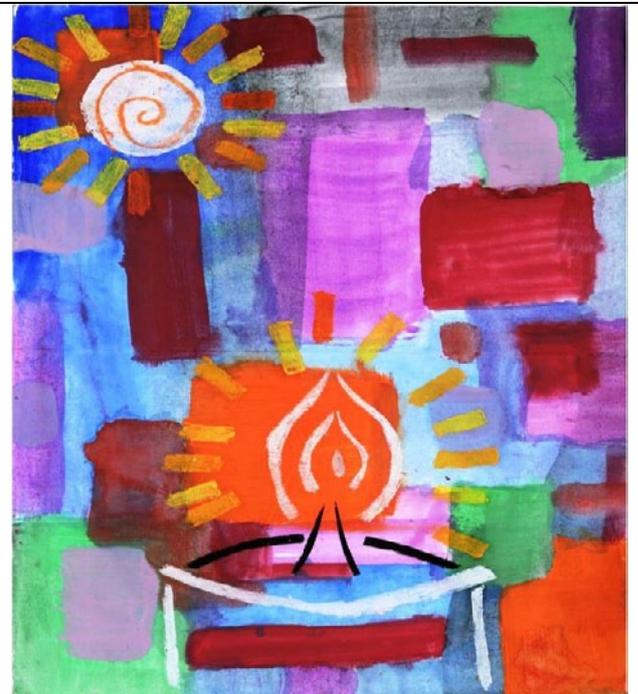
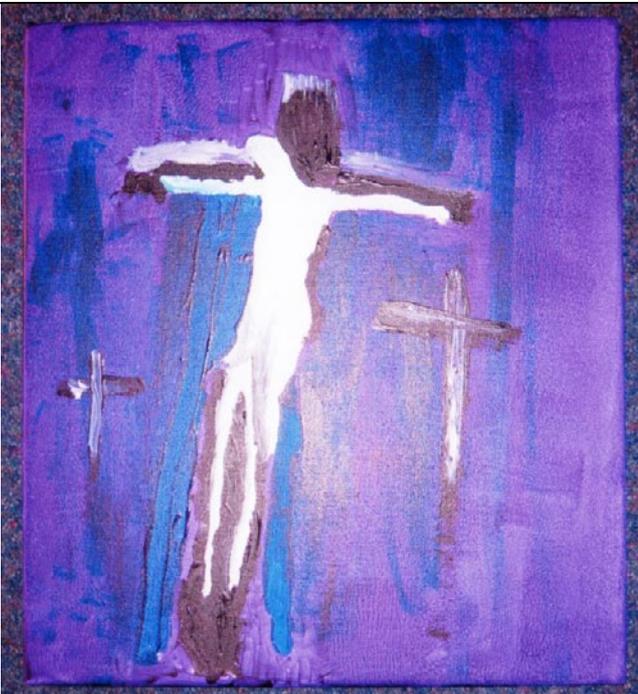




The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: *God: What do Christians believe about God? What do I believe?*

Year Group: 7/8



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About this unit:

This unit enables pupils to consider some philosophical questions about belief in God. It focuses on questions about the nature of God from a Christian perspective and introduces arguments about the existence of God between theism, agnosticism and atheism. Pupils are encouraged to think for themselves and develop their own perspectives, referring to their own experiences, beliefs and values.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of the existence and nature of God. Pupils will develop their skills of asking and responding to questions of meaning, purpose and truth, and as they do so they will encounter religious beliefs, teachings and sources. Pupils will also develop their knowledge and understanding of ways of expressing belief and meaning.

This unit contributes to the continuity and progression of pupils' learning by further developing ideas about God that will have been encountered in previous key stages and across different religions.

The unit develops a greater understanding of Christianity and other world views.

The unit anticipates a further study of issues about God that many will encounter through the study of GCSE Religious Studies syllabuses.

Note - If the School Selected Unit on Religion and Science for KS3 is also chosen to be studied, it is essential that learning is built on and tasks selected and amended appropriately to avoid repetition and maximise opportunities for progression.

