

Thorpepark Academy

Religion, Belief and Values



Year Group: 3 Term: Spring 1	Unit 3.2 Theme: Founders of Faith Concept: gospel, authority, faith	Religion: Christianity, Judaism, Hinduism, Islam, Personal view
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Key Question: Who, what and when?

About this unit:

Investigate the lives of two key figures who may be described as founders of their faiths, such as Jesus, St Paul, Mohammad (pbuh), Guru Nanak, Baha'u'llah, the Buddha and Abraham. Through a Theological lens, consider some key beliefs and how faith members follow the teachings of those founders.

By the end of this unit, pupils know the key events in the lives of at least two key religious figures; they should be able to talk about some key teachings. Also see the KS2 Easter1 unit which may follow.

Links to British Values

Democracy ✓	Rule of Law ✓	Individual Liberty ✓	Mutual Respect ✓	Tolerance of people of different faiths and beliefs ✓
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Links to SMSC

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Hull and East Riding Agreed Syllabus

Relate end of Key Stage 2 expectations pupils should be able to...

Exploring	Learning outcomes by the end of KS2 pupils should be able to
Theology How do the lives of faith founders influence believers?	Identify key events in the lives of faith founders and their impact on those around them Explain the relevance of different faith founders for their followers today
Theology What do key religious figures teach?	explain the significance of the key teachings of faith founders for faith members describe the teachings of key religious figures, identifying some similarities and differences reflect on the teachings of key religious figures and how these teachings impact on society

Skills

Theology Recognise Retell and make links Observe similarities and differences

Prior Learning	Future Learning
Recollection of some facts about key figures from different faiths	Unit 5.1 Expressions and 5.2 Faith in action

Sticky knowledge	Key Vocabulary
<p>A leader listens to others, is fair and can make decisions. Jesus was the key religious figure for Christianity. He taught others how to live a good life, particularly love thy God and love thy neighbour.</p> <p>St Paul was the key faith founder for Christianity. He was influenced by Jesus. He taught people about God and how to live a Christian life.</p> <p>Abraham was the key faith founder for Judaism. He taught that there is only 1 God and he was the connection between God and the people.</p> <p>Moses was the key teacher for Judaism. His main teaching was the 10 commandments.</p> <p>Hinduism has no one founder and was created from a fusion of different beliefs. Hindus believe in karma and that all living things are sacred and should not be harmed.</p> <p>: Muslims believe in one God, Allah and that the founder of Islam was the Prophet Muhammad.</p> <p>A person's faith shapes the way they live their life and gives them a set of beliefs to guide them.</p> <p>The teachings from the Christian faith can also impact on the lives of those of other religions or those with no religion at all.</p>	<p>founder, leader, teaching, values, beliefs, Jesus, St. Paul, Abraham, Moses, Christianity, Judaism, Hinduism, Islam, Allah, Prophet Muhammad (pbuh), bible, Torah, Vedas, Qu'ran, karma, influence, inspire, impact</p>

Resources

Bibles, parables, Qu'ran, Torah (or images of), Abraham the Great family pdf print off in advance to prepare (link within lesson), wooden characters/pegs/peg dolls, Subha beads (sometimes called Tasbeeh), various video links (see within each session), NATRE resource: How do Christians decide how to live?

	LO	Lesson outline
<p>Lesson 1</p> <p>Asking questions</p>	<p>LO: To understand what makes a good leader</p> <p>Sticky Knowledge: A leader listens to others, is fair and can make decisions.</p> <p>Skill: Recognise</p>	<p>Mini Question: What are the characteristics of a good leader?</p> <p>Recap: Ask children to name the founders of Christianity, Judaism, Islam, Sikhism and Buddhism.</p> <p>Lesson Outline:</p> <p>Play Simon says. Ask question: What does it mean to be the leader of a group or team?</p> <p>Mind map the characteristics of a good leader. (Listening, fairness, make decisions, tenacity, ambitious, drive...)</p> <p>Link to groups we know or attend for example, Brownies, Scouts, football...</p> <p>Give children in pairs cards of qualities/characteristics could include:</p> <p>sense of humour; responsible; empathetic; respectful, determined; confident; courageous; fair; good listener; common sense; thoughtful; loyal; honest; inspiring; kind; dependable; good communicator; patient; calm; trustworthy; sympathetic; able to work under pressure; not corrupt. Children to rank in order of importance. Discuss.</p> <p>In books:</p> <p>EXS/GD: Write a job advert for a good leader (an RE ambassador).</p> <p>WTS: Sort characteristics of a good or bad leader.</p> <p>Reflection:</p> <p>Which one word would you choose to describe a faith founder? Why?</p>
<p>Lesson 2</p> <p>Investigate and dig deeper</p>	<p>LO: To know who the key religious figure for Christianity was and what he taught.</p> <p>Sticky Knowledge: Jesus was the key religious figure</p>	<p>Mini Question: Who was the key religious figure for Christianity and what did they do?</p> <p>Recap: What makes a good leader? Give me 3 good characteristics. What can you remember about Jesus' incarnation (birth)? From Christmas unit.</p> <p>Lesson Outline:</p>

