

Unit Question L2.2	Religion(s) Covered
<p><b>What do different people believe about worshipping God?</b></p> <p><b>Where how and why do people worship?</b></p>	<p><b>Christianity, Hinduism, Islam</b></p>

Year Group: 3      Suggested Hours: 6

Key Vocabulary	RE Skills	Points to Note
<p>Trinity – Father, Son and Holy Spirit Allah Trimurti Brahma (creator) Vishnu (preserver) Shiva Calligraphy murtis.</p>	<p>Explain Summarise Compare and Contrast.</p>	<p>No pictures of Allah are to be drawn</p>

<p><b>Key Question 1:</b> <b>What is faith and how do we express it in our every- day lives?</b></p>	<p>What is Faith?</p> <p>Discuss the concept of faith further using discussion. Ask children to think of some examples of how they know about something they have not seen or experienced for themselves. (mind map this together as a class)</p> <p>Suggested Activity: The Blindfold Game. Two children, one blindfolded and one the advisor. Advisor spins blindfolded children around a few times, then direct them.</p> <p>The object here is to have everybody watching a little worried whether or the blindfolded child is going to make it without falling down or running into something. As the blindfolded child nears the other side of the room the advisor is going to ask them to sit down when they give the command. They are not allowed to feel if there is anything to sit on, they just have to have <b>faith</b> and sit down. As you are explaining this very quietly bring out a chair or stool and position it so they will be able to sit in it. Cue the class not to make any noise. Remember, when your blindfolded child started there was no chair to sit, they do not know if there will be a chair when they sit down. Lastly the advisor tells the blindfolded children to sit down. When they are safely seated in the chair take off the blindfold and have everyone give them a big hand.</p> <p>Explain that 'Faith is not being able to see but trusting the one who can.</p> <p>Talk about how we express our faith and trust in everyday lives? Give examples such as prayers, attending church, attending Mosques etc. (children record this)</p> <p>Discuss the concept of faith further using discussion. Ask children to think of some examples of how they know about something they have not seen or experienced for themselves. (mind map this together as a class and record as preferred)</p>
<p><b>Key Question 2:</b> <b>What do people believe about God?</b></p>	<p>Explore some of the ways in which religions name and describe the attributes of God – with a particular focus on how Christians think of God as Trinity – Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti</p> <p>– Brahma (creator), Vishnu (preserver), Shiva (destroyer). Show some video clips of worship from 'My Life My Religion' (BBC Teach <a href="https://www.bbc.co.uk/programmes/b05pc1c9/clips">https://www.bbc.co.uk/programmes/b05pc1c9/clips</a>)</p>

	<p>Study some examples of art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God to find out what they say about God.</p> <p>Suggested Activities – classroom to have a carousel of activities. Islamic calligraphy, write a word in the style of Islamic calligraphy. Reflection: Are words more effective than pictures to express a belief?</p> <p>Trinity Shamrock craft <a href="https://www.pinterest.co.uk/pin/441423200976324087">https://www.pinterest.co.uk/pin/441423200976324087</a></p> <p>Play Hindu Gods jigsaw on crickweb – (Adobe flash must be enabled)</p> <p><a href="http://www.crickweb.co.uk/ks2re.html#HinduJigsaw">http://www.crickweb.co.uk/ks2re.html#HinduJigsaw</a></p> <p>Summarise by comparing and contrasting – what are the similarities and difference in which different religions name and describe the attributes of Gods</p>
<p><b>Key Question 3: How are ideas about God depicted in different stories?</b></p>	<p>Explore how ideas about God are shown in stories / narratives: E.g. encounters which help believers to understand God's relationship with people e.g., Moses and the Burning Bush (Exodus 3.1–15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1.9–11); Pentecost (Acts 2. 1–21) and Paul's conversion (Acts 9. 1–19); stories Jesus told which teach about God e.g. the parable of the Forgiving Father (Luke 15.11–32).</p> <p>Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8–9 and 10:21–41; [http://www.asitis.com/7/ ] or the poem 'Who?' by Sri Aurobindo) <a href="https://www.youtube.com/watch?v=FqC0hs6za5M">https://www.youtube.com/watch?v=FqC0hs6za5M</a></p> <p>Explore stories which help Muslims understand the nature of God e.g. the story of the Night of Power – the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension.</p> <p>Look at one of the above stories for each religion (i.e three stories in total. Using a three ring Venn, support children to examine similarities and differences between these views of God.</p>
<p><b>Key Question 4: How do people worship?</b></p>	<p>Look at photos and videos of people worshipping God in different ways and different settings. Where, how and why do people worship?</p> <p><a href="https://www.youtube.com/watch?v=bS5BFgQWRU4">https://www.youtube.com/watch?v=bS5BFgQWRU4</a></p> <p><a href="https://www.youtube.com/watch?v=q_WEa9lobml">https://www.youtube.com/watch?v=q_WEa9lobml</a></p> <p><a href="https://www.youtube.com/watch?v=o-s0mN5P8jo">https://www.youtube.com/watch?v=o-s0mN5P8jo</a></p> <p>Many different symbols, actions, music, words, scriptures and other ways of worshipping can be seen in the videos and photos: how can the pupils make sense of these, describe what is happening and talk about meanings?</p> <p>Sometimes religions use all the senses in worship: what do people see, touch, taste, smell and hear when they are worshipping?</p> <p>Suggested Activity – Children to research each of the religions looked at individually and list one practise that uses each sense.</p>

**Key Question 5:  
What influence  
does a belief in  
God have on the  
lives of  
believers?**

As a class explore the influence believing in God has on the lives of believers. (possible answers are a stronger sense of belonging and community, an assured sense of identity, a guidance of rules and behaviour to follow)

Explore the fact that many people do not believe in God. (Can they have the same qualities as believers?)

Activity – Children to include a diary of thoughts from a character in a story, or a retelling of a story about God with pictures and captions.

**Unit Assessment:  
What do different  
people believe  
about  
worshipping  
God?**

As a class discussion encourage children to reflect on pupils' own questions and ideas about God and worship in the light of their learning.

Individually children to write their own poem with each line starting

God is .....