

Unit 3.1 Beliefs and questions: What difference does it make to be a Christian? How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?

Religion: Christianity

Objectives:

- Be able to describe what Christianity is and recall some of its key beliefs.
- Be able to describe how Christians celebrate at four different festivals – Harvest, Pentecost, Christmas and Easter (over 4 lessons)
- Be able to connect the celebrations to Bible texts and to beliefs about God
- Be able to ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem, Easter
- Be able to express their own ideas about the deeper meanings of these festivals
- Be able to consider ideas such as generosity, community and love-in-action – helping others and charity
- Be able to list similarities between the four different Christian festivals
- Be able to explain their own ideas about the Creation stories of Genesis 1 and 2

Key Factual Learning:

- ✓ Christmas, Easter, are the main Christian festivals as are Pentecost and Harvest.
- ✓ These festivals teach us to treat each other with kindness, respect and consideration.
- ✓ Some believers go to Church to celebrate.
- ✓ A church helps to bring people together who believe in God in the same way.
- ✓ A church is where lots of things in the community take place, like festival celebrations, a bible class, Brownies and Scouts, weddings and funerals.
- ✓ Not everyone believes in these festivals because not everyone is very religious.
- ✓ Some people are not religious at all and that is their choice.
- ✓ Christians believe in the teachings of Jesus.
- ✓ Christians believe that Jesus was the son of God.
- ✓ Christians believe Jesus is the light of the world.
- ✓ Christians believe Jesus shows us how to live a good life.
- ✓ Christians believe in the Father, the Son and the Holy Ghost.
- ✓ This is called the Holy Trinity.
- ✓ The Holy Trinity comes from the Easter story.
- ✓ The Christian Creation story is how God made the world according to Christians.
- ✓ They believe God made the world in 7 days.
- ✓ Some people believe the world was made in a different way, from a big explosion in space.
- ✓ Big questions are the ones that no-one has a real answer to.
- ✓ Big Questions are what people think happened but no-one really knows.

Practical Tasks:

- Learn about Christian commitment by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter, Pentecost and Harvest, connecting the stories to Biblical stories and concepts.
- Reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all, considering the values that lie behind the stories and celebrations (A1).
- Express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians? They can study this through examining the life and work of a local church: list ten things the Church does to put ten teachings of Jesus into action (a good opportunity to welcome a Christian visitor to school) (B2).
- Describe and understand links between Bible stories of creation and Christian beliefs about God as the creator (A2).
- Discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Is Genesis 1 a story about human nature or about how the world was made?
- Develop ideas about different ways science and religions handle questions of origins, where we come from, and why humans are significant in the universe, thinking about two or more different answers to the questions (C1).
- Assessment lesson to finish unit.

Key Vocabulary:

Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values, Holy Trinity, explosion, space,

Cross Curricular Links:

Unit 3.2 Religion, family, community and prayer: How do religious families and communities practice their faith?

Religions: Christians and Muslims

Objectives:

- Be able to describe how a Muslim prays
- Be able to describe how a Christian prays
- Be able to connect ideas and beliefs to what people in these two religions do
- Be able to ask and answer questions about prayer in Islam and Christianity
- Be able to respond thoughtfully to beliefs and ideas about prayer
- Be able to list similarities and differences between the two ways of prayer in Christianity and Islam

Key Factual Learning:

- ✓ Praying is a way for someone to talk to God.
- ✓ People can pray anywhere.
- ✓ Not everyone believes in prayer and that is their choice.
- ✓ Some people like to pray more than others.
- ✓ Prayer is a way for people to get through difficult times in life.
- ✓ Prayer can make you feel peaceful and closer to God.
- ✓ Some people say this feels spiritual
- ✓ Spiritual means when you feel God being closer to you
- ✓ Some people like to pray in a church or a Mosque, depending on their religion.
- ✓ Some people may want to pray at home or silently to themselves.
- ✓ People who are Muslim follow the teachings of the religion Islam.
- ✓ A Mosque is a special building for Muslims to pray to God.
- ✓ The Muslim name for God is Allah.
- ✓ Muslims believe that Allah made the world.
- ✓ Muslims pray 5 times a day wherever they are, to Allah.
- ✓ Muslims always face in the direction of Mecca when they pray.
- ✓ Mecca is their holiest city. Mecca is in the Eastern part of the world, in Saudi Arabia.
- ✓ Christians believe in the Lord's prayer. The Lord is the name Christians give to God.
- ✓ Each line in the Lord's prayer is giving thanks to God.
- ✓ Amen means 'so be it' at the end.