	<p>for Christianity. He taught others how to live a good life, particularly love thy God and love thy neighbour.</p> <p>Skill: Retell and make links</p>	<p>Look at images- discuss who He is and what we already know about Him</p> <p>Explore how Jesus was the key figure for Christianity– who inspired lots of people.</p> <p>Important that they know that Jesus was born a Jew. Look at the first indication that he was teaching – The Boy Jesus at the Temple (12 years old). Look at how he taught the 12 disciples how to serve and care for others. Focus on some of the parables, e.g feeding of the 5000, the healing of the blind man, the good Samaritan, etc</p> <p>Explain that he was later baptised a Christian by John the Baptist when he was approximately 30 years old.</p> <p>In books</p> <p>Children retell one of the parables. The Good Samaritan.</p> <p>Answer the following question: How does this influence how Christians live their life?</p> <p>Challenge:</p> <p>Why is Jesus a good teacher? Why did he help the outcasts and sinners?</p>
<p>Lesson 3</p> <p>Investigate and dig deeper</p>	<p>LO: To know who the founder for Christianity was and what he taught.</p> <p>Sticky Knowledge: St Paul was the key faith founder for Christianity. He was influenced by Jesus. He taught people about God and how to live a Christian life.</p> <p>Skill: Recognise</p>	<p>Mini Question: Who was the founder for Christianity and what did they do?</p> <p>Recap: Why was Jesus a good teacher? Who did he teach? What did he teach?</p> <p>Lesson Outline:</p> <p>Look at images of St Paul. Explain who he is and why he is important.</p> <p>Look at his life and how he was. Use some key facts from here: https://www.bbc.co.uk/religion/religions/christianity/history/paul_1.shtml (child friendly link)</p> <p>https://www.bbc.co.uk/religion/religions/christianity/history/paul_1.shtml (teacher knowledge link)</p> <p>Focus on the story of St Paul (Saul – road to Damascus) who went on to found the religion – Christianity.</p> <p>https://ministry-to-children.com/story-of-paul-lesson/ (Simplify ideas from here – focus on how St Paul taught others to believe in God and how to behave from his letters e.g. love. - God’s love. In all of his lessons there are recurring themes: sin, Christ’s death and resurrection, and our need to believe in Christ by faith and follow him.</p> <p>Children write a letter of their own/poem highlighting their beliefs and values – e.g. kindness, honesty, etc.</p> <p>Challenge:</p> <p>Who was St Paul inspired by?</p>
<p>Lesson 4</p> <p>Investigate and dig deeper</p>	<p>LO: To know who the key religious founder for Judaism was and what he taught.</p> <p>Sticky Knowledge: Abraham was the key faith founder for Judaism. He taught that there is only 1 God and he was the connection between God and the people.</p>	<p>Mini Question: Who was the key religious figure for Judaism and what did he/she do?</p> <p>Recap: Who was St Paul and what did he do?</p> <p>Lesson Outline:</p> <p>Godly play – Abraham ‘The Great Family’</p> <p>http://www.incarnation-gaffney.org/Godly%20Play/TheGreatFamily.pdf (script)</p> <p>Abraham was an example to people living at that time and his children (12 sons) followed his beliefs.</p>

