



Kindness

Positivity

Respect

RE MEDIUM TERM PLANNING

<p>Year Group            6</p>	<p>TERM   Summer 2</p>	<p>Theme: U2.11 Why do some people believe in God and some not?</p>
<p>SACRE:</p>		
<p><b>Context:</b> (why is this unit being taught?)          Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units. They will put this in the context of both global and local beliefs. They will examine the rising number of people who identify as religion and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God</p>	<p><b>Concepts:</b>          Why do some people believe in God and some not?          How does faith help people when life gets hard?          THEMATIC          Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units previously studied. They will put this in the context of both global and local beliefs and examine the rising number of people who identify as ‘no religion’ and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.          Units 30, 34 and 36 that developed understanding of non religious worldviews</p>	<p><b>Vocabulary:</b>          Theist • Atheist • Psychology • Evidence • Psychologist • Agnostic • Humanist • Philosophy • Reason • Theologian</p>

<p><b>Prior Knowledge:</b> (What specifically have pupils learned that is relevant to this unit that they are building upon?)</p> <p>In Year 5 U2.2 Creation and Science: conflicting or complementary? And U2.10 What matter most to Humanists and Christians?</p>	<p><b>Future Knowledge:</b> (What specifically will pupils learn in the future that is relevant to this unit?)</p>		
<p><b>End points /by the end of this unit pupils will...</b> (NB Crucial/sticky knowledge is highlighted):</p> <p>Know how to find out how many people belong to a different worldview.          Know the meaning of agnostic, atheist and theist.          List examples of the beliefs of an agnostic, atheist and theist.</p> <p>Explain where people can get their ideas about God from: through family, friends, place of worship, films.          Explain the work of a theologian.          Know that the Bible teaches Christians more about God.          Explain the beliefs of a Humanist as someone who believes in a world that does not need a God to explain it.          Understand how humanists would see the world using evidence and reason.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <p>Know how to find out how many people belong to a different worldview.</p>	<p><b>Enquiry: Belief in God: what patterns can we see in our local area, our country and our world?</b></p> <p><b>STEP 1:</b> Explain to the pupils that they are going to try a thought experiment: imagine if the world was made up of just 100 people, how many people would belong to different worldviews? Compare their answers with the data: Christians (32) Muslims (24) Non-religious (16) Hindus (15) Buddhists (7) Other (6, which includes Sikhs – roughly 0.4; Jews – roughly 0.2). Talk about these numbers. Ask: were there any surprises? What and why?</p> <p><b>STEP 2:</b> Ask pupils whether they think that these figures would be the same for the UK. Do they think some would be higher or lower? Ask: How would we find out what people in the UK believe? Show the latest data linked to religion from the 2021 census and explain that in the United Kingdom, a census is a count of all the population and households in the UK which is carried out every 10 years. Ask pupils how the religion data from the most</p>	<p>How many people belong to different worldviews?</p> <p>What might the next Census look like in 10 years time?</p>	<p>PowerPoint lesson1</p> <p>Resource sheet 1 and 2 in folder</p> <p>Writing frame</p>

	<p>recent UK census would this translate into 100 people in the UK. Pupils should compare the two sets and note significant differences between the UK and the rest of the world. Note the much larger number of people in the UK who identify with 'no religion'. The rest of the world is on average more religious than the UK.</p> <p><b>STEP 3:</b> Ask pupils how they think these figures compare to their local area. Use the census data on the ONS website to drill down into the religious/non-religious make-up of your local area.</p> <p>*Compare this with a) the UK as a whole, b) the rest of the world.</p> <p><b>STEP 4:</b> Use the data on the slide.** Ask: What does this graphic show is happening? Note numbers of people saying they belong to which worldviews are increasing and which decreasing. Ask: What might the next Census look like in 10 years time? <b>STEP 5:</b> Summarise the learning from today on the writing frame. Ask pupils to think of what questions their findings from today generate. Keep a list of these and see if any can be answered as you move through the unit.</p> <p>*At the time of writing the ONS resource can be found here, <a href="http://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/bulletins/religionenglandandwales/census2021">www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/bulletins/religionenglandandwales/census2021</a> it contains an excellent map feature on which religion can be searched by individual Local Authority (LA). Additionally, <a href="http://www.ons.gov.uk/datasets/TS031/editions/2021/versions/1">www.ons.gov.uk/datasets/TS031/editions/2021/versions/1</a> contains a more detailed spreadsheet showing the figures by LA.</p> <p>** The information sheet on the slide can be downloaded and printed- Information sheet 1.</p>		
2	<p><b>Enquiry: What do we mean by agnostic, atheist or theist?</b> Introducing the lens of philosophy</p>	What is philosophy?	PowerPoint lesson 2