Estimated teaching time for this unit: 10 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other areas of the curriculum where appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching
- Ways of Expressing Meaning

AT 2: Learning from Religion and Belief

- *Questions of Meaning, Purpose and Truth*

The core RE concepts that the unit develops are:

Redemption (Christians believe that Jesus died, but was raised to new life by God. Redemption comes by God's grace through his death and resurrection);

Mission (Responses to the experience of God involves service to other people);

Evil (Beliefs about the existence of God are often linked to corresponding beliefs about evil).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly aware of their own beliefs;
- **Open mindedness** by engaging in positive discussion and debate on views different from their own;
- **Appreciation and wonder** by developing their capacity for themselves to respond to the mysteries and possibilities of belief about God.

The unit will provide these opportunities for pupils:

- To consider the concept and nature of God from the study of Christianity;
- To consider a diverse range of views about questions of the existence of God between theism, agnosticism and atheism;
- Pupils will be able to think about their own experiences and views in relation to questions of belief and proof;
- Experiences including dialogue, thinking, reflection and creative and imaginative ways of expression.

Background information for the teacher:

Christians believe that there is one God, the Creator and ruler of the Universe. God is infinite (without limit) and eternal (without beginning or end). God is also believed to be omnipotent (all-powerful) and omniscient (all-knowing). However, Christians do not feel that God is impersonal or remote. They believe that God can be approached personally.

The belief in the concept of the "Trinity" is unique to Christianity. One God is seen in three persons, "Father, Son and Holy Spirit". The three elements, or existences, live in each other and represent God in a particular form:

- God the Father is the Creator, the power behind the world;
- The Son of God is one of the titles given to Jesus, who Christians believe is the incarnation, or human form, of God;
- The Holy Spirit is the continuing presence of God in the world. The Holy Spirit works through people and situations to encourage the qualities of love and freedom from sin which were seen in Jesus himself.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to religions:</p> <p>Agnostic Atheist Cause Conversion Cosmological Effect Evidence Forgiveness Holy Spirit Immanent Miracle Moral Evil Natural Evil Omni-benevolent Omnipotent Omnipresent Omniscient Personal Proof Religious Experience Suffering Teleological Theist Transcendent Trinity</p>	<p>Teachers might use:</p> <p>Books</p> <ul style="list-style-type: none"> • Robert Kirkwood - <i>Looking for God</i> (Longman ISBN 978-0582202559) and <i>Looking for Proof of God</i> (Longman ISBN 978-0582203099) • <i>Questions about God: Some perspectives</i> Developing Secondary RE series ed. Rosemary Rivett (RE Today ISBN 1-904024-48-3) • <i>Assessed RE: Engaging with Secondary RE series</i> ed. Pamela Draycott (RE Today ISBN 1-904024-48-3) • <i>Active Resources for Christianity</i> by Phil Grice (Heinemann ISBN 0 433 30372 4) • <i>Thinking through RE</i> by Vivienne Baumfield (Chris Kington Publishing) • <i>Introducing Philosophy of Religion</i> by Dilwyn Hunt (Nelson Thornes, 2005) • <i>This is RE!</i> By Cath Large, Hodder Murray • <i>Looking Inwards, Looking Outwards</i> by J. Mackley (RE Today, 1997) • Developing Secondary RE series: <i>Evil and Goodness</i> ed. Rosemary Rivett (RE Today Services, 2003) • <i>Steps in RE: Onwards and Upwards</i> by Lesley Beadle (RE Today 2006) provides activities and learning strategies for SEN pupils • <i>A Beginner's Guide to Ideas</i> by Reaper and Smith (Lion) • <i>Beginning Philosophy</i> by P. Mullen (Hodder) • <i>Matters of Life and Death: Suffering</i> by C. Wright and S. Haines (Lion) • <i>One World, Many Voices</i> ed. Bernard Williams • <i>Thinking about God</i> by Harrison and Kippax • <i>Religion in Focus: Christianity in Today's World</i> (Second edition, 2005) by Orchard, Wright, Clinton, Lynch and Weston (John Murray) • <i>One World Many Voices</i> ed. Bernard Williams • <i>Key Christian Beliefs</i> by Chris Wright (Lion) <p>Video and DVD</p> <ul style="list-style-type: none"> • Belief file: Christianity • BBC RE Curriculum Bites: Series 1 (2003) Hotline to heaven? Prayer in contemporary Christian life • Curriculum Bites Series One (2003) and series 2 (2005) BBC/RE Today Distributed by RE Today + Activities pack available • Why Atheism? DVD and resource pack • Tackling Tough Questions DVD by Prof Russell Stannard, from RE Today (for higher achieving pupils) • <i>Taking Issues</i> Videos "Does God Exist?" BBC <p>Web</p> <ul style="list-style-type: none"> • The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people • Online searchable sacred texts from different religions at: www.ishwar.com • Try www.reonline.org.uk for a good general gateway to RE materials • http://ks3.reonline.org.uk/topiclist.php?11 Topic list: Christianity: Where do we look for God? Links to resources.
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> • Opportunities for spiritual development come from raising ultimate questions and reflecting on the impact of beliefs about God upon life; • Opportunities for social development come from identifying how our beliefs might influence our behaviour and considering how we respond to others with different beliefs; • Opportunities for cultural development come from appreciating the ways in which faith in God shapes and motivates different communities in the UK and across the world. 	

