Key Question: L2.1 What do different people believe about God?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Step 1: Select a key question	**L2.1 What do different people believe about God?** **Year Group:** Recommended Year 3 **Strand: Believing** **Questions in this thread:** 1.1-3 Who is Christian / Muslim / Jewish and what do they believe? U2.1 Why do some people believe God exists? 3.2 Do we need to prove God's existence? **Religions and worldviews** Christians, Hindus or Muslims (other examples can be selected by the school) Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.
Step 2: Select learning outcomes	• Use the learning outcomes from column 2 of the key question outlines on p.54. • Select learning outcomes appropriate for the age and ability of your pupils. • Being clear about these outcomes will help you to decide what and how to teach.

Emerging	Expected	Exceeding
• **Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).** • **Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).**	• **Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).** • **Ask questions and suggest some of their own responses to ideas about God (C1).** • **Suggest why having a faith or belief in something can be hard (B2).** • **Identify how and say why it makes a difference in people's lives to believe in God (B1).**	• **Identify some similarities and differences between ideas about what God is like in different religions (B3).** • **Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).**

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Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify the learning outcomes.** **Pupils will:** • Talk about ways in which we exercise trust and faith in our everyday lives. • Find some examples of how we know about something we have not seen or experienced for ourselves. • What do people believe about God? Explore some of the ways in which religions name and describe the attributes of God, with a particular focus on how Christians think of God as Trinity – Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer). • Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God to find out what they say about God. • Explore how ideas about God are shown in stories/narratives: e.g. encounters which help believers to understand God's relationship with people e.g. Moses and the Burning Bush (Exodus 3:1–15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1:9–11); Pentecost (Acts 2:1–21) and Paul's conversion (Acts 9:1–19); stories Jesus told which teach about God e.g. the parable of the Lost Son (or the Forgiving Father) (Luke 15:11–32). • Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8–9 and 10:21–41; [www.asitis.com/7/] or the poem 'Who?' by Sri Aurobindo). • Explore stories which help Muslims understand the nature of God e.g. the story of the Night of Power – the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension. • Examine similarities and differences between varied ideas about God. • Explore the influence believing in God has on the lives of believers – how it affects their personal worldviews.. • Explore the fact that many people do not believe in God. • Reflect on pupils' own questions and ideas about God in light of their learning.
Step 4: Assessment: write specific pupil outcomes	• Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements. • You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you…?' statements (for next steps or challenge) • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can'/'You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

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Emerging	Expected	Exceeding
I can… You can… Can you…? • Find out more about Christian metaphors for God. • Think of reasons why some people believe in God. • Identify that the Qur'an guides Muslims in their daily life and teaches them about Allah / God. • Identify beliefs about Hindu gods and goddesses. • Retell and suggest meanings for the story of when Moses was called by God to be a leader. • Look for similarities and differences between two Bible stories about encounters with God, discussing and explaining their ideas. • Retell the story that the Qur'an was revealed to the Prophet from Allah by the Angel Jibril.	I can… You can… Can you…? • Describe some things we cannot see but do believe in. • Give simple reasons for their own ideas and metaphors about God. • Consider questions such as: what is God like? If God is invisible, can we imagine what God is like? • Give simple reasons for their own views and ideas about God. • Think of reasons why some people believe in God and some do not. • Discover what Christians mean when they say 'Father, Son and Holy Spirit' for God • Describe some simple Muslim beliefs about God based on 12 of the 99 Names of Allah • Describe the Shahadah, the Muslim statement of faith in one God • Describe the symbolism of Hindu murtis / statues of the gods and goddesses. • Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses. • Know some of the artefacts religious people might use when they talk to God or pray. • Understand that prayer is a way religious believers believe they can communicate with God. • Consider questions such as 'Why is it hard to talk about God?' • Describe, with examples, the influence believing in God has on the lives of believers.	I can… You can… Can you…? • Look for similarities and differences between different ideas about God • Compare some simple Muslim beliefs about God based on 12 of the 99 Names of Allah with beliefs about God held by Christians and/or Hindus • Look for similarities and differences between different murtis of the gods and goddesses. • Describe and compare the beliefs of different religions and of atheists • Give reasons for different beliefs about God, e.g. that ultimate reality is like a prism. • Consider questions such as: does God help people to be good? How can you be good without God? • Express their own understanding of God
Step 5: Develop teaching and learning activities	• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. Make sure that the activities allow pupils to practise these skills as well as show their understanding.	

NOTE: This unit of work offers around 8-10 hours of classroom ideas. Teachers will need to choose whether you are going to look at 2 or 3 religions in this unit. You need to select from it in order to achieve the learning outcomes set out in Step 2 above, choosing a learning journey that will make sense to your pupils.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory. Plan for pupils to revisit and build on their prior learning, applying it to the new context of exploring beliefs about God.

