


<b>Subject:</b>	RE (introduction to RE)		
<b>Class:</b> T1	<b>Teacher:</b> Jess Hallett	<b>Term:</b> Autumn 1	
<b>Key Vocabulary:</b>	<b>Alternative Learning Environments</b>  Visit to a church and possibly other religious places of worship if social distancing allows.	<b>Resources:</b>  Power points, worksheets, youtube videos, sister act clip, Simpsons clip.	

#### **Unit Aim:**

The aim of this unit is to introduce the class to RE and to get them thinking about different religions and their aspects around the world. By the end of the unit the pupils should have a sound knowledge of what faith is, why people have faith, how each religion worships a different God and to demonstrate respect and understanding towards differences.

**Prior Learning:** Pupils have learnt about different religions around the world and have looked into different aspects within this, especially focusing on their celebrations.

#### **Future Learning:**

Pupils will look deeper into each religion, looking at their history and how this has influenced their present lives. Pupils will also consider how religion impacts on politics and how religion can be interpreted in different ways.

#### **Unit Expectations:**

**All:** All pupils will be able to explain what faith is and how we have faith in people close to us. All pupils will be able to explain their own views on God.

**Some:** Some pupils will be able to explain others views on Gods and begin to understand how people have different faiths.

**A Few:** A few pupils will be able to explain the 6 key different religions around the world and recite some facts about them

#### **Links with other subjects:**

**ICT:** Research and power point presentations.

**Literacy:** Writing and reading skills

**Citizenship:** Understanding how communities live with different faiths

**Geography:** Looking at different countries around the world

Week	Session 1
1	<p><b>Lesson Objective</b> To enable pupils to identify what makes up a person</p> <p><b>Activities</b> Brainstorm what they already know from primary school. Collate these ideas on the board Answer the question why do people turn to religion? The first way of doing this is to draw around a person of the class, or draw a person on the board and around it labels all the parts of a human.</p> <p>Introduce the idea of the soul. watch an episode of the Simpson's where Bart sells his soul to illustrate the importance some people place on the soul. Discuss what happened with the pupils after the video and then write 3 reasons why Bart sold his soul <a href="#">Bart Sells His Soul (1 of 2) - YouTube</a> <a href="#">Bart Sells His Soul (2 of 2) - YouTube</a></p>
2	<p><b>Lesson Objective</b> Know that religious people have faith in something that they cannot see. Understand the meaning of faith. Evaluate the pupil's experience of having faith in another person</p> <p><b>Activities,</b> Play faith game (social distancing dependent and judgment made on individual cohort of pupils, teacher can catch pupils if preferred) Pupils are in pairs. A and B A stands behind B B stands with his arms out, with their back to A B falls back and A catches! B is not allowed to look where he is falling. Change over A demonstration may help the pupil</p> <p>Pupils are to answer these question; i) What was it like to have to trust someone to catch you? Give a reason for your answer. ii) Would you trust a stranger to catch you? Give a reason for your answer. iii) Do you have faith in anything ? For example, a football team, a pop band, parents or friend. Describe why you have faith in this.</p> <p>Extension ... create an acrostic for the word Faith</p>
	<b>Lesson Objective</b>

3	<p>Know that there are many different characteristics associated with gods. Understand why all perceptions of gods are not the same. Evaluate their own idea of what a god is.</p> <p><b>Activities</b></p> <p>Recap last session – Ensure good understanding, Look at the characteristics of Greek, Roman and Egyptian Gods Create their own God and label its characteristics</p>
4	<p><b>Lesson Objective</b></p> <p>Know that there are 6 major religions in the world. Understand that each religion has different facts associated with it. Evaluate whether the pupils adhere to any of these religions.</p> <p><b>Activities</b></p> <p>Brainstorm on the board the current knowledge of these religions. They are Christianity, Islam, Hinduism, Sikhism, Judaism and Buddhism. Give the pupils a map. This has each of the major world religions on. The pupils are to colour code this map. Independent research for each religion then share findings at the end. Give each child a religion to focus on, they can make a poster with key information or a powerpoint presentation.</p>
5	<p><b>Lesson Objective</b></p> <p>Know that Christians have a set of basic beliefs, called the Creed. Understand that these are the foundation of Christian belief. Evaluate these beliefs in the light of their own personal beliefs and examine evidence concerning these beliefs.</p> <p><b>Activities</b></p> <p>A statement of faith is called a Creed. The pupils are to try and make up their own creed. For example :- I believe that Manchester United are the best football team in the world. I believe in David Beckhams corners kicks. I believe in the referee always being right. I believe that you should kick out racism in football. Pupils are to now examine each part of the Christian creed. Using the evidence given they are to state whether they believe it is true or not. They are to put the title Christian Creed and then answer the questions about each part. To conclude the lesson have a class vote and debate on each of the parts of the creed.</p>

6	<p><b>Lesson Objective</b></p> <p>Consider the different places of worship in each of the 6 major religions  Understand that various activities take place in a place of worship  Evaluate the significance of places of worship with in a community</p> <p><b>Activities</b></p> <p>discussion on the declining numbers of people going to churches etc. Discuss why this is the case and brainstorm ideas of how religious leaders can get people to go to their places of worship. Watch the clip of sister act where the choir are singing and the people from the streets are coming in. Discuss why they were attracted to the church. Pupils are to then create a new place of worship.</p>
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