EXPECTATIONS: At the end of this unit....			
<p>Pupils working at Level 3 will be able to:</p> <ul style="list-style-type: none"> • Describe some Christian teachings about God (AT1); • Use religious or spiritual vocabulary, such as theist, atheist, agnostic, religious experience, conversion (AT1); • <i>Make links between Christian beliefs and their own beliefs about the existence and nature of God (AT2).</i> 	<p>Pupils working at Level 4 will be able to:</p> <ul style="list-style-type: none"> • Use a widening religious vocabulary to show that they understand different terms for people's views about God (AT1); • Use the vocabulary learned in RE, to show their understanding of why people might believe in God (AT1); • <i>Apply ideas from different points of view to develop their own beliefs about the existence and nature of God (AT2).</i> 	<p>Pupils working at Level 5 will be able to:</p> <ul style="list-style-type: none"> • Explain the impact of belief in God on a person's lifestyle (AT1); • Explain some similarities and differences between Christian, atheist and agnostic points of view and between different Christian points of view (AT1); • <i>Express thoughtful views about what God is like and whether or not God exists (AT2);</i> • <i>Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about whether or not God exists (AT2).</i> 	<p>Pupils working at Level 6 will be able to:</p> <ul style="list-style-type: none"> • Explain and interpret divergent views of God within the Christian tradition (AT1); • <i>Express insights of their own into the challenges that arise from our beliefs about God (AT2).</i>

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.

In this Unit of Work, opportunity for assessment comes through the final piece of work in which pupils create their own piece of "Spirited Art". Pupils' justification and evaluation is assessed (not the art work itself). The justification can be developed by use of a writing frame and prompts to help pupils to respond.

The evaluation question draws on the Belief Journal which pupils have been keeping throughout the Unit: "In what ways are your own views about God changing and developing and why?"

Higher attaining pupils: To extend this work, ask pupils to offer possible explanations as to why agnosticism is common among British 11-16 year olds.

UNIT TITLE: God: *What do Christians believe about God? What do I believe?*

Key Question: *What do I believe about God?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To identify and reflect upon important personal beliefs about God.</p>	<p>Starter: Select 5-6 pictures and poems from NATRE’s “Spirited Art” gallery on the themes of “Where is God?” and “Who is God?” Ask pupils to award a mark out of 10 for each piece of work for depth of thought and to state whether they strongly agree/nearly agree/ nearly disagree/ disagree/ strongly disagree with the point(s) that the piece of work is making and why.</p> <p>Development: Pupils feedback thoughts and reflections in class discussion. This could take a structured form whereby pupils create human bar charts according to whether they agree with the point being made or it could be more free flowing and start with inviting questions such as: which did you like the best and why, who feels really strongly about something that we have seen, what has this activity made you think about? Supply pupils with key words in order to develop their ability to discuss the topic: theist, atheist, agnostic. Introduce Belief Journals – pupils record their own beliefs, reflections, and questions arising from the lesson. Supportive Pairs – pupils work in pairs to explore, justify and develop expression of their beliefs. One pupil will say their beliefs, and the other will ask questions: Why do you think that? / What about...? / Does that mean you think...? Emphasise importance of developing a trusting relationship such that beliefs are valued and not aggressively challenged.</p> <p>Plenary: Some pairs to report back, with pupils explaining each other’s beliefs rather than their own. Lead into discussion about the importance of respecting beliefs and how to be respectful while having a different point of view.</p>	<p>I can use a developing vocabulary to explain my ideas about God. (AT1 L5)</p> <p><i>I can ask questions, suggest answers, appreciate alternative viewpoints and understand how to conduct respectful discussions.</i> (AT2 L4)</p>	<p><i>Starting with pupils’ own beliefs is a good way into this sort of topic, as it will afford space to the gut reaction of many that God does not exist and which if left and is not dealt with can create a barrier to learning. In starting a Belief Journal, the idea that our beliefs can develop is introduced. Pupils will reflect on their own beliefs at the end of each lesson, with a view to undertaking their own piece of “Spirited Art” at the end of the unit and evaluating how their views have developed/changed in light of their learning.</i></p> <p><i>The journal will be kept throughout the unit and will reflect the pupil’s own thoughts and feelings. It will not be shared with others.</i></p>