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LESSON OBJECTIVES	Teaching and learning ideas and activities: select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
'Seeing is Believing' – is it? What do I think about believing in God?		
Pupils will learn to: Describe some things we cannot see but do believe in. Consider questions such as: what is God like? If God is invisible, can we imagine what God is like? Look for similarities and differences between different ideas about God Think of reasons why some people believe in God and some do not. Give simple reasons for their own ideas and metaphors.	**Lots of people believe in God in different ways, and some people don't.** • Use a balloon. Blow it up, and ask: if we cannot see air, how do we know it is there? Talk about ways in which we exercise trust and faith in our everyday lives. Do we trust a chair when we sit on it? Adults? Teachers? What we see on the television? • Find some examples of how we know about something we have not seen or experienced for ourselves. Many different ideas and beliefs • Ask pupils for their ideas, descriptions and beliefs about God. Talk about everyday examples of belief in things that cannot be seen, and the grounds for such beliefs. Explore air in balloons – talk about the air being there but not being able to see it. If it is a windy day go outside and fly a kite, or watch the trees moving in the wind. Blowing bubbles – what are they? • Help pupils understand that we believe in the existence of lots of things we cannot see. Emphasise the point that because we can't see things doesn't mean they are not there – we know they are there because their effects can be seen. Some religions talk about 'seeing with the eyes of our hearts' or the 'inner eye'. What might this mean? **Discovering pupils' own ideas about God** • Play a game of 'I-spy' in the imagination, in which pupils close their eyes and try to 'see' what they think is being described by the teacher. This helps to get across the ideas that sometimes we can 'see' things in our heads which we can't always see with our eyes, and that sometimes, drawing on the same information, people 'see' different things. • Play some peaceful background music. Begin by getting pupils to 'take a line for a walk' on a piece of paper, and ask them to make the line angry, then peaceful, then excited, then wild, then calm. Next ask pupils to draw (or write describing words depending on age/ability of group) what comes to mind when they think about the idea of God. Note that you are not asking them if they believe God exists, but just to describe what the word 'God' conjures up for them. For most it will probably arise from previous study in RE. Point out that it is not 'drawing God' – you might ban old man and beard drawings! Help them with the starter sentence: 'I think God might be…' You could also give pupils a list of simple words that others use about God and ask them to choose some: loving / puzzling / mysterious / great / kind / not real / everywhere / wise / scary / interesting. Note that Muslim children are *not to be*	These activities will help pupils to work towards achieving the following expected outcomes: **Emerging:** • **Identify different beliefs about God (B1).** **Expected:** • **Ask questions and suggest some of their own responses to ideas about God (C1).** • **Identify how and say why it makes a difference in people's lives to believe in God (B1).** **Exceeding:** • **Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).**

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	invited to draw God, so they need instructions that ask for their thoughts, not a picture of God. • Pupils could then be encouraged to talk about their picture or writing in groups or with the class as a whole. **'If God were a . . . What would God be?'** • This imaginative activity is best done around a classroom. Put each of the ideas on a large piece of paper and ask pupils to walk round reading each other's ideas and adding their own. If God were a flower / food / drink / colour / plant / animal / vehicle / item of clothing / kind of weather / place on earth / building / sound / what sort of flower (etc) would God be? Give pupils suggestions using a bank of words of types of flowers or clothes (etc) and some colour and texture words. Give some examples and see if pupils can come up with some of their own. • Ask them to learn from all the ideas they have seen from classmates and write 5 sentences of their own. "If God were… then it would be… because …" • e.g. 'God is like a soft, red, jumper because people might say God is cuddly.' 'If God was a kind of weather, it would be lightning, because people might think God is impressive and powerful'. 'If God was an animal, God would be a unicorn because it's a nice idea but it's not real.' This doesn't have to be a written activity, it could be a discussion using circle games. • Encourage pupils to say why they have used their chosen adjectives: e.g. 'If God were a vehicle, it would be a huge truck because it can go anywhere and carry everything." **Notes**: This work focuses on pupils' own ideas. It is not suggesting that they must believe that God exists, but is a starting point, to provide a reference point for their ideas at the end of the unit, to see what new thoughts and ideas they have discovered.	

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LESSON OBJECTIVES	**Teaching and learning ideas and activities:** select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers		
Pupils will learn to: Find out more about Christian metaphors for God. Discover what Christians mean when they say 'Father, Son and Holy Spirit' for God Know some of the artefacts religious people might use when they talk to God or pray. Understand that prayer is a way religious believers believe they can communicate with God.	**Four Christian ideas: is God love? Is God 'Father'? Is God light? Is God the Creator?** • **God as love.** Talk with pupils about people in their lives who love them (a sensitive question, so ask sensitively). What evidence do they have that someone loves them? How does it make them feel? How do they act and what do they do? Can we see love? How do we know it is there? You might read the classic book 'Guess How Much I Love You' by Sam McBratney and discuss if love can be measured. Read the Bible poem about love from 1 Corinthians 13 with the class and notice the many things it says about the love of God. • **God as father.** Show pupils a bag with a collection of items a parent would use with a baby. Take the items out of the bag and discuss each in turn. How do parents care for their babies? Make a list of things that a baby needs. As well as the practical items, move pupils on to talking about babies needing love and care. Talk about Christians believing that God looks after them like a loving father (or parent). Teach the class that the Lord's Prayer, used by millions of Christians every day, starts like this: 'Our Father, who lives in heaven…' • **God as light.** Show pupils a collection of different sorts of candles. Talk about when candles are used – birthday cakes, power cuts, and so on. Light the candles and talk about them shining in the dark. Fear of the dark might be introduced at this point and pupils encouraged to reflect on their fears and how important it is to have something happy and positive when you are or have been afraid. Explain that people going to church often light candles and candles are used in church services. Show pictures of candles being used in church. Reflect by looking at candles and listening to music, thinking peaceful thoughts, saying prayers (if appropriate) and letting go of our fears. • **God as creator.** Read or retell one of the many versions of the Genesis creation story now available for children. (You might use the pictures from RE Today's Picturing Creation pack if you haven't done this in unit L2.2). Reflect on the pictures – encourage pupils to ask questions about what they see – write questions on 'sticky notes' and attach them to the posters. Explore the pupils' questions. If possible explore some of the wonders of the world outside. Collect some items together and bring them into the classroom. Each pupil could produce a 'Reflective Palette' (a shape like an artist's palette on a sheet of A3 and then pupils place the items they have brought from outside onto their palette). Play some music and reflect on their items. Pupils may want to talk about environmental concerns. Talk about Christian belief that God has given people the job of stewards (carers) of the earth.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Identify beliefs about God that are held by Christians (B1).** **Expected:** • **Describe some of the ways in which Christians describe God (A1).** • **Ask questions and suggest some of their own responses to ideas about God (C1).** • **Identify how and say why it makes a difference in people's lives to believe in God (B1).** • **Suggest why having a faith or belief in something can be hard (B2).** **Exceeding:** • **Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).**