	<p>Skill: Retell and make links</p>	<p>In Floor books: Photographs of the Godly play session. Children answer I wonder questions. Record answers on post its for floor book.</p> <p>Challenge: How are Jesus and St Paul similar and different?</p>
<p>Lesson 5 Investigate and dig deeper</p>	<p>LO: To know who the key religious teacher for Judaism was and what he taught.</p> <p>Sticky Knowledge: Moses was the key teacher for Judaism. His main teaching was the 10 commandments.</p> <p>Skill: Recognise</p>	<p>Mini question: Who was the key religious teacher for Judaism?</p> <p>Recap: Who was Abraham and what did he do?</p> <p>Lesson outline: Discuss why we need rules. Explain that lots of religions have rules to follow, and Judaism and Christianity are no exception. The Bible tells a story of a man called Moses (they may have heard of him in Egypt with the plagues and the parting of the Red Sea). When Moses was leading his people to live in their new land, he walked up to the top of a mountain and came down with a new set of rules from God for them to all follow. These are known as the Ten Commandments.</p> <p>Explain that the short video (link below) they are now going to watch imagines what it would have been like if Moses vlogged about his meeting with God and posted the video to his social media channel.</p> <p>https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-moses-10-ten-commandments-vlog-1/zjqbf82#:~:text=Summary%3A%20The%20story%20of%20Moses,tora h%20%2D%20usually%20translated%20as%20law.</p> <p>In books: Children rewrite the ten commandments using child friendly language. Change the order, rank them in order of importance according to them.</p> <p>Challenge: How would this impact on the daily life of a Jewish faith member?</p> <p>Reflection: Which 2 commandments are the most relevant in your life and why?</p>
<p>Lesson 6</p>	<p>LO: To know how Hinduism was founded and some Hindu beliefs</p> <p>Sticky knowledge: Hinduism has no one founder and was created from a fusion of different beliefs. Hindus believe in karma and that all living things are sacred and should not be harmed.</p> <p>Skill: Recognise</p>	<p>Mini Question: Who was the founder of Hinduism?</p> <p>Recap: Who are the important figures for Judaism?</p> <p>Lesson outline: Share how for Hindus there is no one founder and that the religion of Hinduism was developed by a fusion of various beliefs. The religion is said to be one of the oldest world religions, dating back at least 5,000 years ago in India.</p> <p>Focus on how all Hindus share the same beliefs – that there is only one almighty god Brahman. However, their God can be represented in various ways known as deities. Show children a ppt with a range of deities on.</p> <p>Focus on how Hindus believe that three of the most important aspects of Brahman are represented in the Trimurti the three aspects of the universal supreme God, Brahman.- Vishnu, Brahma, and Shiva.</p> <p>Ask children what are the holy books for Christians and Jews? (Bible and Torah respectively). Share with the children the words Vedas and explain that these are the holy books for Hindus and help give them codes for living/shared beliefs.</p> <p>Focus on:</p> <p>Karma - Karma is the belief that all the good or bad you do in life will return to you.</p> <p>Belief that all life and living things are sacred. One of the most admirable principles of Hinduism in the west is that all living things are sacred</p>

