ABOUT THIS UNIT:

Work in this unit will enable children to explore Religion, Family and Community within Christianity and Islam. It will introduce children to the concept worship and community and will enable them to explore the meanings both in their own lives and within the lives of Christians and Muslims. It will build on children’s knowledge of Jesus in KS1 Unit 5 *Leaders and Teachers*.

This unit will also introduce children to some of the key areas/strands of learning in RE. It particularly focuses on **AT1 Practices and Ways of Life** and **AT2 Identity and Belonging**. The learning activities are designed to meet the learning needs of visual, oral and kinaesthetic learners.

**Estimated time for this unit:** 12 weeks

**Focused Religions:** Christianity and Islam

Where this unit fits in:

Summer Term of Year 4 and builds upon Worship, Pilgrimage and Sacred Places, Unit 1 KS2

**KEY LEARNING OUTCOMES (from the programmes of study)**

**AT1 b)** describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings

   c) identify and begin to describe the similarities and differences within and between religions

**AT2 a)** reflect on what it means to belong to a faith community, communicating their own and others’ responses thoughtfully

   c) discuss their own and others’ views of religious truth and belief, expressing their own ideas clearly

**KEY STRANDS ADDRESSED BY THIS UNIT**

Practices and Ways of Life

Identity and Belonging

**LINKS TO THE EVERY CHILD MATTERS AGENDA**

**Being Healthy:** Develop important skills of investigation, communication and evaluation

Develop a discerning, thoughtful approach to life

**Staying Safe:** Highlighting the importance of developing good relationships and respecting differences between people

**Enjoyment and Achievement:** Encountering visits and visitors from a range of faiths and beliefs

Promoting pupils’ own ideas and providing opportunities to explore and reflect on key questions and values

**Making a Positive Contribution:** Contributing positively to pupils’ concept of community and their role within it

**Achieving Economic Well-being:** Considering how religious and other beliefs lead to particular actions and concerns
CONTRIBUTIONS TO PUPILS SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Spiritual Development
- Learning about and reflecting upon important concepts, experiences and beliefs which are at the heart of religious and other traditions and practices
- Valuing relationships and developing a sense of belonging

Moral Development
- Considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy on values and ethical codes of practice

Social Development
- Considering how religious and other beliefs lead to particular actions and concerns

Cultural Development
- Considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practice

KEY SKILLS
- Reflection
- Enquiry
- Empathy

KEY ATTITUDES

Self Awareness:
Enable pupils to feel confident about their own beliefs and identity and to share them without fear of embarrassment or ridicule

Respect for All:
Developing skills of listening and willingness to learn from others
Sensitivity to the feelings and ideas of others

Open Mindedness:
Willingness to listen to and understand the viewpoints of theirs
**Prior learning**

It is helpful if children have:

- Christian beliefs and worship
- Muslim beliefs and worship

**Vocabulary**

In this unit, children will have an opportunity to use words and phrases related to:

- Community
- Values
- Identity
- Belonging
- beliefs

**Resources**

- [www.bbc.co.uk/religion/religions/islam](http://www.bbc.co.uk/religion/religions/islam)
- Google Images - put in 'Mosques'
- Home and Family …. The role of religion – RE Today Services
- DVD Pathways of Belief -programmes on Christianity and Islam

**EXPECTATIONS at the end of this unit:**

**Nearly all can: (at level 2)**

**AT1**
- use religious words and phrases to identify some features of religion and its importance for some people
- begin to show awareness of similarities in religions
- retell religious stories and suggest meanings for religious actions and symbols
- identify how religion is expressed in different ways.

**Pupil friendly level descriptions: I can ........**

- talk about some of the things that are the same for different religious people.

**AT2**
- ask, and respond sensitively to, questions about their own and others' experiences and feelings.
- recognise that some questions cause people to wonder and are difficult to answer.
- they recognise their own values and those of others, in relation to matters of right and wrong
- ask about what happens to others with respect for their feelings.