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	Why do Christians say 'Father, Son and Holy Spirit' for God? • Explore some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy Spirit; how Christians create art expressing ideas about God as three in one. • Explore answers to the question: What do Christians mean by 'Trinity'? How can God be three and one? Teacher brings in photographs or objects that illustrate how she or he is known in three different ways – maybe aunt, mum and sister. Pupils could draw themselves and say how they are known in three different ways: sibling / friend / son or daughter / footballer musician / reader / cook / funny / serious / sleepy... • Explain that the person is only one person even though they are known in different ways to different people. Illustrate this concept with water, steam and ice – one and the same but seen in three different ways. This is an inadequate, but still often used metaphor for Trinity. Other examples: Acorn, tree, oak wood. Seed, plant, fruit. Can pupils say if these are good ways of understanding 'Father, Son, Holy Spirit? **Christians believe God answers people's prayers (but not by giving everything they ask for).** • What is praying? Why do Christians like to pray? Explore all the ways people communicate with others and have as many examples as possible to show pupils, e.g. talk, sign language, telephone, letters, postcards, email, videos, text messages, and so on. • Talk about why people want to communicate with others, e.g. when they have good or bad news to share, to tell people what they are doing or where they are going, and so on. • Explain that Christians and other religious people want to talk to their God. Have a collection of artefacts available, e.g. rosary, candles, prayer mat, prayer books, incense, and so on. These could include items from other faiths too: e.g. Muslim prayer mat, as this is a useful lesson to show that prayer is an important activity for people of many religions. • Have a range of prayer artefacts available – including those from religions other than Christianity. Make it clear in the plenary activity which religion the different artefacts come from and how/why they might be used. This provides opportunities to explore widely. • Place four or more artefacts used in prayer on paper on different tables around the room and allow pupils in small groups to visit each table, writing notes, questions and comments on the paper. Ask them to explore the artefact using all their senses. Bring pupils together along with the artefacts. Explore and answer their questions, or plan more research. Talk about how each one is used to help people pray. How might they be helpful? What do they do for people? **Notes**: BBC video on Christian prayer: www.bbc.co.uk/programmes/p02q88sl RE: Quest has good stuff on Christian prayer at: http://request.org.uk/?s=prayer	

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LESSON OBJECTIVES	**Teaching and learning ideas and activities:** select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity?		
Pupils will learn to: Ask questions about the feelings and emotions of the story. They will recall or retell the story of when Moses was called by God to be a leader. Look for similarities and differences between two Bible stories about encounters with God, discussing and explaining their ideas. Think of reasons why some people believe in God. Give simple reasons for their own views and ideas about God.	**Two Bible stories compared: Moses and Saint Paul** • Tell these two stories as well as can be done – use video, props, story sacks, drama or whatever works for your class. Compare the stories: they are both about turning points in life. There are other similarities too. Use literacy methods to unpack meanings. Check for prior learning – there may be none, so start with 'Who was Moses? Who was Saint Paul? Both are said to have written lots of the Bible! **Story 1: What did God say to Moses from the bush on fire? Exodus 3.** • Play some Jewish music for children to get the atmosphere of the lesson. Lay out a large piece of red cloth (put a 'bush' of some kind on it if you can), and ask pupils to remove their shoes, and stand with their toes touching the cloth for the beginning of the lesson. All sit down together, comfortably. • Talk about different times when we do remove our shoes and the reasons why. Discuss how people of different cultures e.g. in Asia, do this as a mark of respect when they visit people in their homes, also how people of different religious faiths remove their shoes when entering their special place of worship. • Remind pupils about the story of Moses the 'River Baby' (found in Exodus 1-3); when he grew up, he did a terrible crime, and ran away to the desert: When Moses grew up, he could not work out if he was a Jewish boy or an Egyptian prince. After some bad times, he ran away from Egypt, and became a desert shepherd. But one day in the desert he saw a bush on fire, and was amazed that it did not burn up. He went closer, and heard a voice – the voice of God speaking to him from the bush on fire. 'Take off your shoes.' said the voice. God told Moses that he was to go back to Egypt and lead his people the Jews out of slavery and to freedom. Moses felt too shy, scared and useless to do this, but God told him 'I will be with you.' Amazed – and still a bit scared - Moses went back to Egypt and told Pharaoh that he must free the Jewish slaves. • Ask pupils to make the red cloth move a little by taking an edge in a finger and thumb and lifting gently up and down. Fire moves like this too. Talk about why a fire might be a good symbol for God – identify together some of the characteristics of fire – gives warmth - keeps us alive; can be used to cook (feeds us); burns (it's powerful – we need to be careful – treat with respect); you can feel it; lots of different colours and shapes etc. In what ways might God be like fire? Use tissue paper cut into flame shapes to make fire collages, write some	These activities will help pupils to work towards achieving the following expected outcomes: **Emerging:** • **Identify beliefs about God that are held by Christians (B1).** • **Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).** **Expected:** • **Describe some of the ways in which Christians describe God (A1).** • **Ask questions and suggest some of their own responses to ideas about God (C1).** • **Suggest why having a faith or belief in something can be hard (B2).** • **Identify how and say why it makes a difference in people's lives to believe in God (B1).**