Key Question: *How do we know what is true?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider how facts, beliefs and opinions come about and how they are interpreted.</p> <p>To apply words like 'evidence', 'proof' and 'argument' accurately in discussions about God.</p>	<p>Starter: Stimulus statements – pupils to sort into whether they are “Fact, Belief or Opinion”. For example: The Saints is the best rugby team in the world; The world is round; The capital city of England is London; When I die I will go to Heaven; Henry VIII had six wives; God does not exist; Dinosaurs once walked on this earth; Brussel sprouts are disgusting.</p> <p>Development: Pupils report back and justify their categorisation. Highlight and record important words on board as they are used by pupils – proof, evidence, idea, probability, argument, knowledge, possible. Use these words to introduce next activity. Pupils to move along continuum line in response to statements: Proved/ Very Strong Evidence/ Some Evidence/ Possible but uncertain/ Some Evidence Against/ Strong Evidence Against/ Disproved. For example: The earth is round; The sun revolves around the earth; The big bang began the universe; Scientists can explain everything without referring to God; God created the universe for a purpose; The world exists.</p> <p>Introduce idea of interpretation (could use optical illusions to illustrate the point). How we interpret apparently neutral “facts” can affect how we view them. Discuss statements used in previous exercise. E.g. The world exists – discuss chance, accident, and purpose. Add historical dimension by discussing previously held “fact” that sun revolves around the earth – what was the significance of Galileo’s discovery – how was his new fact interpreted? Pupils could role-play discussions in groups – each allocated a different stance in order to facilitate debate/ understanding of different interpretations.</p> <p>Plenary: Pupils to provide a fact, belief, and opinion statement of their own and explain how someone else might interpret their statements. Challenge discussion - Can something be true for one person and not true for another? Is there such a thing as ultimate truth?</p>	<p>I can show understanding of the difference between a fact, belief and opinion. (AT1 L4)</p> <p>I can begin to recognise the importance of interpretation in these definitions. (AT1 L4)</p>	<p><i>It is important to quickly dispel the notion that science has proved that God doesn't exist. Begin building bridges/ highlighting similarities between science and religion from the outset of this unit.</i></p>