Practical Tasks:

- Pursue an enquiry into Christian and Islamic prayer, finding out about and exploring beliefs and practices about praying 5 times each day in Islam and about the use and meaning of the Lord's Prayer in Christianity. Get them to think about worship, God and human life for Christian and Muslim people (A3).
- Find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using liturgy, ritual and symbol, praying alone and in groups (A3).
- Find out about similarities and differences in Christian and Muslim prayer and understand how the practices of prayer for Christian and Muslim people can bring the community together at church or mosque, remembering leaders including Jesus and Prophet Muhammad (B2).
- Investigate the meaning of prayer in these communities and consider questions about the values expressed in prayers for themselves, exploring their own ideas creatively and connecting ideas from different religions. How, where, when and why do people pray? (B2).
- Consider the question: why do some people pray every day, but other people not at all? Consider why some people think prayer is a waste of time and others make it an important part of their lives.

Key Vocabulary:

Religion, Muslim, Islam, Mecca, Saudi Arabia, mosque, Qur'an, Prophet, Christian, spiritual, prayer, church, Amen

Cross Curricular Links:

Cantrell Primary School RE Curriculum

Unit 3.3 Worship and sacred places: Where, how and why do people worship? Investigating places of worship in Nottingham City and Nottinghamshire.

Religions: Muslims, Hindus, Christians

Objectives:

- Be able to describe 4 key features of each of three religious buildings: a mosque, mandir and church
- Be able to learn about the Christian Church and its importance to individuals and the community.
- Be able to learn about the Hindu mandir and its importance to individuals and the community.
- Be able to learn about the Muslim Mosque and its importance to individuals and the community.
- Be able to respond thoughtfully to the task of designing a new religious building for their locality
- Be able to discuss questions such as: why do we need religious buildings? What emotions do we feel in holy spaces? Is the whole earth really a holy space? Can people get close to God in holy buildings?
- Be able to ask and answer questions about at least three different ways the religious buildings are used by the different communities

Key Factual Learning:

- ✓ Churches are special buildings for Christians to pray to God.
- ✓ Mosques are special buildings for Muslims to pray to Allah.
- ✓ Mandirs are special buildings for Hindus to pray to God.
- ✓ Hindus believe in one god with many faces.
- ✓ There are special areas in each building that help their believers to worship.
- ✓ Worship means to pray and think deeply to God.
- ✓ People worship in different ways like prayer or singing.
- ✓ A priest is a person who helps people to understand how God wants you to live your life.
- ✓ Hindus, Muslims and Christians all have priests.
- ✓ Priests can work in the community and in their special buildings.
- ✓ People believe priests are special.
- ✓ There is a church in Nottingham called St Mary's.
- ✓ There are Churches, Mandirs and Mosques in Nottingham.

Practical Tasks:

- Explore pictures/posters about the three different places of worship. Discuss the key features of each building.
- Pursue an enquiry into local places of worship and beliefs about worship, relating the meanings of symbols and actions used in worship to events and teachings from the religions they study – visit a church.
- Consider: what happens in holy buildings? Linking to History and Design Technology pupils consider how the architecture, furniture and uses of Churches, Mandirs, and Mosques express the community's way of life, values and beliefs (B1).
- Gather information and new key words from video, visits, visitors, images and written sources to widen their knowledge of religious buildings and worship, seeing similarities and differences between churches, mosques and mandirs.
- Find out about the Holy Trinity, Allah and the Gods and Goddesses of Hindu worship.
- Write a thoughtful proposal for a new religious building for their local area, including their ideas for design, activities, key concepts of worship and the use of such a building.
- Design with their own ideas a new religious building for their local area, including their ideas for design, activities, key areas of worship and the uses of such a building.
- Discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Nottingham City and Nottinghamshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, Q&A, or art (poster) (C1).
End of Unit Quiz - verbal

Key Vocabulary:

Religion, Hindu, Muslim, Islam, Christian, worship, church, mosque, mandir, Allah, gods and goddesses, spiritual, prayer, sacred,

Cross Curricular Links:

Art (design a building)

Unit 3.4 Inspirational people and religious leaders from the past: What can we learn from inspiring people in sacred texts and in the history of religions? Moses, Jesus and Muhammad.