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	words around the fire that describe both fire and God. Add the 'keywords' pupils identify from the story. • Talk together and decide some reasons why for God picked Moses to lead the Israelites out of captivity in Egypt. Pupils could suggest how Moses might have felt when he realised God was choosing him to go back to Egypt. What questions might he have wanted to ask God? What might he have wanted to do? What did he actually do? What gave him the courage to do this difficult thing? Ask pupils to suggest times when they have been in a new situation or facing a hard challenge – how did they feel – what or who helped them? **Story 2: Saint Paul is knocked off his horse by God's light. Acts 9: 1-20** • Use the red cloth as a cloak here, if you want to take the role of Paul: a hater of Jesus-followers and a persecutor, who travelled 170 miles to capture Jesus-followers and put them in prison. As he was arriving, he fell from his horse, 'struck' by a light, and heard Jesus speak to him. Get the details from Acts chapter 9. Emphasise the impact of the story: Paul was changed from being a hate-filled persecutor to a man who started 22 churches and wrote 13 books of the Bible, including the most popular love poem in the world (1 Corinthians 13). • Spread the cloth on the floor, and give pupils sun shapes cut from yellow paper. They draw or write on one side what Paul was like at the start of the story, and on the other what he was like at the end. Spread the suns on the red cloth to get the whole picture. **Applying understanding of these two stories** • Compare these two stories of people changed by their encounter with God. What is similar and different between Moses and Paul? • Ask pupils in teams to plan a wall display, work of art or drama in which the two stories are presented side by side and compared. Talk about these: I wonder if God did speak to Moses and Paul. I wonder what difference the burning bush and the light from heaven made. I wonder if people can have experiences like these today. I wonder if light is often a symbol of God and why. **Notes**: Saint Paul by David Self, illustrated by Jason Cockcroft, Lion Publishing, 2009 is recommended for pupils here. *RE Ideas: Journeys* includes information and ideas about the life of Paul https://shop.retoday.org.uk/9781910261064	**Exceeding:** • **Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).**

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<table>
<tr><th>LESSON OBJECTIVES</th><th>Teaching and learning ideas and activities:
select from these to enable pupils to achieve the learning outcomes</th><th>LEARNING OUTCOMES</th></tr>
<tr><td colspan="3">What do Muslims believe about Allah? (The Arabic word for God is Allah)</td></tr>
<tr><td>Pupils will learn:

About the Shahadah, the Muslim statement of faith in one God

To think about some simple Muslim beliefs about God based on 12 of the 99 Names of Allah

That the Qur'an guides Muslims in their daily life and teaches them about Allah / God.

To think about some questions about God: If there is a great God, full of love, what might God be like? How could we describe God?</td><td>Check pupils' prior learning, e.g. from Unit 1.2 Who is a Muslim? Build on it in this unit.
Ninety-Nine Beautiful Names: what do they tell us about God in Muslim life?
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 Tasbih), 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 what 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:
<table><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>The Generous</td></tr><tr><td>The Forgiver</td><td>The Owner of All</td><td>The Mighty</td></tr></table>• Ask pupils to work in threes on 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:
'Muslims say Allah is the Generous. We think this means Allah gives good things to everyone and Allah is never mean or stingy.'
'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.'
A writing frame will help. See how many sentences they can do in 10 minutes, and share ideas around the class.

Muslims believe Allah is revealed in nature
• Take a short reflective walk in the school grounds, and ask each pupil to find three things they like (beautiful? Perfect?) made 'by nature' – stones, leaves, flowers, feathers, twigs (not crisp bags!). Ask the class to take their finds back to class, and spend 30 seconds looking carefully and thinking hard about each one. Where did it come from? Is it beautiful? What is it for? Muslims say thank you to God for all of nature, and they believe God's kindness can be</td><td>These activities will help pupils to work towards achieving the following expected outcomes:

Emerging:
• Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).
• Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).

Expected:
• Describe some of the ways in which Muslims describe God (A1).
• Ask questions and suggest some of their own responses to ideas about God (C1).
• Suggest why having a faith or belief in something can be hard (B2).
• Identify how and say why it makes a difference in people's lives to believe in God (B1).</td></tr>
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	seen in all of nature. Show pupils (whiteboard photos might be good) some you have brought in which are common, but intricate: the underside of a large mushroom, a slice of orange, a rose. Discuss: 'beautiful things lead Muslims to thank God, and to believe in God.' • **Allah is seen in nature: God the maker of all, the Lord of all the worlds**. Teach the class that Islam also teaches that we can find out about God / Allah by looking at the world we live in, which God has created. So the Qur'an says: "Blessed is He who made constellations in the sky and placed there in a lamp, and a moon giving light." 25:61 And also: "It is He who made the sun to light up (the sky) and the moon that is lit." 10:5. And also Allah says: "We have built the heaven with the power of Our hands, and We are expanding it." 51:47. If a Muslim person watches a lovely sunrise, or stares into a starry night sky, then they may say to themselves 'Allah has given us a beautiful world for our home' and give thanks for the Earth. • Ask the class to think about being thankful for the Earth and for creation. Many religions do this. Can they make a list of what a person who wanted to 'live thankfully' might do? Start with these: Drop no litter. Waste no food. Enjoy the flowers… These ideas can be written onto leaves for a display: 'a tree of thankfulness for the Earth.' • Share this quote with pupils as an example of Muslim spirituality. Muhammad Al Ghazali urges Muslims to be thankful people by saying: says: "If generous people invite you to a meal and you see the smiles on their faces and the plentiful food, you will remember them as long as you live and will do your best to repay them. You will talk to everyone you know of these hospitable people. So, what do you say of Him Who has taken charge of you and showered His bounties on you from cradle to grave? You eat only of what Allah has provided; you cover yourself only with the clothing He has given you; you take shelter only under His roof; and you do not escape from any hardship except with His help." • Ask pupils to choose the best words they have come across in these lessons – one word, or a phrase or sentence and do some 'calligraphy' – beautiful writing – for a display. **Notes**: Razwan Ul Haq's super website is full of good ideas for calligraphy based on the names of Allah. He's a top Muslim educationalist. Show his work to your pupils for inspiration: www.ulhaqbrothers.com/main.htm	**Exceeding:** • **Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).**

