

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: R.E. Year Group: Years 3 and 4		Area of learning: Unit 4.1 Expressions of Faith Focus on Christianity and Sikhism
Unit 4.1 to be taught over a full term.	<p>Key Question: What does it mean to belong to a faith?</p> <p>About this unit This unit builds upon work covered in Unit 1.1: Looking at me, looking at you about birth rituals, and Unit 3.2: Faith founders about faith teachings; it provides opportunity to study a local faith community in depth and explore patterns in our lives, contrasting them with those who share a religious faith. Pupils will question how personal beliefs affect a way of life, how actions and rituals demonstrate a sense of belonging and how symbols and artefacts play an important role in rites of passage, especially focusing on marriage. There is opportunity to explore the values that guide believers and influence the way in which they live their life.</p> <p>Ideas for resources: Community members living a faith, holy books, symbols and artefacts</p>	
Term	Years 3 and 4	Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons		<p><u>Programme of Study</u></p> <p>Identity & values Explore issues of justice and freedom AT1 Explore religious stories that identify how believers are expected to behave AT2 Consider how they are expected to behave and where these rules come from</p> <p>Explore religious rituals that show identity and belonging in different religious traditions AT1 Explain the significance and use of symbols and artefacts in rites of passage AT2 Compare the symbolism associated with rites of passage in three faiths</p>

Brough Primary School – Curriculum Intention Plan 2021 - 2022



		<p>Skills and processes in RE to be included in all year groups over the year</p> <p>The following skills are central to religious education and should be reflected in learning opportunities at all key stages.</p> <p>a) Investigation – this includes:</p> <ul style="list-style-type: none"> ● asking relevant questions ● knowing how to use different types of religious texts as a way of gathering information and how to approach those texts in a critical manner ● knowing what may constitute evidence for understanding religion(s) ● observing and listening <p>b) Interpretation – this includes:</p> <ul style="list-style-type: none"> ● the ability to draw meaning from artefacts, works of art, poetry and symbolism ● the ability to interpret religious language ● the ability to suggest meanings of religious texts <p>c) Reflection – this includes:</p> <ul style="list-style-type: none"> ● the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices <p>d) Empathy – this includes:</p> <ul style="list-style-type: none"> ● the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others ● developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow ● the ability to see the world through the eyes of others and to see issues from their point of view <p>e) Evaluation – this includes:</p> <ul style="list-style-type: none"> ● the ability to debate issues of religious significance with reference to evidence and argument ● weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience <p>f) Analysis – this includes:</p> <ul style="list-style-type: none"> ● distinguishing between opinion, belief and fact; ● distinguishing between the features of different religions <p>g) Synthesis – this includes:</p> <ul style="list-style-type: none"> ● linking significant features of religion together in a coherent pattern ● connecting different aspects of life into a meaningful whole. <p>h) Application – this includes:</p> <ul style="list-style-type: none"> ● making the association between religions and individual, community, national and international life; ● identifying key religious values and their interplay with secular ones <p>i) Expression – this includes:</p> <ul style="list-style-type: none"> ● the ability to explain concepts, rituals and practices
--	--	--

Brough Primary School – Curriculum Intention Plan 2021 - 2022



		<ul style="list-style-type: none"> the ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media <p>j) Collaboration – this includes:</p> <ul style="list-style-type: none"> the ability to work together and learn from each other
--	--	---

Vocabulary

Christianity - artefacts, symbols, rituals, belonging, holy books, rites of passage, faiths

KS2 Christianity

God

The Trinity - God as Father, Son and Holy Spirit - symbols of dove, flame, light

Creator God who cares for the world and expects people to care for the world

Baptism of Jesus, revealing the Trinity

The Apostles' Creed

Key figures

Jesus – Son of God, Son of Man, Saviour, Messiah, Redeemer, Conqueror

- baptism and temptations
- disciples, friends and followers
- teaching about the Kingdom of God in parables and miracles Lord's Prayer
- Holy Week, ascension into heaven and Pentecost

St Paul

Place of worship: Church

How buildings, artefacts and symbols play a part in the worship, rituals and ceremonies of the community

The family of believers past, present and future, guided by the Holy Spirit, carrying on the work of Jesus

Worship:

- Holy Communion, Mass
- silence and music
- styles of worship

Holy book: Bible

Meaning and significance of:

- stories...
- Psalms (23)
- songs that describe the nature of God...

Christian way of life

Christians believe that human beings:

- are made in the image and likeness of God
- became sinful and can be redeemed

Christians base their morality on:

- The Ten Commandments

Brough Primary School – Curriculum Intention Plan 2021 - 2022



- The Sermon on the Mount

Christian values come from the 'Fruits of the Spirit': Gal 5: 22-23

- love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control

Christian commitment is shown by:

- personal relationships
- caring and healing
- attitudes to social and global issues, care for the environment
- involvement in charitable work

Christian life is marked by rites of passage:

- baptism (any age)
- confirmation
- marriage (in church)
- death

Sacred places of pilgrimage:

- Iona, Lindisfarne, Walsingham
- Holy Land and Lourdes

KS2 Sikhism

God

One God (Waheguru – 'wonderful teacher')

- Supreme Truth
- Ultimate Reality
- Creator of all things

Key figures: Gurus

- Guru Arjan Ji the first martyr- compiled the Adi Granth and built the Golden Temple
- Guru Gobind Singh Ji - founded the Khalsa (initiated Sikhs)

Place of worship: Gurdwara

Artefacts and symbols - Ik Onkar (there is one God) and Khanda - the Sikh symbol

Congregation/community (sangat)

Common meal (langar)