Religions: Christians, Muslims and Jewish people

Objectives:

- Be able to describe at least one story about each of these key figures: Moses, Jesus and Muhammad
- Be able to connect the idea of inspirational leaders to the stories they learn
- Be able to ask and answer questions about leadership and inspiration, using details from the stories they learned
- Be able to express their own views about who is inspiring and why
- Be able to consider ideas such as 'patriarch' 'prophet' or 'messiah' and understand what these words mean and how they are similar
- Be able to list similarities between the key leaders studied

Key Factual Learning:

- ✓ A leader is someone who is in charge of other people.
- ✓ Jesus was a leader for Christians. Jesus is also known as the Messiah. Messiah means a leader who is special to Christians
- ✓ Muhammed was a leader for Muslims. The Muslim holy book is called the Quran. The Muslim name for God is Allah.
- ✓ Moses was a leader for Jewish people. The Jewish people used to be slaves in Egypt.
- ✓ The Christian holy book is the Bible. The Bible is split into two sections. They are called the Old Testament and the New Testament.
- ✓ In the story of Exodus in The Bible, Moses parts the Red Sea. This is considered a miracle by Christians. It is similar to the miracles performed by Jesus because Moses was also a very special person chosen by God.
- ✓ Moses led the Jewish people to freedom from the Egyptian Pharaoh. The Pharaoh was called King Ramses the second.
- ✓ Abraham is a leader in both Christianity and Islam.
- ✓ A prophet is a special name given to a special leader.
- ✓ There are lots of prophets in Islam, Judaism and Christianity.
- ✓ PBUH is always said after saying the name of Prophet Muhammed. PBUH means 'Peace Be Upon Him'.
- ✓ In the story of 'The Prophet and the Ants and The Crying Camel' it teaches us that no matter how small or large animals are they are all important to God and need to be cared for.
- ✓ Matthew, Mark Luke and John were 4 of Jesus's friends. They were called disciples.
- ✓ There were 12 disciples altogether. They taught about Jesus and his teachings after he died.
- ✓ These writings are called Gospels. They are part of the Christian Bible. The Gospels teach Christians to lead the type of life Jesus would have wanted.
- ✓ The Parable of the Mustard Seed teaches us that great results come from tiny beginnings.

Practical Tasks:

- Explore the lives of key religious people in Jewish, Christian and Muslim stories, describing the challenges they faced, and values and commitments by which they lived (A2).
- Respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2).
- Respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from his life, teaching and example, connecting parables, miracles and stories about Jesus to Christian beliefs (A2).
- Respond thoughtfully to stories from the life of the Prophet Muhammad, connecting Muslim belief and wisdom to the stories from the Qur'an and Hadith to Muslim values and ideas (A2).
- Consider how the meanings of stories of great leaders are expressed in varied contemporary ways: sacred writing, poetry, video, stained glass and drama, weighing up the effectiveness of the different media in sharing these stories (NB: Muslims do not depict Allah, Prophets or their companions in drama or imagery) (A3).
- Respond thoughtfully to these 'great lives', and to the idea of inspiration, or of a role-model, learning from their challenges and commitments, linking to History (B2).
- Use their thinking about stories of Moses (Law-giver), Jesus (Messiah) and Muhammad (Prophet) to explore how Jews, Christians and Muslims today remember key events from their history (e.g. in Passover, Lent or Ramadan) (B3).
- Discuss and present thoughtfully their own and others' views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others (C1).
- Express and communicate their own ideas about questions on inspiration, fairness, forgiveness, friendship, commitment, and courage (C3).

Cantrell Primary School RE Curriculum

Key Vocabulary:

Religion, Muslim, Jewish, Christian, Prophet, Exodus, Messiah, Allah, Qur'an, Old / New Testament, Gospel, inspiration, role-model, commitment, values, disciples, miracles

Cross Curricular Links: