

Title: What do some people believe about God?**YEAR GROUP 3/4****ABOUT THIS UNIT:**

This unit focuses on what some religious people believe about God. The religions illustrated in this unit are Christianity and Islam. This unit gives the children opportunities to explore how religious texts can be a source for learning and for beliefs. The lessons offer experiences of listening to and joining in conversation about God and about life's big questions, exploring items used in prayer and identifying feelings and ideas that are important to some religious people.

Estimated time for this unit (in hours) 8

Where this unit fits in:

This unit develops on what the children have already learnt about what it might mean to belong to God in Year 1/2. It also builds on children's experiences of listening to religious stories and finding meaning from them.

KEY STRANDS ADDRESSED BY THIS UNIT

Beliefs, teachings and sources,
Questions of identity and belonging,

ATTITUDES FOCUS

- Self-awareness: pupils will be able to express their own views with increasing clarity and depth
- Respect for all: pupils will be able to understand that others' beliefs may be different, but worth listening to.
- Appreciation and Wonder: pupils will be able to explore the sense of amazement or delight that believers report in worship.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> • Have listened to religious stories before • Used words like these before: Islam, Muslim, Allah, Prayer, Salah, Christian, God, Jesus, the Lord's Prayer • Looked at different objects and talked about what they might be used for. 	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific to a Religion:</p> <p>Islam, Muslim, Allah, Prayer, Salah, Christian, God, Jesus, the Lord's Prayer</p> <p>Religion in General:</p> <p>Prayer, belief</p> <p>Religious & Human Experience:</p> <p>Questions, mysteries, puzzling ideas, divine, feelings (the language of emotion)</p>	<ul style="list-style-type: none"> • The Islamic Foundation publish a range of relevant resources and posters: publications@islamic-foundation.com Their series of books on Allah the Maker are a good starting point. • RE Today Services (www.retoday.org.uk) publish relevant items: <ul style="list-style-type: none"> ➢ Islam A Pictorial Guide ➢ Christianity: A Pictorial Guide ➢ Picturing Jesus Packs A and B ➢ Developing Primary RE: Stories of God, ➢ Developing Primary RE: Symbols of Faith ➢ Moving On Up in RE • BBC Broadcast (also available on DVD / Video) Pathways of Belief, Islam 2 programmes, one on Allah as creator and provider, one on living as a Muslim. A good programme in the same series deals with beliefs about Jesus in the Christian tradition www.bbc.schoolshop • Muslim Educational Trust's 'Children's Book of Salah' explores the relationship between prayer and belief. They publish two useful sets of posters for this unit as well. http://www.muslim-ed-trust.org.uk/index • www.request.org.uk enables exploration of Christian teaching about God • www.jannah.co/learn/flashprayer1.html gives a guide to Salah that can be downloaded • www.pcfre.org.uk/db is a good source for the final activity.

Contributions to spiritual, moral, social and cultural development of pupils

- Spiritually by: Learning about and reflecting on their own and others' beliefs about God
- Morally by: Expressing their own ideas about how they respond to talk about God
- Socially by: Considering what is of ultimate value to pupils and believers
- Culturally by: Promoting respect for all, combating prejudice and discrimination

EXPECTATIONS

I can...

At the end of this unit

Nearly all pupils will be able to work at level 1:

- Use pictures, objects and some religious words to begin to talk about what Christian and Muslim people do to show what they believe about God;
- Talk simply about their own ideas and questions about God.

Most pupils will be able to work at level 2:

- Use religious words to talk about what Muslim and Christian people say about what they believe about God;
- Talk thoughtfully about the puzzling questions to do with God that their class have developed.

Some pupils may be able to work at Level 3:

- Use a range of religious words to describe what Muslims say and believe about God and what Christians say and believe about God;
- Make links between stories and holy writings that help people to answer their questions about the mysteries of God.
- Express their own thoughts about God, describing their own ideas.

ASSESSMENT SUGGESTIONS:

- Using a range of statements of belief about God from Muslims, Christians and others, pupils can sort, rank and respond to the ideas they encounter.
- They raise questions about God and humanity, and suggest the answers that 'the person who knows everything' might give.
- They express their own ideas or beliefs about questions like these:
 - Where is God / Allah?
 - How can we know about God / Allah?
 - If you could ask any questions about God / Allah, what would you ask? Who might be able to answer?
 - Why are there lots of different beliefs about God / Allah?
 - What do Muslims and Christians say about god / Allah?
 - What are the agreements and disagreements between Muslims and Christians about God / Allah?

Assessment Outcome:

To identify some Muslim ideas about Allah and some Christian ideas about God.

