

Lower KS2 units of study

Unit L2.1 What do Christians learn from the creation story? [Creation]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Place the concepts of God and Creation on a timeline of the Bible's 'big story'
- Make clear links between Genesis 1 and what Christians believe about God and Creation
- Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world

Understand the impact:

- Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)
- Describe how and why Christians might pray to God, say sorry and ask for forgiveness

Make connections:

- Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.

- As a way in, get pupils outside to experience some of the sights and sounds of nature, focusing on what they find wonderful about the world, identifying 'wow factors' in nature. Take photos for a display and add to it through the unit.
- Read the Jewish/Christian creation story, Genesis 1:1–2:3 (using e.g. the International Children's Bible on www.biblegateway.com or Bob Hartman's *Lion Storyteller Bible*). Ask pupils to say, write or draw what the story suggests is wonderful about the world.
- Point out that Christians and Jews believe that God created the world. From the story, collect some ideas about what kind of God it is who creates the world. Count how many times the story says the world was 'good' or 'very good'. Talk about why humans are good in the story. Add to the ideas about what God is like, according to this narrative.
- Think about some 'wow' things people have created, including pupils. Talk about how they have looked after these things and make the connection with Christian beliefs about God wanting humans to look after the world too. Look at Genesis 1:28–30. Get pupils to make up some more detailed instructions from God to humans to keep the world 'very good'.
- Find some examples of how Christians try to look after the world – to be 'stewards' or 'caretakers'. E.g. Mucknall Abbey, Worcestershire; A Rocha and their 'Eco Church' and 'Living lightly' campaigns. Find out what they think about God and find some evidence that they do these things because they believe in God as Creator.
- Find and listen to some songs and hymns that celebrate the Christian idea of God as creator (e.g. Fischy Music's 'Wonderful World' and 'Creator God'). Collect examples of things that Christians thank God for. Compare these with the 'wow' ideas in nature and from humans.
- In groups, discuss what pupils think Christians could learn about God, humans, animals, nature, creation, and caring for the world from the creation story. Ask them to decide which are the most important two for Christians and why – allow a range of views. Gather any questions pupils have about the ideas studied. Talk about whether believing in God might make a difference to how people treat the Earth or not.
- Remind pupils that many people are not Christians and don't believe the world was created by God. Ask pupils to think of other reasons why nature/humans are important and why we should look after the world/each other. See if pupils decide upon one thing everyone in the class can try to do over the next week to make the world 'very good' (whether or not they believe in a God).
- See how the story continues: read Genesis 2:15–17 and chapter 3 in a dramatic and engaging way. Hot-seat the characters (get someone to be a spokesperson for God). Explore how this story teaches Christians that Adam and Eve went their own way, against God, and that this messed up everything. Introduce the term 'the Fall', which describes the way Adam and Eve 'fell' from their close relationship with God. Most Christians see this as a picture of how all people behave: everyone 'sins', they say; and that this is why people are separated from God and do bad things.
- Find out a bit more about how Christians say sorry to God (see Units 1.1 and 1.4) and how Christian say this is needed because people sin and are separated from God, and need to have that separation repaired (see units on Salvation).

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Unit L2.2 What is it like for someone to follow God? [People of God]

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Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Make clear links between the story of Noah and the idea of covenant

Understand the impact:

- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony

Make connections:

- Make links between the story of Noah and how we live in school and the wider world.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Introduce pupils to the Bible – Old Testament and New Testament, books, chapters and verses. Teach them how to find their way around using book-chapter-verse. Explain that the stories of the Old Testament happened many years before Jesus, and that they focus on the friendship between the main characters (such as Noah, Abraham, Joseph) and God.
- Read the story of Noah from Genesis 6:5–9:17 (use a child-friendly version such as the *Lion Storyteller Bible*; compare with a full online version such as International Children’s Bible on www.biblegateway.com). Act it out in dramatic fashion! Ask pupils to think about the story: puzzling questions, favourite/least favourite parts, turning points, surprises, how they felt about the characters and events. List the qualities Noah had that made God choose him, and what Noah does in obedience to God.
- Collect together the rules God gives Noah and his family after the flood (Genesis 9:1–7). Compare this with the commands in Genesis 1:28 and 2:15–17 (link with Unit L2.1). Note that both stories show God giving humans some responsibilities – part of being the ‘People of God’ is trying to live by God’s commands.
- Ask pupils to define a ‘pact’ and talk about if they have ever made one. Explain that when God gives rules in the Noah story, he makes a covenant — a pact (Genesis 9:8–17). God is not just giving humans rules to obey, but he also has a promise to keep. Collect the promises he makes in the story. Talk about how the rainbow is used as a sign of hope for the future for God’s people and all creation. Get pupils to answer the questions: what was God’s covenant with Noah and what was it like for them to follow God?
- Think about the agreements/pacts/covenants people make (e.g. keeping to the rules in sport, shops giving customers goods they have paid for, friends playing when they have promised to do so). Remind pupils that God in the Noah story was trying to do away with evil in the world and make it a better place. In groups, list what they think we could do without from today’s world in order to make it a better place. Ask pupils to split their list into two categories: ‘Things we could stop’ and ‘Things we can’t stop’. Discuss how pupils in the class think they could help to stop items on the first list, and pick two or three that everyone in the class will work hard to stop.
- Come up with a list of people who make promises, and the promises they make (e.g. Brownies, police officers, parents at christenings). Look at photos or watch a video of a Christian wedding. Building on learning from **Unit 1.10**, look at the promises people make to each other, and how this wedding is the beginning of a pact between the couple and – for Christians – with God too. Make connections with the promises in the story of Noah. Give pupils a list of promises, including ones that are not found in a wedding, and get them to work out which ones are real.
- Remind pupils how many Jews and Christians use the rainbow as a reminder of God’s promise, so they trust God to keep his promise; ask pupils to identify some symbols that show promises, commitment and hope at a wedding. Talk about what people can do to keep to their promises – starting with weddings but looking at all kinds of pacts/covenants we make. Talk about what is good about being able to trust each other when we make promises. Recall the unit question: what is it like to follow God? Christians say it includes trusting God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this.

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Unit L2.4 What kind of world did Jesus want? [Gospel]

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

<p>Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):</p>	<p>Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.</p>
<p>Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<ul style="list-style-type: none"> Introduce this unit by getting pupils to think about their favourite possessions and what things they spend their time doing on a regular weekend. Read the account of Jesus calling his first disciples (Matthew 4:18–22). Note what Jesus asks these people to do. What would they have to give up? How much would pupils be prepared to give up of their weekend routines? Why did these men leave everything to follow Jesus? Role-play this, getting pupils to suggest what the disciples thought and why. What might a ‘fisher of people’ be expected to do? Note that the word ‘Gospel’ means ‘good news’ – Jesus must have seemed like good news to them. This unit explores some examples of why people thought he and his message was ‘good news’. Tell pupils that this story is part of a ‘Gospel’, which tells the story of the life and teaching of Jesus. It’s a kind of biography, and the writers made choices about what to include — they don’t tell everything he ever said and did (and not all Christians agree about whether they include the actual words of Jesus). Ask pupils why they think Matthew included this story in his Gospel. Why didn’t Matthew just give a list of qualities Jesus was looking for in a disciple — like a set of entry qualifications? Look at some other stories that show what kind of world Jesus wanted. E.g. the story of the healing of the leper (Mark 1:40–44; note how lepers were viewed at the time – as unclean and rejected; explore why Jesus touched and healed this person; note Jesus’ practice of showing love to those most vulnerable and often rejected by society); the Good Samaritan (Luke 10:25–37). What kind of world did Jesus want? How did he want his followers to behave? Look for evidence that churches are making the world like the one Jesus wanted: look at local church noticeboards or websites to see what they spend their time doing; get pupils to reflect on the impact of these actions by weighing up which is more important to Christians: toddler groups or food banks; worship services or caring for the elderly; celebrating a baptism, a wedding or a funeral; reading the Bible or giving to charity, etc. These are all important to Christians, so pupils need to give good reasons, connecting with Jesus’ teaching and example of love for others. Imagine a day/week in the life of a church leader – what do pupils think will be involved? How much time is spent ‘fishing for people’? How will they show love for God and for their neighbour? Then invite a church leader in to talk about their week. Find some examples of Christian leaders going beyond the everyday routines to show love for others (e.g. Keith Hebden fasting for 40 days; local examples). Of course, it is not only Christians who want a better world – so do people from other faiths and those with no religious faith. First, ask pupils to describe what kind of world they would like to see and why, and what they would do to bring it about. Second, ask pupils to describe what kind of world they think Jesus wanted (e.g. showing love for all, even the outcasts). Compare these two worlds – similarities and differences. What is good and what is challenging about Jesus’ teaching of love? Talk about what pupils think are the most important things all people can do to make a better world.

