger, poverty, violence, lack of healthcare, etc.) and find out about some people who have made a difference to the world (e.g. have a look at winners of the Nobel Peace Prize or the Niwano Peace Prize). List ways in which people could make the world a better place in the next 50 years. <p>Lesson 2: King</p> <ul style="list-style-type: none"> Introduce the idea of Jesus as a different kind of king by reading about his ‘temptation in the wilderness’ in Luke 4:1–13. Specifically see verses 5–8 where Luke describes the devil offering Jesus a chance to be king of all nations on Earth. Jesus refuses. What does this say about Jesus’ idea of kingship? <p>Lesson 3: Jesus</p> <ul style="list-style-type: none"> Explore the idea that Christians believe Jesus came to Earth to get people into heaven but also to make the world more like heaven. Jesus told parables about the ‘kingdom of God’ or the ‘kingdom of heaven’ to explain this idea. For Christians, the kingdom of God is, in essence, where God rules – not a geographical territory, but in human hearts and minds, lives and communities. Remember Jesus’ great commandments (love God and love your neighbour). Look at some of the ‘kingdom parables’ to find out what the ‘kingdom of God’ is meant to be like. 	<p>Outcomes:</p> <ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. Identify beliefs about life after death in at least two religious’ traditions, comparing and explaining similarities and differences. Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives. Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. <p>Objectives:</p> <p>Lesson 1: Questions</p> <ul style="list-style-type: none"> Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. Analyse and evaluate pupils’ questions, to recognise and reflect on how some ‘big questions’ do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering, etc. <p>Lesson 2: Good times and bad times</p> <ul style="list-style-type: none"> Explore how some people might thank God in good times, and how, more broadly, living a life of gratitude can lead to happier and healthier lives, whether religious or non-religious (see Psalm 103 and happierhuman.com/benefits-of-gratitude). Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. Use the story of Job in the Jewish and Christian scriptures. <p>Lesson 3: Life after Death</p>

End of Upper Key Stage 2

Outcomes:

Making Sense of Beliefs

- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority

Understanding the impact

- Make clear connections between what people believe and how they live, individually and in communities
- Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures

Making connections

- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
- Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently
- Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Cross Curricular Links:

Autumn:

Spring:

Summer:

Lesson 3: Why people do or do not believe in God.

- Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the Universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Many atheists argue that religions are all created by humans. Some argue that there is no need to use a Creator to explain the existence of the Universe and life; they argue that science provides reliable evidence and explanations, and that religion does not.

Lesson 4: Science

- Recall and build on learning from Unit U2.2 to explore how and why Christians still believe in God in an age of science. Many Christians would say that they want to find out more about the world and how it works – doing science is part of their response to belief in God as Creator. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander, Russell Stannard, and local examples).

Lesson 5: Everyday Life

- Explore what impact believing in God might make on the way someone lives his or her everyday life. Is faith in God restricting or liberating? How do people respond to God? E.g. from personal responses in private prayer, study, worship; communal responses of worship and striving for justice.
- Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today. Get pupils to reflect upon their own views and how they view people with different beliefs than their own.

- The Feast: Luke 14:12–24. Explore, asking pupils for their comments, feelings, ideas and questions. Consider possible meanings: who was the audience for the story, and how might they have responded? Who do they think should be at the feast, and who does Jesus say will be included? How does Jesus want his followers then and now to behave?
- The Tenants in the Vineyard: Matthew 21:33–46. Explore this story creatively. Use these clues to work out what it might mean. In the Old Testament, the people of God are compared to God's vineyard. In John's Gospel, Jesus is called the Son of God. The Old Testament called the Prophets 'Servants of the Lord'. The chief priests were Jesus' enemies – they were jealous because he was so popular, and disagreed with him about religion; they arrested Jesus and he was killed a few days later. If these are parables of the kingdom of God, for Christians, what kind of king is Jesus? (Some key teachings from these two parables are that God extends a gracious welcome to all humanity, but people don't always want it: selfishness or greed can get in the way of spiritual life and the coming of God's kingdom.)

Lesson 4: Better World

- Compare pupils' ideas about a better world (above) to the picture they get from their studies about what kind of world Jesus wanted. Find out about how Christians try to make the world more like the kingdom of God and comment on why it is the kind of thing that Jesus would like, e.g. how a local church serves the needs of people who are left out (use a local church; also look at Trinity, Cheltenham trinitycheltenham.com; Oasis churches theoasischurch.com or the Salvation Army www.salvationarmy.org.uk/easterhouse; the work of Church Action on Poverty (www.church-poverty.org.uk/); find out about the Christian Prison Fellowship (www.prisonfellowship.org.uk/what-we-do); explain how Traidcraft's Christmas video shows their belief in the kingdom of God in action (www.youtube.com/watch?v=1YV2mCyafvQ).

Lesson 5: What kind of King is Jesus?

- Address the key question: for Christians, what kind of king is Jesus? Jesus' idea of kingship seems to be that to be in his kingdom, a person has to serve others, particularly those who are most vulnerable and in need. Taking specific current examples, what would be different if all leaders followed this model? Talk about whether this is a good model of leadership and if there are good alternative models; talk about what gets in the way of people bringing justice; consider examples from other faiths and non-religious individuals/groups who work to bring justice and fairness.

- Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that some people believe that death is the end of life, and that there is no afterlife.
- Learn some key concepts about life after death, comparing beliefs and sources of authority, and exploring whether these beliefs make a difference to people when facing death and bereavement.
- **Christianity:** Bible teaching on resurrection of the body, judgement by God, salvation through Jesus, heaven.
- **Hinduism:** law of karma affects the reincarnation of the individual atman, pinning it to samsara, the cycle of life death and rebirth, until it can escape (moksha) and be absorbed back to Brahman.
- One secular/non-religious view about what happens e.g. Humanism: i.e. nothing: we might continue in people's memories and through our achievements, but death is final.

Lesson 4: Ceremonies

- Compare ceremonies that mark death/passing away, noting similarities and differences, how these express different beliefs, and how they might be important to the living.
- Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address.
- Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and nonreligious beliefs; get pupils to respond with art work of their own. How do ideas of life after death help people in difficult times?

Lesson 5: Big Question

- Respond to the question, 'How does religion help people when life gets hard?' Consider how important this role of religion is, in a country where religious belief is declining, but in a world where religious belief is growing.

<u>Key Vocabulary:</u> <ul style="list-style-type: none">• Theist• Agnostic• Atheist• Existence	<u>Key Vocabulary:</u> <ul style="list-style-type: none">• Jesus• King• Kingdom• Temptation	<u>Key Vocabulary:</u> <ul style="list-style-type: none">• Life• Death• Religion• Suffering• Ceremonies• Belief
<u>Resources/Artefacts:</u> <ul style="list-style-type: none">• Unit U2.11• Christianity Resource Box	<u>Resources/Artefacts:</u> <ul style="list-style-type: none">• Unit U2.6• Christianity Resource Box	<u>Resources/Artefacts:</u> <ul style="list-style-type: none">• Unit U2.6