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LESSON OBJECTIVES	**Teaching and learning ideas and activities:** select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
What do Muslims believe about the Holy Quran, Allah's gift to humanity?		
Pupils will learn: That Islam teaches that the Qur'an was revealed to the Prophet from Allah by the Angel Jibril About the Shahadah, the Muslim statement of faith in one God That the Qur'an guides Muslims in their daily life and teaches them about Allah / God. To think about some questions about God: If there is a great God, full of love, what might God be like? How could we describe God?	Check pupils' prior learning, e.g. from Unit 1.2 Who is a Muslim? Build on it in this unit. **For Muslims, the Holy Qur'an is the place where all human knowledge of Allah can be seen. What can we investigate?** • Remind pupils of their work on the 99 Names of Allah and tell them today they will hear and use a story about how the Names, all from the Qur'an, were revealed to the Prophet Muhammad. NB Many Muslims say 'peace be upon him' after the name of the Prophet, as a sign of respect. It can be written down as PBUH. • Focus on the Qur'an and ask pupils why they think it might be on a stand and covered. Explore what this might tell us about its importance to Muslims. • Tell the story of the first revelation of the Qur'an to Muhammad. Details can be found at: www.bbc.co.uk/religion/religions/islam/holydays/lailatalqadr.shtml Explore how Muhammad might have felt. Emphasise and explain that for Muslims this is the Word of God, the final revelation (this hard concept can be explained simply as 'what God says to humans.') Ask the class what questions coming from the story they want to find out about. • Look at examples of the Shahadah written in Arabic calligraphy (wall hangings, plates, pendants, posters are easily found) and ask what words might be so special that they are written so beautifully and in so many different places. Ask the class to spot links between the story and the beliefs. Explore what the Shahadah means: 'There is no God but God and Muhammad is His Prophet, or messenger'. • Pupils think for themselves about, and reflect on words which might be important to them, write them on paper plates and decorate using traditional Arabic pattern ideas of leaves or letters – these plates are just ways of giving priority to a word that means a lot. Muslims do the same with their 'key words'. • Show the clip from 'My Life My Religion' on the Qur'an: www.bbc.co.uk/programmes/p02mwjsw • Explain that the Qur'an is a guide to help Muslims live their lives. Give the example*: Worship none but Allah; treat with kindness your parents and kindred, and orphans and those in need; speak fair to the people; be steadfast in prayer; and practice regular charity*. (Qur'an 40.83) **Notes**: Video clips are very valuable here: they give accurate information for teachers as well as pupils.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).** • **Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).** **Expected:** • **Describe some of the ways in which Muslims describe God (A1).** • **Ask questions and suggest some of their own responses to ideas about God (C1).** • **Suggest why having a faith or belief in something can be hard (B2).** • **Identify how and say why it makes a difference in people's lives to believe in God (B1).** **Exceeding:** • **Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).**

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select from these to enable pupils to achieve the learning outcomes</th><th>LEARNING OUTCOMES</th></tr>
<tr><td colspan="3">How do Hindu people show what they believe about gods and goddesses?</td></tr>
<tr>
<td>Pupils will learn:

Describe the symbolism of Hindu murtis / statues of the gods and goddesses.

Find out more about asking good questions about religion.

Look for similarities and differences between different murtis of the gods and goddesses.

Think of reasons why some Hindu people use murtis / statues of the gods and goddesses in worship.</td>
<td>How and why do Hindus use murtis (statues) to worship?
• These two lessons (take the time you need to and use the ideas flexibly) explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses, including beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer). Pupils will use two examples of Hindu texts which ‘describe the indescribable’.
• Talk to the class about the ways in which objects can tell stories. Ask them to think of examples: What can we learn from a conker? How does the oak tree get inside the acorn? What does a person’s dress tell you about what they like? If you meet someone holding a gun, and someone holding a bunch of flowers, what might these objects say about them?
• This person is connected to… Ask pupils in pairs to come up with three things to hold, or to name if you prefer a speak and listen game, that are clues to the character they are thinking of, and see if others can guess the person. For example: wand / schoolbook / glasses (Harry Potter); red shirt /silver cup / shin guard (appropriate footballer); nappy, crown, newspaper (latest royal baby). Ask them to devise some more examples – your head teacher and pupils themselves are good, fun examples.
• Give groups of four pupils a large sheet of paper divided into quarters, with a picture of a Hindu god or goddess in the middle – an internet search will provide many pictures you could use.
<table>
<tr><td>This quarter is for ‘What’ questions: (What is it? What is it for? What do you notice? What is it made from? What is it like? What does it stand for? What might it cost?)</td><td>This quarter has ‘How’ questions (How was it made? How is it used? How could you get one? How can we find out more about it? How do religious people feel about it?).</td></tr>
<tr><td>This quarter has ‘When’ questions (When was it made? When was it bought? When is it used? When people use it, how do they feel? When do I use something like it?).</td><td>This quarter has ‘Why’ questions (Why is it like this? Why do people make these? Why do some people value it and think it precious? Why do some people find it strange or scary? Why are we studying it in RE?)</td></tr>
</table>
</td>
<td>These activities will help pupils to work towards achieving the following expected outcomes:

Emerging:
• Identify beliefs about God that are held by Hindus (B1).