**Many can: (at level 3)**

**AT1**
- use a developing religious vocabulary to describe some key features of religions, recognizing similarities and differences
- make links between beliefs and sources, including religious stories and sacred texts
- begin to identify the impact religion has on believers' lives
- describe some forms of religious expression.

**AT2**
- identify what influences them, making links between aspects of their own and others’ experiences
- ask important questions about religion and beliefs, making links between their own and others’ responses
- make links between values and commitments, and their own attitudes and behaviour.

**Pupil friendly level descriptions: I can .....**

- describe some of the things that are the same and different for religious people
- compare some of the things that influence me with those that influence other people.
Some pupils will have progressed further and can: (level 4)

**AT1**

- use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences
- make links between them, and describe some similarities and differences both within and between religions
- describe the impact of religion on people’s lives
- suggest meanings for a range of forms of religious expression

**AT2**

- *raise and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments*
- *apply their ideas to their own and other people’s lives*
- *describe what inspires and influences themselves and others.*

**Pupil friendly level description: I can …..**

- Use religious language to describe and compare what practices and experiences may be involved in belonging to different religious groups.
- *ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others.*
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<th>Key questions</th>
<th>LEARNING OBJECTIVES Pupils should learn:</th>
<th>Teaching and Learning Activities</th>
<th>Assessment Opportunities</th>
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| **Which communities do I belong to?** | • to consider the communities we belong to  
• to find out what children know about Christian Communities and what they would like to find out. | • Provide a visual stimulus showing different communities e.g. family, school, football club, choir, Brownies, Cubs, village community, sporting club and so on.  
• Children draw a ‘spider’ diagram with themselves at the centre, showing all of the different communities they belong to.  
• Teaching point – some people belong to religious communities. Explain that the class will be looking at Christian and Muslim communities this term.  
• Brainstorm ‘Christian Community’. Make a class mind map of what they know and things they would like to find out. Explain that the work will involve a visit to a Church and to a Mosque. | ‘spider’ diagrams children produce | |
| **What feelings do you experience when you go inside a place of worship?**  
**Why is the Church important for Christians?** | • to reflect on their own feelings  
• to identify and describe the key features of Christian worship and community | **DOUBLE SESSION**  
• Take the class on a visit to a Church  
Explain that it is a very special place for Christians and should be treated with respect | |