Key Question: What do Christians think God is like?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand terms that might be used to describe God.</p> <p>To consider a range of diverse views.</p>	<p>Starter: Think – Pair – Share: What words do you think Christians might use to describe God? Could use traditional renaissance image of God as an old man with a white beard to stimulate ideas. (Diagnostic – how much do pupils already know? Do all Christians believe the same thing?)</p> <p>Development: Pupils to research Christian answers to question of what God is like in NATRE database: www.natre.org.uk/db. There are many ways to use this. Pupils could record findings by making one list of descriptive words and one list of metaphors and images (these could include a tally of the number of times the word/image appears). Alternatively, pupils could select and justify the answers they think are the best/ most surprising/ worst/ most intriguing/ most confusing.</p> <p>Class discussion of research and diverse answers will then move thinking on to further philosophical questions, such as: - Where is God? Inside of us, everywhere, in our imagination, in the past, in the Bible, in all religions etc? - Why is God so difficult to describe? Why are metaphors used? Is it possible for the human mind to truly understand what God is like? - Could God be female? Show a Christian image of God as a female (could display next to starter picture). How might this image challenge our understanding of what God is like? More caring/ emotional/ part of nature? Why is God traditionally thought of as a He? Bible/ patriarchal societies. Show passages in Bible that describe God as more feminine. Should we describe God as “It” instead? Discuss notion of a personal God.</p> <p>How might Christians use Biblical sources in a variety of ways to support their views?</p> <p>Plenary: Pupils list/ feedback “big questions” and possible answers that the lesson has made them think about. (Record in Belief Journal).</p>	<p>I can use an increasingly wide religious vocabulary to show I understand similarities and differences in beliefs within and across religions and suggest possible reasons for this. (AT1 L5)</p> <p><i>I can explain how religious sources are used to provide answers to ultimate questions. (AT2 L4)</i></p> <p><i>I can ask and suggest answers to ultimate questions relating them to my own and others’ lives. (AT2 L5)</i></p>	<p><i>It would be useful to introduce pupils to ideas about God’s attributes at this point, looking in particular at the “omni” terms.</i></p>

Key Question: How does the Trinity describe Christian beliefs about God?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand the Christian belief of the Trinity.</p> <p>To understand the meaning of sentences from the Apostles' Creed.</p> <p>To reflect on the importance of the Apostles' Creed for Christians.</p>	<p>Starter: What do all of these things have in common? Show a range of 3-in-1 things – H2O (water/ice/steam); egg (shell/ white/ yoke); clover; musical chord; brother/dad/husband.</p> <p>Introduce the concept of the Trinity. What do pupils understand by this term? Consolidate three – Tri – what other words do you know that begin with “tri”?</p> <p>Development: Use Apostles' Creed to explore descriptions of Father, Son and Holy Spirit. Develop understanding of Holy Spirit – God around us.</p> <ul style="list-style-type: none"> • What does the Creed tell us about Christian beliefs? • What impact and challenges might such beliefs have upon the lives of Christians? • What influences and challenges us in our own lives? • What images/ metaphors could we use to help explain the concept of The Trinity? <p>Pupils to work in threes to produce a poster/ leaflet/ drama/ rap explaining what the Trinity is to Year 4 pupils. Pupils are encouraged to think of their own 3-in-1 ideas to teach the concept to younger pupils.</p> <p>Challenge: pupils could examine 3-in-1 starter ideas and come up with criticisms of how they fail to accurately describe the concept of the Trinity. E.g. H2O – God is not always changing form but is all three things at once. Groups show/ present ideas.</p> <p>Plenary: Discussion: Why is the Trinity so hard to understand? Is it true that symbols work where words fail us? What impact does this concept have on the lives of Christians? What challenges might this present?</p>	<p>I can describe and show understanding of sources, beliefs and ideas and make links between them. (AT1 L4).</p> <p>I can explain how religious sources are used to provide answers to ultimate questions, recognising diversity within religion. (AT1 L5)</p> <p><i>I can describe what inspires and influences myself and others. (AT2 L4)</i></p> <p><i>I can explain what inspires and influences me, expressing my own and others' views on the challenges of belonging to a religion. (AT2 L5)</i></p>	<p><i>The Trinity is a religious concept that will have been introduced at previous key stages so it is important to identify what pupils already know.</i></p> <p><i>The Trinity is a religious concept that is not expected to be fully understood, even by Christians. It is important to try not to remove this essence in classroom handling.</i></p>