Expected:
• Describe some of the ways in which Hindus describe God (A1).
• Ask questions and suggest some of their own responses to ideas about God (C1).
• Identify how and say why it makes a difference in people’s lives to believe in God (B1).

Exceeding:
• Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).</td>
</tr>
</table>

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	• When each group has put at least 12 questions onto their sheet, use the pages with the whole class to enable pupils to see that different kinds of questions help us to enquire into an object. For example: if the page had the FA Cup, or a pet rabbit, a Ferrari car, the coronation crown or Beyonce's iPod in it, then the questions might help us to understand the object, and get at its story (if you have time, you could use objects like these to start, but it's more important to explore the murtis of the gods and goddesses). **Demonstrate an exploratory approach to RE** • Use an image of Durga, a form of the goddess (e.g. http://tinyurl.com/896psjl) Tell pupils that they are going to try and find out about one of the Hindu gods and goddesses, and demonstrate with this one. Even if they don't know much yet, the questions will be the tools for finding out all about the image. Either get the class to ask 12 questions about it, or use some drawn from their earlier work. • Talk about the image. Can the information below answer some of the questions? A Durga murti (statue) often shows the goddess in red or purple clothes. These colours are a sign of action. There are many stories of Durga in which she rides on her tiger to fight evil. She is always busy defending what is good against evil enemies. (Ask pupils what they believe is a weapon for goodness in a world of evil.) In one of her hands, Durga carries a conch shell. When blown, it makes the sound of creation: Aum. A thunderbolt in one hand, a snake in another can make her look fearsome, but one of her hands is held up, open in a greeting that means: 'Don't be afraid.' She is herself fearless, patient, always good humoured. • Tell children the story of Durga. e.g. www.balagokulam.org/kids/stories/durga.php or available in Opening Up Hinduism https://shop.retoday.org.uk/9781905893386. Ask pupils to choose four key words from the story and to draw a picture or symbol for each of those words. Ask them to group up and share the words they chose and the images they made. Does this story answer any more of their questions? The next lesson will use a similar method to get pupils to explore three key murtis or images: Brahma the Creator, Vishnu the Preserver and Shiva the Destroyer. **Notes**: The BBC series 'My Life, My Religion' has a very useful programme on Hindu community, with this clip about worship being particularly useful in this unit: www.bbc.co.uk/programmes/p02n5wvr	

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LESSON OBJECTIVES	**Teaching and learning ideas and activities:** select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
Why are three of the gods of the Hindu way especially important?		
Pupils will learn: Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses. Find out more about Hindu gods and goddesses. Develop simple discovery and research skills. Look for similarities and differences between different Hindu murtis / statues Give simple reasons for different beliefs about God, e.g. that ultimate reality is like a prism.	**What is the Trimurti? Find out about three of the most important Hindu forms of God.** This next lesson asks pupils to find out about three key murtis or images: Brahma the Creator, Vishnu the Preserver and Shiva the Destroyer. **Begin with the idea of a prism:** Hindu teaching says that the Ultimate Reality is Brahman. Picture / show this as a strong beam of white light shining into a prism, split up into all the colours of the rainbow. The single colours are like the gods and goddesses in that they each represent aspects of the divine One. Return to this idea at the end of the lesson. **Use a webquest approach to investigate the Trimurti of Brahman, Vishnu and Shiva.** Pupils in groups of 4 are challenged to use a set of websites to discover as many facts they can about one of the gods of the Trimurti. These sites can be pre-loaded onto the computers, or provided as a list to work from. These sites are suitable, as checked in January 2020. • Heart of Hinduism: http://hinduism.iskcon.org/practice/302.htm • Images of Brahma, Vishnu and Shiva (e.g. http://mesosyn.com/hindu-6.html) • Information about the three gods: www.hinduwebsite.com/hinduism/hindutrinity.asp • From the BBC: www.bbc.co.uk/schools/gcsebitesize/rs/god/hinduismrev1.shtml • Glossary of terms (not specifically for children) available at : www.hinduacademy.org/schools/glossary.htm and https://iskconeducationalservices.org/HoH/extras/02glossary.htm Get pupils to seek answers to the questions raised earlier from these 5 and other websites which pupils trust. **One God, many forms** • Having looked at Durga, as well as the Trimurti, the murtis might well give the impression that Hindus worship lots of gods. Use the story of the blind men and the elephant to explain that most Hindus believe in one God, Brahman, but that he can be represented in many different ways, as gods and goddesses. A version of the story in verse can be found at http://wordinfo.info/Blind-Men-and-Elephant-crop.html and a short video here: www.youtube.com/watch?v=Vn9BUfUCL4I Hindus say that there are lots of different ways to come to God, lots of ways to understand God. No one should criticise others if their way is different; no one understands God – or 'Ultimate Reality' fully.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Identify beliefs about God that are held by Hindus (B1).** **Expected:** • **Describe some of the ways in which Hindus describe God (A1).** • **Ask questions and suggest some of their own responses to ideas about God (C1).** **Exceeding:** • **Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).**