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<td>On entering the building allow the children to walk around and identify a place or an object which they particularly like. Ask them to make a sketch of the place or artefact they choose and then record their feelings about the space or object.</td>
<td>A Church visit can cover many themes. Having decided on your focus for the visit, choose some of the activities listed opposite which are most appropriate for your focus. Be clear on your outcomes for the children.</td>
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<td>Divide the class into groups and give each group a task. Tasks could include:</td>
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<td>• Looking for specified objects e.g. font, altar, pulpit, lectern, stained glass window, Bible, Prayer Book, Hymn Book, hassocks, candles, chalice, Patten and so on and discovering their purpose and the beliefs which lie behind them</td>
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<td></td>
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<td>• Make a list of all the different activities going on in the church</td>
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<td>• Find out what services take place in the church</td>
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<td>• Make a note of the colours found on the altar frontal, lectern, pulpit</td>
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<td>• Identify the stories or saints depicted in the stained glass windows in some churches</td>
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<td>• Interview some church members and ask them why the building is important to them.</td>
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| How does the Church building reflect Christian beliefs? | • to research some beliefs which lie behind key Christian artefacts  
• to describe features of the local Christian community | **Two sessions**  
• Groups should research the information recorded during the visit to the church. The children could make a guide to their local church  
• Children explain what they found in the building and the significance of the objects and furniture. They should include information about the local church community and why they do the things they do. (The Christian community share a number of things together such as prayer, worship, Bible study, meals, days out, helping others, raising money for charity.) | Children’s understanding will be reflected in the ‘Guide’ they produce. |  |
| What values do you share with members of the communities to which you belong? | • to make links between the values the children hold and the values of a Christian community | • Think about the communities of which you are a part. Discuss what values the children share with members of those communities? How do you express these values?  
• Turn to the ‘spider’ web you made at the beginning of this unit of work. Add to each community you belong to a list of the things you share with them (both values and activities). | An extension activity could be to ask the children to identify things they value about each community they belong to. What have they learnt from the different communities? What things do the communities have in common? | ‘Pathways of Belief’ - Christianity (BBC Video) programme 4 looks at the Church as God’s family. It includes the family at home, Infant Baptism, What it means to belong to the Church, the family at Church and First Communion |
<p>| Follow lesson plans from Festival Matters – Pentecost Y4 | | | | |</p>
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<td><strong>ISLAM</strong></td>
<td><strong>Pupils should learn:</strong></td>
<td><strong>Brainstorm ‘Muslims’. NB This needs introducing very carefully to avoid encouraging stereotypes and pre-empt possible racist comments. Be clear on school policy procedures if such incidents arise. Make a class mind map of what children know and things they would like to find out.</strong>&lt;br&gt;<strong>Prepare a list of questions to explore on the visit to the Mosque. Use visual stimuli to encourage questions.</strong>&lt;br&gt;<strong>Discuss appropriate dress for the visit and why children should dress appropriately.</strong></td>
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<td>When making arrangements to visit a Mosque be clear about your outcomes for the children.</td>
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<td>Why is the Mosque important to Muslims?</td>
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<td>Why do we have to dress differently to visit the Mosque?</td>
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<td>Are there times in our lives when we dress differently(e.g. weddings, funerals)</td>
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<td>What feelings do you experience when you go inside a place of worship?</td>
<td><strong>to reflect on their own feelings</strong></td>
<td><strong>Children ask questions they have prepared in advance</strong>&lt;br&gt;<strong>Allow opportunity for the children to sit quietly and explore their feelings</strong>&lt;br&gt;<strong>Children identify features of a Mosque (Discuss in advance of your visit if the leaders of the Mosque are happy for the children to sketch, take digital photographs for example.)</strong>&lt;br&gt;<strong>What does the Mosque tell people about the beliefs and values of Muslims?</strong>&lt;br&gt;<strong>Explore the variety of activities that happen in a Mosque. How do these activities reflect the beliefs of Muslims?</strong></td>
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<td>Why is the Mosque important for Muslims?</td>
<td><strong>to identify and describe the key features of Muslim worship and community</strong></td>
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**Double session**
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| What is the ‘ummah’? | **TWO SESSIONS**  
  • Research the meaning of *ummah*.  
  • What things bind the *ummah* together? Ask the children to think about the visit to the Mosque to help them answer this question. (History?, shared experiences?, beliefs, values?, rituals, commitments?, hopes?)  
  • Both Christians and Muslims have ceremonies which welcome children into the faith community. Explore these ceremonies and consider similarities and differences.  
  • In groups produce a 2 minute ‘news item’ about the local Mosque. They should include information about the local church community and why they do the things they do. Each group is asked to present their ‘news item’ to the class. | | |
| How are babies welcomed into their families by Christians and by Muslims? What are the similarities and the differences? | • to show understanding of the differences and similarities between some Christian and Muslim beliefs | | |
| | | | **Focussed assessment activity**  
  Make two cards, one for a babies Baptism (Christening) and one to welcome a baby into a Muslim family. Ask the children to think carefully about the beliefs of Christians and Muslims and symbols which would be relevant for each card. | |
An important place to me is 

because 


In my community I like to 


Some beliefs Muslims have include 


I think some people might go to church because 


I think the word community means 


I think the word Muslim means 


RELIGION, FAMILY AND THE COMMUNITY
SUMMATIVE

The most memorable parts of this unit for me were

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When we visited the church my most vivid memory was

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What I would like to learn more about is

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In Islam the ummah is

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Many Christians welcome babies into the world by

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Muslims welcome babies into the world by

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Muslims and Christians share

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Church is important to Christians because

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