Key Question: *Is the world too amazing to have come about by chance?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand that Christians believe that God created the world.</p> <p>To be aware that there are different Christian interpretations of the Creation stories.</p> <p>To reflect on the creation of the world for themselves.</p>	<p>Starter: Ask pupils to bring with them, or show pupils various items you have collected, or send pupils outside on a 5 minute mission to find something beautiful and well designed in the natural world (e.g. leaf, daisy). Discuss these items: do they seem to be accidents, random, or designed?</p> <p>Development: Discussion: Where do these objects get their fitness for purpose? Too amazing to be chance? Consider evolution – does this rule out God? If God did design the universe, what does the universe tell us about what God is like? Does this fit with the descriptions of God learnt about in prior lessons?</p> <p>Consider Creation accounts in Genesis 1 and 2. (Could show using Lego Bible freeze-frames). Explain that Christians view these accounts differently – some read it literally, while others see it as telling a truth about human nature. In both interpretations Christians see God as creator and designer of the natural world.</p> <p>What impacts and challenges might such beliefs have upon the lives of Christians? Do all Christians think the same?</p> <p>Statements for and against the design argument should be posted around classroom, such as:</p> <ul style="list-style-type: none"> -We just think the world is beautiful because we're taught to think if something works well it is beautiful. -Evolution means that the Bible stories are meaningless. -Our world could easily have come about by chance. There are billions of planets that it is simply the law of averages that at least one planet would contain life. -Everything so clearly has a purpose that there can be no doubt that the world has a designer. -Even if God did design the universe, that doesn't explain whether or not God still exists today. -If God did design the universe, he should be sacked. 	<p><i>I can raise, and suggest answers to, questions of meaning and purpose, applying ideas to my own and other peoples' lives. (AT2 L4)</i></p> <p>I can use an increasingly wide religious vocabulary to explain how religious sources are used to provide answers to ultimate questions, recognising diversity within religion. (AT1 L5)</p> <p>I can use religious and philosophical vocabulary to give informed accounts of religious beliefs. (AT1 L6)</p> <p><i>I can use reasons and examples to express insights into the relationship between beliefs and teachings. (AT2 L6)</i></p>	<p><i>Pupils will have covered creation stories in previous key stages. It is important to build on prior knowledge and understanding.</i></p> <p><i>(De Bono's hat strategy involves pupils being given different colour hat for each different role in the discussion. E.g. White Hat – What information do we have/need? (Facts, details, questions). Black Hat – What are the problems? (Difficulties, weaknesses, dangers). Blue Hat - Where do we go from here? (Organising thinking). Green Hat – What other possibilities are there? (Suggestions, ideas, alternatives). Red Hat – How do we feel about this? (Feelings, hunches,</i></p>

	<p>Pupils write responses/ reflections/ questions on sticky notes and attach them onto statement posters.</p> <p>To ensure variety of thought, use DeBono's hats strategy to assign pupils roles – emotional response to statement, a problem with the statement, what the statement means, and good points about the statement etc.</p> <p>Divide pupils into small groups – each group is assigned one poster and must collate sticky note ideas into a speech in response to the statement. Groups deliver speeches.</p> <p>Plenary: Human bar chart on how convincing pupils have found the argument that the natural world reveals the existence of God.</p>		<p><i>intuitions).</i> <i>Yellow Hat – What are the good things? (Benefits, strengths, advantages).</i></p>
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Key Question: *Would God really create a world like this?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect upon the argument that God cannot be all-powerful and all-loving if the world is like this – full of suffering.</p> <p>To examine the issues of meaning, purpose and truth that suffering and death present to people.</p>	<p>Starter: Divide pupils into groups and hand out newspapers. Ask pupils to collect stories and sort stories into those which depict a good world and those which depict a bad world.</p> <p>Development: Pupils present their best ‘good’ and ‘bad’ story to the class. Lead into discussion: is the world more bad than good? Include - Are newspapers the best way discerning this? What do we mean by “bad” and “good”? Introduce difference between natural and moral evil. What does this mean for our understanding of the nature and existence of God? Is God responsible?</p> <p>In groups, pupils use one of their ‘bad world’ stories to create their own news report for “God Watch News”. Groups must write their news reports from one of the following points of view (ways of interpreting the events):</p> <ul style="list-style-type: none"> - The event is absolute proof that God doesn’t exist. - The event offers some challenges to the existence of a loving God. - The event shows that God wants humans to work to change the world. - The event shows that God wants humans to practise the virtues of patience and faithfulness. - The event says nothing about the existence and nature of God – humans are to blame. <p>News reports can include role-played eye-witness accounts, re-creations of the events, expert comments and so on. Pupils perform news reports to the class.</p> <p>Plenary: Ask key question: If God exists, would God really create a world like this one? Pupils position themselves along Strongly Agree-Strongly Disagree continuum around the classroom and justify their position. (Record views in Belief Journal).</p>	<p>I can explain some of the arguments that atheists use to say that God cannot exist and I can explain why some Christians find these arguments forceful but still believe in God. (AT1 L5)</p>	<p><i>Reinforce the omni terms from lesson 3.</i></p>