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	Capture the learning on an A3 page with a prism in the middle. To help pupils understand the idea of belief in one God with many forms ask them to draw a picture of a prism in the centre of a page, and use this metaphor to record all they have learnt about Hindu beliefs. • Remind pupils that the statues of the gods and goddesses often have many arms, holding symbolic objects in many of their hands. One hand is often held up, and open – a friendly welcome to the worshipper. These objects symbolise the powers of the god or goddess. Ask pupils, if they wanted someone to guide or help them in their lives, what powers would they want their helper to have, and why? Start with the qualities of Durga, and then go beyond to Brahma, Vishnu, Shiva and others. Take these ideas and ask pupils to design their own image of their powerful helper. How do they convey the meaning of the powers and qualities of their guide/helper? Ask them to write a short explanation of their symbols. **Notes**: Masses of information on the web is great, but make sure your work with pupils in this unit meets the safety standards of your school IT policy. Check website you recommend for pupil use. An alternative is to download the key information in advance or use a collection of library books on Hinduism – almost all titles will include images and information, ideas and questions about the Trimurti.	

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LESSON OBJECTIVES	**Teaching and learning ideas and activities:** select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
What difference does it make to life if you believe there is no God? Finding out about Humanism		

Pupils will learn:
 	
Find out more about being a non-religious person.
 	
Consider questions such as: does God help people to be good? How can you be good without God?
 	
Think of reasons why some people don't believe in God.
 	
Ask thoughtful questions about religious and non-religious ways of life.
 	
Make links between religious and non-religious ideas.
	Explore the fact that many people do not believe in God.
	• **What is a Humanist?** Discuss with the class the religions they know about, and ask: is everyone part of a religion? Many pupils in many classes are not. Explore the idea that for religious people they try to be 'good with God', but others think you can be 'good without god'. Introduce the work of the Humanists UK to pupils. Draw attention to the fact that Humanists and religious people all say they want to live a good life – with or without God, so there is a similarity and a difference. Humanists believe in humanity – but not in any gods.
	• Help the class to begin to understand that across the world, most people are religious, but that in the UK, around half say they have no religion (see British Social Attitudes Survey data https://bsa.natcen.ac.uk/latest-report/british-social-attitudes-36/religion.aspx). Teach pupils that non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god'.
	
	What codes for living do non–religious people use?
	• Learn about Humanism as an alternative to religion, a way of life that involves being 'good without God'. Consider the question: What do Humanists think is good? Ask pupils to think about these rules or principles. How would our school change if everyone did these things all the time?
	  ○ Be Honest
	  ○ Use your mind to decide what is good
	  ○ Tell the truth
	  ○ Do to other people what you would like them to do to you.
	  ○ Be kind
	  ○ Be generous
	  ○ Be active
	• Teach pupils that these are the kind of rules or ideals Humanists try to live by. Ask pupils if they can rank these rules –
	  ○ more important to less important?
	  ○ hard to keep, easy to keep?
	• Are they actually all connected, and equally hard or important? Ask pupils what would happen if everyone lived like this? What if everyone did the opposite of this?
		These activities will help pupils to work towards achieving the following expected outcomes:
		
		Emerging:
		• **Identify beliefs about God that are held by Humanists: that there is no God. (B1).**
		
		Expected:
		• **Ask questions and suggest some of their own responses to ideas about God, including the atheist idea: there is no God. (C1).**
		• **Identify how and say why it makes a difference in people's lives to believe there is no God (B1).**
		
		Exceeding:
		• **Discuss and present their own ideas about why there are many ideas about God (C1).**

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	• Ask pupils if they can see any similarities between Humanist values and what they know of religious values. Record good answers for reference later in the unit. Accept the differences they notice too, though some focus on areas of agreement is justified. • It is worth noting that one aspect of how many Humanists describe goodness refers to freedom. An action is good if it is done freely for the benefit of humans, but not if it is forced. Obeying God as the 'celestial police officer' seems to make an action less than good if it is done from fear. Ask pupils about their reaction to this idea: why might some people think about God as a kind of 'police officer in the sky'? Why do some Humanists not like this idea? Why do many religious people reject this picture of God too? **Notes**: The syllabus states that RE should take account of non-religious worldviews represented in the classroom and the local community. There are lots of non-religious people in the UK and their beliefs and ideas are very varied. One small identifiable group is represented by Humanists UK. This lesson offers a comparison and explores non-religious ideas about there being so such thing as 'God'. For many pupils, this lesson may teach them two words they don't know: Atheist – a person who believe there is no God. Humanist – a person who believes in humanity, but not in god or gods. Not all atheists believe the same, nor do all Humanists. One thing they mostly agree on is that there isn't a God, certainly not the God of Judaism, Christianity, or Islam. Good pedagogy doesn't compare one way of life with another in ways that derogate one alternative. This needs careful handling in regard to Humanism, which is similar to many religions in that it has some pluralist forms and some anti-religious forms as well. Inspiring RE series includes books on Christians, Muslims and Hindus, including their ideas on God. The series includes a book on non-religious worldviews: **Inspiring RE: Living without God**. See https://shop.retoday.org.uk/category/.inspiring.pr Investigating Worldviews 2021 also explores some examples of non-religious worldviews.	