To describe a range of beliefs or opinions about God / Allah, distinguishing between different views,

Key questions	LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils	WIDER LEARNING
<p>Why are questions about God hard to answer and puzzling?</p>	<p>Raise puzzling questions of life and experience and consider a range of answers.</p>	<p>Asking awkward and puzzling questions</p> <ul style="list-style-type: none"> Imagine all the questions children would like to find answers to. Consider: if we could ask ‘the person who knows everything’ about these questions, what replies would we get? Why are these questions hard to answer? What makes them interesting? 	<p>Pupils create and sort some puzzling questions about life and religion</p> <p>They suggest a range of answers to these big questions.</p>	<p>In RE raising questions can be as important as finding answers.</p> <p>Questions and answers are likely to be many and various, which is good.</p>
<p>What do Muslims believe about Allah?</p>	<p>Find out about the Muslim understanding of God</p> <p>Use the right words to report their findings</p> <p>Make simple links between Muslim belief and their own understanding of the word ‘God’.</p>	<p>What do Muslims say about Allah?</p> <ul style="list-style-type: none"> Research the meaning and reasons for choice of pupils’ names. Ask them to check with parents about the ‘why’ of their names. What names would the children choose for their own babies in 20 years? Think about the reasons we have names and all the different names we are known by. Names are about our identity. They are important to say who we are. Introduce concept of the Muslim word for God: ‘Allah’. Build up some answers to the questions that follow from the stories below so that pupils can refer back to them (perhaps on the whiteboard?). Inform children that Muslims know and use 99 names for ‘Allah’. Consider some of their meanings e.g. Compassionate, merciful, almighty, holy, all-knowing, the judge. What do these names tell us about Muslim belief about Allah? Tell the story of the first revelation of the Holy Qur’an to the Prophet by the angel Jibril. What does this story tell us about what Muslims believe about Allah? Read the first Surah of the Holy Quran with pupils. What does this teach about God? What do the words mean? Use word-level literacy strategies to understand these big concepts. 	<p>Pupils think carefully and deeply about the importance on names.</p> <p>Pupils can use their skills as calligraphers to present some of the 99 names of Allah.</p> <p>Pupils could sequence the story of the First Revelation of the Prophet, and choose single words, or make up simple sentences to summarise it.</p> <p>Pupils could use a continuum activity to express their agreement and disagreement with a number of statements about God.</p> <p>Pupils could write down some beliefs about God that they know about and divide them into piles: agree / disagree / not sure.</p>	<p>It is important to model the Islamic understanding that God / Allah cannot be understood by mere humans, and is never to be pictured.</p> <p>Words about God / Allah are very important in Islam, so their artistic presentation in calligraphy is worth studying.</p>

<p>What do Christians believe about God?</p>	<p>Find out about the Christian understanding of God</p> <p>Use the right words to report their findings</p> <p>Make simple links between Christian belief and their own understanding of the word 'God'.</p>	<p>What do Christians say about God the Father, the Son and the Holy Spirit?</p> <ul style="list-style-type: none"> • Introduce children to the Christian belief that God is best seen in Jesus. Use some works of art to explore some events from the life of Jesus. • Use some images of trinity to talk about God the Father, Son and Holy Spirit: what can we think of that is three-in-one? • Use the language of metaphor (link to literacy) to explore the Christian ideas: God is like a father (parent); God is like the wind, God came to earth as Jesus; God is the creator of the world; God is like a rock, a light, the bread of life. • Consider with pupils what beliefs are shared between Christians and Muslims and what beliefs are special to each religion. • Consider with pupils what they would say about God for themselves, and why they believe these things. 	<p>Use the word 'trinity' to describe what Christians think about God.</p> <p>Talk about the things Christians say God is like, giving simple examples of metaphor and simile (Literacy links).</p>	<p>A central aspect of this unit is to enable children to be at ease with difference and perhaps with uncertainty.</p> <p>Teachers need to model this: the questions we would ask God are not all easy to answer, some may be impossible.</p> <p>Noticing this is good RE learning.</p> <p>NB: Clarifying difference and identifying similarity are both part of good teaching in this unit.</p>
<p>How can we express our own beliefs clearly?</p> <p>What difference do our beliefs make to what we do?</p>	<p>Express their own ideas with increasing clarity and depth</p> <p>Develop their understanding of the fact that beliefs have an impact on what we do.</p>	<p>How can people say clearly what they think about God?</p> <ul style="list-style-type: none"> • Ask pupils to select examples of what 7-10 year olds from Islam and Christianity say about God from the website www.pcfre.org.uk/db This site gives access to over 15000 statements of belief by children in RE. Pupils should choose 5 they agree with and five they disagree with. They can be cut and pasted to file, or shown on a whiteboard • In circle time, pupils compare their selections. Why do people believe different things? What is the same about Muslim and Christian beliefs? • To finish, pupils write a statement of belief for themselves and send it to the site (the site is updated every couple of weeks presently). • Consider what difference believing in god makes: does it make people likely to pray, to be kind, to work hard, to be deep thinkers? Why / why not? 	<p>Talk about agreements and disagreements between Muslims and Christians, making links between the two faiths.</p> <p>Express with clarity their own views about God – questions Reflect on a diverse range of beliefs about God.</p>	<p>As a low-tech alternative, the teacher could pre-select 20 comments from www.pcfre.org.uk/db and copy them onto cut out cards for sorting.</p> <p>The impact of belief: good teaching will draw out the differences faith in God is claimed to make.</p> <p>There is no problem about children expressing the belief that there is no God in this activity. Skills are the important thing, not the stance pupils take.</p>