Key Questions: Did God cause the 'big bang'? What was it like before the bang?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider the argument that God started the big bang.</p> <p>To consider and creatively express what it might have been like before the big bang.</p>	<p>Starter: Introduce simple “big bang” theory using texts/ resources from physics side of science curriculum. Taking note of diverse Christian accounts of the designer God idea, introduce question of whether God started the big bang. If not, what did cause the universe?</p> <p>Development: Time machine guided visualisation – take pupils in steps further and further back in time giving prompts to help them to develop their own visualisations, until you get to the time before the universe was created. Get pupils to open their eyes and immediately express some of their ideas about the time before the universe had begun using plasticine or similar material. Ask pupils to explain their ideas in pairs/ groups/ to the class.</p> <p>Help stimulate thinking further by asking pupils to explore their ideas using questions with answers on a continuum from 1-10, such as: is it dark (1) or light (10); is it empty (1) or full (10); is it peaceful or frightening; it is hot or cold; is it still or full of movement; is it beautiful or ugly; is it heavenly or hellish? Return to visualisation: ask pupils to focus on the image they have come up with during the lesson and press ‘play’ 1 minute before the big bang/ the start of the universe and ‘watch’ what happens. Ask pupils to describe their ideas about what happens and what causes it to happen?</p> <p>Ask pupils to express/develop their ideas by writing a poem or short piece of creative writing on the theme: “One Minute Before the Universe Began”.</p> <p>Plenary: Some pupils to share their poems/ creative writing. Discuss and draw out ideas, in particular on whether or not God caused the big bang.</p> <p>(Record ideas in Belief Journal).</p>	<p>I can explain some of the views Christians have about the origins of the universe. (AT1 L5)</p> <p><i>I can ask, and suggest answers to, questions of meaning and purpose, relating to my own and others’ lives. (AT2 L5)</i></p>	<p><i>See Key Stage 3 Science SoW and Key Stage 2 School Selected Unit on “Whose World Is It?” to understand prior knowledge that pupils might have.</i></p> <p><i>Also link appropriately with the School Selected Unit on Religion and Science if it is to be studied.</i></p>

Key Question: *Is seeing believing?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To explore and respond to Christian and other experiences of the presence, voice, vision or action of God.</p>	<p>Starter: Show pupils 5/6 paintings of Christian experiences of God – pictures will introduce concepts such as visions, conversion, miracles, healing, being close to God. Ask pupils to select the painting they think best expresses what it might be like to experience God/ what it might be like to <i>think</i> you are experiencing God. Pupils should explain the reasons for their choice.</p> <p>Development:</p> <ul style="list-style-type: none"> • Ask pupils whether they or someone they know have ever had an experience that cannot be easily explained. Discuss the impact of such experiences, possible interpretations, and alternative explanations. What challenges does this raise? How might this confirm a believer's faith? How might it raise questions for non-believers? • Supply pupils with research materials and/or access to library/internet to find out about instances of people who have felt God's presence in their lives. For example: The call of Moses, Saul on the Road to Damascus, St. Bernadette at Lourdes, Nicky Cruz. • Pupils prepare short presentations on their case-study explaining how God was experienced/ what it was like; the impact this experience had on the life of their individual; what parts of this experience could be quite convincing evidence that God exists; what a non-believer might say had caused this experience. • Hot-seating – one pupil from each group plays the person in question and receives questions from the class about the experience. Establish that questions are not about facts but empathy/ imagination - answers may not necessarily be accurate, but the point is to try to imagine as accurately as possible, given what you know of the account. Give class time to come up with interesting questions before beginning hot-seating activity. <p>Plenary: Discuss ultimate questions of belief, proof and interpretation – Is seeing believing? What challenges are involved when belonging to a religion?</p>	<p>I can describe some reasons why people belong to religions and I understand differences and similarities of beliefs within a religion. (AT1 L5)</p> <p><i>I can express my own and others' views on the challenges of belonging to a religion. (AT2 L5)</i></p>	<p><i>When asking pupils whether they or someone they know have ever had such an experience, making the scope of response as wide as possible will encourage contribution. For example, introduce near death experiences, contact with deceased relatives, strong intuitions and so on. This will enable pupils to reflect upon their own belief systems and help to assuage notions of a simple duality of believer and non-believer.</i></p>