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<tr><td colspan="3">What are the similarities and differences between different ideas about God?</td></tr>
<tr><td>Pupils will learn:

Describe the beliefs of different religions and of atheists

Find out more about what is characteristic of what each religion says about God

Consider questions such as ‘What is God like?’ and ‘Why is it hard to talk about God?’

Look for similarities and differences between different views of God

Think of reasons why some people disagree about God rather strongly.

Give simple reasons for their own ideas and opinions.</td><td>Hindus, Muslims, Christians, Atheists – who says what about God?
• This lesson uses some lists of characteristics about God for pupils to clarify, compare and consider. There are four lists, for Atheists, Muslims, Christians and Hindus. If you have only studied two religions here, then just use three lists. The pupils are asked to identify who says what about God. Of course, there are some examples which could apply equally to Christians or Muslims or Hindus. You could simplify the activity by using less terms. Copy these onto large cards, in sets, for groups of four.
<table>
<tr><th>Most atheists say God is…</th><th>Most Christians say God is…</th><th>Most Hindus say God is…</th><th>Most Muslims say God is…</th></tr>
<tr><td>Out of date</td><td>Best seen in Jesus</td><td>Seen in many forms</td><td>Known by 99 names</td></tr>
<tr><td>Not real</td><td>Father, Son and Holy Spirit</td><td>Impossible to understand</td><td>The Giver of the Holy Qur’an</td></tr>
<tr><td>Imaginary</td><td>Three in One</td><td>The Mysterious Ultimate Reality</td><td>The One who sends Prophets</td></tr>
<tr><td>Not important</td><td>Full of love</td><td>Male and female in gods and goddesses</td><td>Merciful and Generous</td></tr>
<tr><td>Sometimes dangerous</td><td>The Maker of the Earth</td><td>Diverse, like light shining through a prism</td><td>Powerful</td></tr>
<tr><td>Not much use to humanity</td><td>The one who answers prayers</td><td>Inside every living thing</td><td>Eager for us to follow His Path</td></tr>
</table>
Of course, there would be theological agreements and disagreements about which of these ideas carry across between different religions – for example some Christians might say as many as 18 / 24 are true, others would believe in only 9 or 10. The point here is not to finally unravel the mystery of God, but to clarify understanding in age appropriate ways.
• Give each group of 4 pupils a shuffled set of the cards. Can they organise the 28 cards into 4 sets of 7? Why is it hard? Are the different religions talking about the same God, or different Gods? What do pupils think? Are there four cards that they agree with? Ask pupils to write: three things Muslims/ Christians/ Hindus / Atheists think about God, and what I think of these ideas.
Notes: Expect this to be slow, and to require discussion: it is all about depth and not about ‘the right answer.’</td><td>These activities will help pupils to work towards achieving the following expected outcomes:
Emerging:
• Identify beliefs about God that are held by Christians, Hindus and /or Muslims (B1).
Expected:
• Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).
• Ask questions and suggest some of their own responses to ideas about God (C1).
• Identify how and say why it makes a difference in people’s lives to believe in God (B1).
Exceeding:
• Identify some similarities and differences between ideas about what God is like in different religions (B3).
• Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).</td></tr>
</table>

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LESSON OBJECTIVES	**Teaching and learning ideas and activities:** select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
What have we learned about ideas of God from Hindus, Christians, Humanists and Muslims? (as applicable)		
Pupils will learn to: Examine similarities and differences between different views of God. Explore the influence believing in God has on the lives of believers. Use stillness and light to develop their reflective skills Reflect on their own questions and ideas about God in light of their learning.	**Questions, ideas and learning about God: what are we thinking?** This thinking lesson provides space for pupils to chare their own ideas and thoughts. Allow about 45 minutes. Take some photos, to remind pupils later in their RE of what happened in this unusual lesson **Candle magic: using light to provoke deep thoughts.** Set a circle of chairs for the class and teacher and TA, and arrange a low table in the middle with lots of tea lights – about 30-40 is ideal – on the table in the shape of a large question mark. Recap with pupils the highlights of the unit of work on beliefs about God. Remind them of the Muslim idea of 99 Names, the Christian idea of Trinity and the Hindu gods and goddesses. Remind them of Humanists, who do not believe in God. Ask each pupil to think quietly for one minute about the question they would like to ask about God. As each pupil asks their question, a candle is lit. It doesn't matter if some questions are repeated, or if some pupils don't have a question. Ask pupils to sit quietly and think about all those questions! Blow out the candles, and while pupils discuss their thoughts in pairs rearrange them into the shape of one of the symbols of the three religions studied, one by one: a crescent moon for Muslims, an Aum for Hindus and a cross for Christians. Spend about 5 minutes with candles lit in each shape, and ask the class: • What did you learn about this religion in RE? • What did you like about this religion? • Does this religion answer some of the questions about God we were asking just now? • What difference do these beliefs make to people's lives? If your pupils learned enough about Humanism, add a large candle letter 'H' and spend 5 minutes on this as well. You might tell pupils that different people have different ideas about light. Some say light comes from God. Some say light comes from love. Some say light comes from the human mind. All these ideas are helpful. Ask them to finish by looking into the candlelight and considering their own ideas from all they have learnt. **Notes**: Unseen learning can be profound. Teachers in RE should welcome the possibility. There's probably no need to write about this activity.	These activities will help pupils to work towards achieving the following expected outcomes: **Emerging:** • **Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).** **Expected:** • **Ask questions and suggest some of their own responses to ideas about God (C1).** • **Identify how and say why it makes a difference in people's lives to believe in God (B1).** **Exceeding:** • **Identify some similarities and differences between ideas about what God is like in different religions (B3).** • **Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).**

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