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Unit L2.9 How do festivals and worship show what matters to a Muslim? [*Ibadah*]

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Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify some beliefs about God in Islam, expressed in Surah 1
- Make clear links between beliefs about God and *ibadah* (e.g. how God is worth worshiping; how Muslims submit to God)

Understand the impact:

- Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)

Make connections:

- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims
- Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Recall learning from Unit 1.7 about *ibadah* (worship and belief in action). Remind pupils about the Five Pillars – they have explored *Shahadah* and *salah* already. This unit builds on that learning by digging a little deeper into prayer, then looking at fasting in Ramadan and the festival of Eid-ul-Fitr.

Introduce the meaning of the words ‘Islam’ and ‘Muslim’: based on the Arabic root ‘slm’, which means peace; Islam means the peace that comes from being in harmony with God; and Muslim means one who willingly submits to God.

- Read Surah 1 (chapter 1) of the Qur’an. What does it tell Muslims about what God is like? Explore how this chapter shows the nature of God in Islam (*Tawhid* – the oneness of God).
- Re-visit salah – prayer five times a day. Build on learning from Unit 1.6. Start by asking pupils why they think Muslims pray. For Muslims, the God revealed in Qur’an Surah 1 is worth worshiping, submitting to and praying to. Recalling basic introduction covered in Unit 1.6, look at what happens in prayer: the preparation and the *rak’ah* (prayer positions), etc. Use this to help find out about the significance of prayer to Muslims – why it is important to worship God and pray, and what difference it makes to Muslim ways of living; talk about how regular praying might make life easier and/or harder. Compare prayer at home with Friday prayer at the mosque. Look at the use of *subhah* beads as part of prayer. How does prayer show what matters to a Muslim?
- The mosque/*masjid* is important within the Muslim communities. Explore how it is a place of prayer, teaching and community support.
- Another of the Five Pillars is fasting during Ramadan. Find out about the experiences of a Muslim fasting during Ramadan and how Muslims celebrate Eid-ul-Fitr at the end of the fast:
 - Explore how Muslims show self-control by fasting during Ramadan and why this is important. What are the benefits for Muslims of fasting, and what can they learn from this experience?
 - Explore the ‘Night of Power’ (Laylat-ul-Qadr) which is celebrated during the last ten days of Ramadan, to mark the giving of the Qur’an. What happens in the community and why?
 - Explore what happens in a Muslim household at Eid-ul-Fitr and how this shows that Muslims worship Allah. Why do they celebrate the end of Ramadan?
- Willing submission to God is central to Islam; ideally Muslims demonstrate this through *ibadah*, worship. What are the benefits for anyone of living a self-disciplined life? What things might people who are not Muslims stop and reflect on five times a day, and what benefits could it have? How can pupils live more harmoniously? What steps could the class, school, neighbourhood, country and world take to live in harmony?

Unit L2.10 How do festivals and family life show what matters to Jews? [God/Torah/the People]

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Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean
- Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people
- Offer informed suggestions about the meaning of the Exodus story for Jews today

Understand the impact:

- Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)
- Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities

Make connections:

- Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future
- Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Note that this unit builds on learning from Unit 1.6. This unit explores the importance of the family and home in Judaism, as you look at ways in which festivals are celebrated. You could re-visit the celebration of Shabbat and deepen pupils' understanding in this context.