Key Question: Should people try to be 'godly'?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To understand the concept of God as holy.</p> <p>To examine how the Christian belief of following the example of Jesus might be thought to help improve the world.</p> <p>To reflect on non-Christian responses to these issues.</p>	<p>Starter: What is the best way to live? What high standards should people live by? Provide a wide selection of responses for pupils, for example: Generous, fair, loving, forgiving, greedy, emotional, critical and so on. Tell pupils they must delete all but three. Discuss choices and reasons for them.</p> <p>Development: Introduce question: In what way is God a role model for humans? Recap descriptions of nature of God – discuss which might be relevant here. Consider concept that God is holy (separate) - there are some things about God that humans should not try to emulate e.g. judging. Consider negative use of phrase “playing God” - what situations might it be applied to, e.g. medical ethics. What might be the consequences of this? Introduce pupils to Christian belief that Jesus was God showing people the high standards by which they should live. Two most important standards – love and forgiveness. Ask pupils to look up/ read significant passages e.g. Parable of the Good Samaritan, Parable of the Goats, the Two Great Commandments. Pupils work in small groups to create a cause and effect mind-map or flow diagrams of how the world would be improved if everybody tried to live by these teachings. Consider how an atheist and an agnostic might respond to the statements: “People shouldn’t play God.” “Life should be lived by showing universal love and forgiveness.” Provide a writing frame to help pupils to answer the question: Does believing in God affect people’s morals and values? What challenges might a Christian face in belonging to a religion?</p> <p>Plenary: What can you learn from Christian teachings about how we should live? What would you add to teach people to improve the world?</p>	<p>I can demonstrate understanding that Christians believe Jesus was God incarnate showing people the high standards by which they should live. (AT1 L4)</p> <p><i>I can describe some of the ways and varieties in which beliefs can impact on people’s lives.(AT2 L4)</i></p> <p>I can explain the impact of beliefs on individuals and communities. (AT1 L5)</p> <p><i>I can explain some of the challenges of belonging to a religion. (AT2 L5)</i></p>	<p><i>This lesson will afford pupils insight into the way in which beliefs affect actions and show that atheists and Christians may not necessarily have different morals and values. In considering the place of man in the universe, it also allows scope for important debates on the value of knowledge, science, ambition, humbleness, and responsibility.</i></p>

Key Question: *How can I express my own ideas and questions about God?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To express views, reasons, experiences and ideas about their own views of God.</p>	<p>Pupils will undertake their own piece of “Spirited Art”, complete with explanation/ justification of their work. The justification could form a piece of assessed work and could be developed by use of a writing frame of prompts to help pupils to respond. An evaluation question could also be included to allow scope for development. For example: “In what ways are your own views about God changing and developing?” Clearly, this will take longer than one lesson; the task works well when set to be completed as an extended piece of homework.</p> <p>The drawing together of ideas in order to start this task could take a number of different forms: Pupils should be encouraged to reflect on their Belief Journal and highlight creative ideas/ key beliefs they want to express/ reflect on how their ideas have changed.</p> <p>Pupils could write their own Creed: Top 5 beliefs about God/ reasons for these beliefs/ how they impact upon their lives.</p> <p>The strategy called “Reflection Alley” could alternatively be used. Arrange tables so that a pupil can walk down the corridor between them. Raise a question for the class such as: “Am I less likely to believe in God if I suffer?”</p> <p>Ask pupils to think about the question and come to stand behind the desks if they have something to say about it – left side=agree with statement; right side=disagree.</p> <p>One volunteer then walks along ‘reflection alley’ and asks for the view of each person in turn. At the end of the alley, they have a minute to collect their thoughts and reflections, and give their own answer to the class.</p>	<p>I can explain my own and others’ views about the Christian understanding of God and show understanding about the challenges of belonging to a religion. (AT1/2 L5)</p>	