

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: R.E. Year Group: Years 3 and 4	Area of learning: Unit 4.3 Our World Focus on Christianity, Sikhism and Agnostic	
Unit 4.3 to be taught over a full term.	<p><u>Please refer to</u> https://www.hereforschools.co.uk/Page/19378 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 3/4 units of learning where you will find ideas for each lesson, the programme of study and other relevant information to support planning.</p> <p>Key Question: Who cares?</p> <p>About this unit</p> <p>The unit builds upon understanding and appreciation of the natural world. It focuses on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores through the lens of philosophy how various faiths explain some of life's big and difficult-to-answer questions about god, creation and man's responsibilities towards the Earth. By the end of this unit pupils will understand some of the global challenges for mankind in caring for the world and be able to explain the concept of stewardship for different faiths.</p>	
Term	Years 3 and 4	Key Skills to be taught
Summer 2022	<p><u>Programme of Study</u></p> <p>Skills and processes in RE to be included in both year groups over the year. 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>	

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	<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 • 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
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Vocabulary

Christianity

Trinity (Father, Son, Holy Spirit), Kingdom of God, People of God, The Fall, sin, covenant miracle, Holy Communion, confirmation, marriage, death, New and Old Testament, prophets and prophecies, Abraham, Joseph, David, Ruth, Sarah, Psalms, names of Jesus, Jesus - baptism, parables, miracles, temptation, last week, crucifixion, Lord's Prayer, Mary, Mary Magdalene, John the Baptist, St Paul, Saints, Acts, Epiphany, Ascension, Pentecost

Sikhism

Supreme Truth, Ultimate Reality, Creator, Khalsa, sangat, samsara (reincarnation) stewardship, Five Ks: Kesh, Kangha, Kara, Kachera, Kirpan, granthi, Akhand Path (unbroken reading), takht (throne), romalas (cloths), chauri, Guru Arjan Ji (first martyr)

Guru Gobind Singh Ji (the Khalsa), Ardas, Amrit, gurburbs (holy days), pilgrimage - Golden Temple at Amritsar

Agnostic

Sequence of learning	Objectives and suggested details provided by the subject leader.
1 and 2	<p>To recall different beliefs and practices, naming key words, key figures and core beliefs</p> <p>What a person from a Christian, Sikhi or Bahá'í faith may believe in Recap Christianity and Sikhi beliefs, places of worship, holy books etc. Introduce Agnostic views/beliefs</p>
3 and 4	<p>Unit 4.3 Our World</p> <p><u>Each week, please refer to</u> https://www.hereforschools.co.uk/Page/19378 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 3/4 units of learning</p>

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	<p>To explain how people of different faiths describe what god is like To compare different beliefs about how the universe began making reference to sacred texts</p> <p>Identify learning questions: Who cares? Where did the Earth come from? Is it sacred? What do different faiths say about the sacredness of life? How do faith members interpret creation stories? Who is god? How do different religions describe god? How does belief in a Creator God influence believers' lives? What is meant by stewardship of the Earth? What do holy books say about care for animals and showing respect for the world? How can we better care for the world</p>
5 and 6	<p>To compare religious teachings to see how faith members should care for the Earth</p> <p>Enquiry: consider</p> <ul style="list-style-type: none"> • pupils' concepts of 'creation' and 'stewardship'; where do these ideas come from? • images of Earth from space and images of other planets and galaxies • how small, big, simple or complex creation can be • the environment; express responses to creation; explore images of patterns/colours in nature • creation stories from different faiths, identifying similarities and differences • the writers' inspiration for songs and psalms of creation attributes of god in statement of faith, such as Sikh Mool Mantar, Christian Apostles' Creed, Muslim Shahada, Jewish Shema • non-religious/other viewpoints about creation such as aboriginal dreamtime stories • scientific views on how Earth was created • a 'stewardship walk' around the school environment looking out for places that need more careful stewardship; in what ways could they be improved? • local and national environmental projects and the impact that they are having; what influences people involved in such projects? • pupils' own impact on the environment; what more can we do to care for the world around us?
7	<p>To show understanding of stewardship and suggest actions everyone can take</p> <p>Dive deeper, question further</p> <p>Consider ways creation is celebrated in society What duty do we all have to look after the Earth? Investigate man's dependence on Earth's resources, considering the responsibility and challenge for us all How do humans treat Earth? What impact is this having?</p>
8	<p>To show understanding of stewardship and suggest actions everyone can take</p> <p>Reflect on learning Identify something in the natural world which gives a sense of awe and wonder; appreciate different aspects of creation; marvel at the adaptation of living things to their habitats – accident or design? Discuss the concept of man's responsibility to share the world's resources Reflect on stories, songs and psalms of creation Consider the shape of the individual 'footprint' pupils hope to leave on the Earth</p>
9 and 10	<p>To explain why it is important to look after the Earth</p> <p>Demonstrate new understanding Write a poem or song about creation or add more to Psalm 8 Be creative in illustrating the concept of a Creator God</p>

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	<p>Share ways in which people do or don't care for creation, and the challenges of living in a disposable world Illustrate religious stories where responsibility for Earth is given to human beings</p> <p>Play dilemma games to explore and roleplay the environmental choices faith members may make</p> <p>Show how faith communities are responding to environmental dilemmas Devise an act of stewardship; choose a special local place and carry out a plan to improve it In a Venn diagram, present similarities and differences in beliefs about creation between Christianity and 2 other faiths</p> <p>Discuss the native American saying: "We do not inherit the Earth, we borrow it from our children."</p>
11	<p>Reflect on Learning (Assessment Lesson)</p> <p>See questions</p>

Learning Outcome/product
<p>This unit (4.3 Our World) will contribute to the following end of Key Stage statements</p> <p>Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief</p> <p>Offer some answers to ultimate questions from different religious and non-religious perspectives</p>

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

End of unit assessment question
<ol style="list-style-type: none"> 1. Reflect and present ideas about the origin of the universe 2. Why is it important to look after the earth? 3. Describe what different religions say about the attributes of god