Granthi, who reads the Guru Granth Sahib Ji and preaches and explains the text

Musicians and singers

Turban-tying and Amrit (Sikh initiation) ceremonies

Holy book: Guru Granth Sahib Ji

Guidance is treated as that of a living Guru

Guru Granth Sahib Ji – carried above the head, placed on a takht (throne) and covered with romalas (cloths), fanned by the Granthi using a chauri, 'putting to bed'

At festivals and special occasions there is a complete unbroken reading from the Guru Granth Sahib Ji (Akhand Path)

Sikh way of life

Symbols:

- Ik Onkar (there is one God)

Brough Primary School – Curriculum Intention Plan 2021 - 2022



<ul style="list-style-type: none"> • Khanda (two swords showing the need to fight for truth, circle to show God is eternal, double edged sword to show the power of God) • Nishan Sahib – flag outside Gurdwara <p>Five Ks (obligatory for members of the Khalsa):</p> <ul style="list-style-type: none"> • Kesh (uncut hair, covered by a turban, and beard), Kangha (comb), Kara (steel bangle), Kachera (short trousers), Kirpan (short sword) <p>Sikhs believe in:</p> <ul style="list-style-type: none"> • acceptance of God's will <p>Key festivals:</p> <ul style="list-style-type: none"> • holy days (Gurpurbs) • birthdays of Guru Nanak Ji, Guru Gobind Singh Ji (Baisakhi) <p>Sacred place of pilgrimage:</p> <ul style="list-style-type: none"> • Golden Temple at Amritsar

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p>Consider how they are expected to behave and where these rules come from.</p> <p>Prepare for Learning</p> <ul style="list-style-type: none"> • Explore what it means to belong to a group and talk about groups pupils belong to • Collect photos and watch video clips of people involved in routines and rituals, secular and non-secular (such as New Zealand Rugby All-Blacks' Haka Haka). • Consider why group sessions often involve rituals • Consider symbols such as uniforms, badges and insignia seen in the community and what they mean to individuals
2	<p>Explain the significance and use of symbols are artefacts in rites of passage. Compare the symbolism associated with rites of passage in three faiths.</p> <p>Engage the Learner</p> <ul style="list-style-type: none"> • Consider significant moments in the pupils' lives and what symbols may be associated with these special times • Watch video clips of marriage ceremonies and rituals; consider what aspects of the ceremony are about belief and belonging • Consider clothing worn, artefacts used and symbols seen and think about their importance to the faith member
3	<p>Explain the significance and use of symbols are artefacts in rites of passage Compare the symbolism associated with rites of passage in three faiths</p> <p>Identify Learning Questions</p> <ul style="list-style-type: none"> • What does it mean to belong? Why do people belong to groups?

Brough Primary School – Curriculum Intention Plan 2021 - 2022



	<ul style="list-style-type: none"> • Where do people get their sense of identity? • What 'big promises' and commitments are made during marriage ceremonies? How does being part of a faith community help faith members to keep the 'big promises' involved in the marriage ceremony? • What symbols and artefacts are used within marriage ceremonies and what are their meanings?
4	<p>Explore religious stories that identify how believers are expected to behave</p> <p>Provide new information (This can be taught over two weeks. This week is lesson 1)</p> <ul style="list-style-type: none"> • Find out about Christian beliefs and values and those of at least one or two other faiths: explore similarities and differences between them • Invite a faith member to talk about where their values come from and respond to pupils' questions about putting belief into practice • What are the 'big promises' made by faith members during a marriage ceremony? • Identify the ways in which members from two or three faith communities gain a sense of identity and belonging from celebrating and supporting marriage within their community
5	<p>Explore religious stories that identify how believers are expected to behave</p> <p>Provide new information (Second lesson of two weeks)</p> <ul style="list-style-type: none"> • Find out about Christian beliefs and values and those of at least one or two other faiths: explore similarities and differences between them • Invite a faith member to talk about where their values come from and respond to pupils' questions about putting belief into practice • What are the 'big promises' made by faith members during a marriage ceremony? • Identify the ways in which members from two or three faith communities gain a sense of identity and belonging from celebrating and supporting marriage within their community
6	<p>Explore religious stories that identify how believers are expected to behave</p> <p>Explain the significance and use of symbols and artefacts in rites of passage</p> <p>Search for meaning (This will take 3 weeks) Week 1</p> <ul style="list-style-type: none"> • Roleplay stories involving key teachings from Christianity (see Key Content); identify the key values that come from these • Consider the key values from at least one other faith and how these influence a believer's way of life

Brough Primary School – Curriculum Intention Plan 2021 - 2022



	<ul style="list-style-type: none"> • Roleplay a Christian marriage ceremony and talk about how it makes them feel • Compare the promises made in marriage ceremonies from Christianity and at least one other faith and consider the meaning behind them • Explain how symbols and artefacts used within marriage ceremonies remind a believer of the teachings they follow and the vows they make
--	---

<p>Learning Outcome/product</p> <p>This unit (4.1 Expressions of faith) will contribute to the following end of Key Stage statements in bold:</p> <p>Knowledge and Understanding</p> <p>AT1 Describe and make connections between different features of religions, including celebrations, worship and the rituals which mark birth and marriage</p> <p>AT1 Explain similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p> <p>AT1 Identify ways in which diverse communities can live together for the well-being of all</p> <p>Reflection and Response</p> <p>AT2 Reflect on the significance for faith members of participating in celebrations, worship and the rituals which mark birth and marriage</p> <p>AT2 Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p> <p>AT2 Respond thoughtfully to ideas about community, values and respect</p> <p>AT2 Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p>
--

Assessment records	List only those children who have not achieved the expected outcomes
	Children working above.

Brough Primary School – Curriculum Intention Plan 2021 - 2022



End of unit assessment question

1. Give examples of religious stories that identify how believers are expected to behave?
2. How are symbols and artefacts used in rites of passage and what is the significance of these?