		<p>therefore they should not be harmed (also known as ahimsa). According to ahimsa, all living beings deserve love and respect.</p> <p>In books:</p> <p>Children answer the following questions:</p> <p>Does Hinduism have one founder?</p> <p>What are Hindu holy books called?</p> <p>What do Hindus believe in?</p> <p>Purple 3 or 4 beliefs</p> <p>Green 2 or 3 beliefs</p> <p>Blue 1 or 2 beliefs</p> <p>4. Which Hindu belief can you relate with the most and why?</p> <p>Challenge: How is Hinduism similar or different to Christianity/Judaism?</p>															
<p>Lesson 7</p>	<p>LO: To know how Islam was founded and some beliefs</p> <p>Sticky knowledge: Muslims believe in one God, Allah and that the founder of Islam was the Prophet Muhammad.</p> <p>Skill: Recognise</p>	<p>Mini Question: Who was the founder of Islam and what are some Muslim beliefs?</p> <p>Recap: Does Hinduism have a founder? Name two beliefs.</p> <p>Watch the short video clip – What is Islam? On the following website: https://www.bbc.co.uk/bitesize/topics/zpdt/bk/articles/zrxxgwx#:~:text=Muslims%20believe%20that%20Islam%20was,through%20a%20man%20called%20Muhammad.</p> <p>Explain that Muslims believe that Islam was founded by the Prophet Muhammed. Muslims believe that Islam was revealed over 1,400 years ago in Mekkah, Arabia through a man called Muhammad.</p> <p>Muhammad is so respected that it is usual for Muslims to say 'peace be upon him' whenever they mention his name. (Pbuh)</p> <p>Muhammad is believed by Muslims to be the last prophet sent by God (Allah). They believe God sent prophets to mankind to teach them how to live according to His law. Ninety Nine Beautiful Names: what do they tell us about God in Muslim life?</p> <p>Muslims say, as part of the First Pillar of the Faith 'There is no God but Allah.' This lesson enables children to explore some of the ways in which Islam expresses ideas about Allah / God including how Muslims use the 99 Beautiful Names of Allah. These are often learned by Muslim children and recited using Subha beads (sometimes called Tasbeeh), a string of 99 beads (show some if you can, or use pictures). Back in the times of the Prophet, early sets of beads were made from date stones, but today some are very valuable, like jewellery. Teach the class that matters is not the price, but the devotion to God which reciting his names can show. Here are some of the names (for simplicity, we have chosen 12 of the names here, and used simple English translations of the commonly used Arabic words). Allah is:</p> <table border="0"> <tr> <td>The Most Merciful</td> <td>The First</td> <td>The Loving One</td> </tr> <tr> <td>The Lord of all the Worlds</td> <td>The Last</td> <td>The Perfectly Wise</td> </tr> <tr> <td>The Giver of Life</td> <td>The Protecting Friend</td> <td></td> </tr> <tr> <td>The Generous</td> <td>The Forgiver</td> <td></td> </tr> <tr> <td>The Owner of All The Mighty</td> <td></td> <td></td> </tr> </table> <p>In books:</p> <p>Ask pupils to work in threes on three of twelve sentences which have this form: 'Muslims say Allah is... (insert one of the names) We think this means Allah can... (say what God does) and God is never ... (what God is not). Here are two examples to get them going:</p> <p>'Muslims say Allah is the Generous. We think this means Allah gives good things to everyone and Allah is never mean or stingy.'</p>	The Most Merciful	The First	The Loving One	The Lord of all the Worlds	The Last	The Perfectly Wise	The Giver of Life	The Protecting Friend		The Generous	The Forgiver		The Owner of All The Mighty		
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		<p>'Muslims say Allah is the Giver of Life. We think this means no one is born unless Allah gives them life and God is never surprised when a baby is born.'</p> <p>A writing frame for support</p> <p>Challenge: How would these names teach Muslims how to behave?</p>
<p>Lesson 8</p>	<p>LO: To explore how a person's faith influences the way that they live</p> <p>Sticky knowledge: A person's faith shapes the way they live their life and gives them a set of beliefs to guide them.</p> <p>Skill: Observe similarities and differences</p>	<p>Mini Question: How does a person's faith influence the way they live?</p> <p>Lesson outline: Watch videos to understand a day in the life of a Christian/ or other religion: My Life, My Religion – Nathan: https://www.bbc.co.uk/programmes/p02mwwjy</p> <p>Discuss the following questions: How does being a Christian influence the way Nathan in the video clip lives?</p> <p>What impact does being a Christian have on his life?</p> <p>Would his life be the same if he was not a Christian?</p> <p>Set up a dilemma for a faith follower (i.e., Conscience Alley) and show how key teachings help them to decide.</p> <p>Read a selection of scenarios/ problems for example, somebody tells you they are unhappy at school. How would a Christian deal with this?</p> <p>Or, Use NATRE resource: How do Christians decide how to live? Introduce the children to the characters Dorothy (10) and Jack (8) and their speech bubbles which looks at things that are important to them, such as prayer; actions that they have taken looking after their friend; and decisions they have made, and why.</p> <p>Tell pupils that one part of the Bible that Dorothy and Jack find helpful is called the Beatitudes (Matthew 5:3–15). These are some words that Jesus said in the New Testament. As the words are quite tricky Dorothy and Jack use a simplified version and it helps them know what to do in their life and when they need to make decisions.</p> <div data-bbox="671 1272 1525 1644" style="background-color: #f0e6f0; padding: 10px; border-radius: 10px;"> <p>Simple version of the Beatitudes</p> <ul style="list-style-type: none"> • Loving God • Loving other people • Being gentle and kind • Being fair, and working to make sure others are treated justly • Forgiving when people hurt and upset us • Being good peacemakers – helping people and nations make friends • Standing up for what is right <p><small>(based on the Beatitudes: Matthew 5:3–15)</small></p> </div> <p>Discuss sticky knowledge - A person's faith shapes the way they live their life and gives them a set of beliefs to guide them.</p> <p>In floor books: capture discussion with some quotes from the children (answers to questions/spontaneous comments).</p> <p>Challenge questions: What is the relevance of Jesus for people today? What aspects of living a faith might be the hardest and why?</p>
<p>Lesson 9</p>	<p>LO: To reflect on how the teachings of Christianity impact on wider society</p>	<p>Mini Question: How do the teachings of a faith founder impact on wider society?</p>

Sticky knowledge: The teachings from the Christian faith can also impact on the lives of those of other religions or those with no religion at all.

Skill: Reflect and respond

Recap: How does the teaching of a faith founder guide a Christian's life? Remind children to think about Dorothy and Jack from last week's lesson.

Lesson outline:

Explain that today's lesson will focus on reflecting on whether the teachings of faith founders can have an impact on not just its followers, but on the wider society, i.e. those of other religions or no religion at all.

Explain how religions can have a positive impact on the wider community/society. For example: Churches also often run youth groups, giving local children a place to participate in activities.

Churches often provide help and advice for those in need, and many Christians volunteer for local charities.

Many churches and Christians run food banks from their church halls. Some Christians volunteer as street pastors, going out onto the streets at night to care for those in need and those who are at risk of harm.

(Perhaps Rev Rob or one of the volunteers from Christ Church Orchard Park could come in to speak to the children about this.)

In books:

Link back to the simplified version of the Beatitudes. Children to choose which one is the most important in their own life. Where have they got that value/belief from? Children create a poster/collage to show what it looks like in their own lives. E.g. A picture of themselves saying it is (forgiving) when someone has done or said something wrong to them.

Challenge: If you had to follow one important rule in life, what would it be and why?