- Use a variety of creative and interactive ways to explore the stories behind Jewish festivals: what they mean, their significance, and how believers express the meanings through symbols, sounds, actions, stories and rituals:
 - **Rosh Hashanah and Yom Kippur:** Explore Rosh Hashanah, the Jewish new year festival; consider how Jews examine their deeds from the past year and look to make a fresh start for the next one; find out about the *shofar*, eating sweet foods, *tashlich*. Yom Kippur, the 'Day of Atonement': a day of fasting and praying for forgiveness; what happens and why; and the main themes of repentance, deliverance and salvation; consider how for Jews this is both solemn (because of the reality of sin) and joyful (God's readiness to forgive). (Note that some Jewish people write G-d, because they wish to respect the name of G-d and do not want it to be erased or defaced.) Talk about the value in pupils' own lives of reflection, saying 'sorry', being forgiven and making resolutions to improve.
 - **Pesach/Passover:** explore the epic story of the Exodus through text, art, film and drama, exploring the relationship between the people and God; find out how this dramatic story is remembered at the festival of Pesach and celebrated in Jewish homes, including the preparation and the seder meal. Reflect on the important themes of Pesach (e.g. freedom, faithfulness of God; the Jewish people's place as God's Chosen or People (sometimes called *Favoured* People). – rescued from slavery to demonstrate this; brought into the Promised Land) and what Pesach means to Jews today. Talk about the ways in which slavery is still present in the world today, and how important freedom is. What role do all of us have in bringing freedom?
- Learn that after their escape from Egypt, the Jewish people were given the Ten Commandments. Consider the importance of the commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today.
- Find out about some of the prayers and blessings that Jewish people say through the day (e.g. the Talmud teaches that Jews should say 'thank you' 100 times a day! The Siddur prayer book contains numerous '*baruch atah Adonai*' prayers – 'Blessed are you, King of the universe'). What are the benefits of expressing gratitude regularly? Note that non-religious people are encouraged to keep 'gratitude journals' today because it makes them happier. Make connections with the practice of gratitude in Jewish living (and other faith traditions).
- Compare and consider the value of family rituals in pupils' own lives; make connections with the way Jewish family life and festivals encourage a reflective approach to life and living; talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well.

Unit L2.12 How and why do people try to make the world a better place?

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Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)
- Make links between religious beliefs and teachings and why people try to live and make the world a better place

Understand the impact:

- Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. *tikkun olam* and the charity Tzedek)
- Describe some examples of how people try to live (e.g. individuals and organisations)
- Identify some differences in how people put their beliefs into action

Make connections:

- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better
- Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas
- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

Throughout this unit, make connections with pupils' learning from earlier in the year: what have they already learned about how believers try to live? Why do believers want to follow the commands and teachings of their traditions?

- Think about some of the ways in which the world is not such a good place: you could start small and local, and end up big and global e.g. from upsetting people in the dinner queue through to messing up the environment. Talk about why people are not always as good as they could be. Connect with Units L2.1 and L2.4 which explore the idea for Christians (and Jews) that people prefer to do their own thing rather than obey the Creator (sin) and so keep needing to say sorry and ask for help. Recall that Christians believe God helps them through the Holy Spirit (see Unit L2.1). Muslims believe people do good and bad deeds, and also need God's mercy.
- Religions suggest that people need help and guidance to live in the right way. Explore teachings which act as guides for living within two religious traditions studied during the year, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34) and the 'Golden Rule' (Matthew 7:12). Note that the Golden Rule is important in many traditions, including for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? How would it make the world a better place?
- Explore some ideas and individuals that help inspire people to make the world a better. Choose from the following ideas:
 - The Jewish teaching of *tikkun olam* (mending the world) and *tzedaka* (charity): find some examples of Jewish charities who try to make the world better; what do they do and why? (e.g. Tzedek, Jewish Child's Day); find out about how the Jewish new year festival for trees (Tu B'shevat) and how that can 'mend the world'. A modern festival is Mitzvah Day, where Jewish people may take part in voluntary work in the community.
 - The Muslim belief in charity (*zakah*): find out what it is, and how Muslims give charity; use some examples of charities such as www.Islamic-Relief.org.uk or www.muslimhands.org.uk and find out how and why they help to make the world a better place.
 - Explore the lives of inspirational Christians (e.g. Desmond Tutu, Martin Luther King Jr, Mother Teresa, etc.). Consider how their religious faith inspired and guided them in their lives, and their contribution to making the world a better place.
 - Compare the work of Christian Aid and Islamic Relief: can they change the world?
 - Compare non-religious ways of 'being good without God': e.g. what do Humanists use to guide their ways of living? Many use the Golden Rule (which is common across many religions too), using reason, listening to conscience. Look at some inspiring Humanists who fight for justice (e.g. Annie Besant fought for women's rights) and why they did this. Look at the work of the secular charity, Oxfam. How have they made the world a better place?
- Enable pupils to reflect on the value of love, forgiveness, honesty, kindness, generosity and service in their own lives and the lives of others, in the light of their studies in RE.