<p>Know the meaning of agnostic, atheist and theist.</p> <p>List examples of the beliefs of an agnostic, atheist and theist.</p>	<p><b>STEP 1:</b> Recap the last lesson with pupils. <b>STEP 2:</b> Introduce the idea of philosophy. Explain that philosophers are people who like to think about how to answer those ‘big’ questions that are difficult for anyone to answer big questions by thinking hard and logically. Introduce Dr Jane Gatley’s lanyard and information (see slide)*. <b>STEP 3:</b> Explain that in this lesson, pupils are going to investigate three key words and understand what they might mean in relation to believing in God or not. Show the words ‘theist’ atheist’ and ‘agnostic.’ Make a link to the etymology of the words ‘ theos’ = God. Get pupils to do the matching exercise on the slide so they can learn what each word means. Introduce some dual coding by having pupils design a symbol for each term to help them remember it. <b>STEP 4:</b> Ask what pupils think a Christian who believes in the Trinity or Muslim who holds the Shahadah to be true would most likely believe about God. Remind pupils of the terms ‘theist’, ‘atheist’ and ‘agnostic’. Ask pupils to decide and explain which word would fit the people on the slide best. <b>STEP 5:</b> Show a continuum line from atheist through to theist. Give a series of quotes and ask pupils to match each ‘speaker’ to the position they consider to be most suitable on the line. Ask pupils to consider why people might hold each of the positions introduced in this lesson. What experiences or evidence might lead people to think that this position is reasonable to them? *If needed further information on Jane Gatley can be currently be found as part of the primary Big Questions, Big Answers book Good and Evil (p26) (saved in Lesson 1 folder). We have also replicated this on information sheet 2 so you can read along with your class.</p>	<p>What are the beliefs of an agnostic, atheist and theist?</p>	<p>Resource sheet – Jane Gatley in folder</p>
<p>3</p>	<p><b>Enquiry: How can psychology help us understand what people mean when they think about the idea of God?</b></p>	<p>What do psychologists investigate?</p>	<p>PowerPoint lesson 3 Resource sheet 1</p>

<p>Explain where people can get their ideas about God from: through family, friends, place of worship, films.</p>	<p><b>STEP 1:</b> Recap the main knowledge learnt in the last 2 lessons. Check pupils can remember and explain the terms ‘theist’, ‘agnostic’ and ‘theist’. Discuss whether there are any questions asked by pupils in STEP 5 of lesson 1 which can now be answered. <b>STEP 2:</b> Help pupils to think whether the stuff in our heads is the same as the thing itself. Ask pupils to sketch their idea of what an elephant looks like without any extra help (ensure they cannot see any pictures of elephants etc). Show ideas. There will be different sizes and shapes of trunks/ears/bodies/legs etc - but it is likely that none will be the same as elephants in reality. Point out that ideas in our heads are not the same as the thing in reality. Whatever we think about an elephant – however we picture it – that does not change the way elephants are in the real world. This is something to consider when we are talking about the idea of God. We are not exploring whether or not there is a God, or what this God is actually like (if God does exist). We are asking what people think God is like. This has no impact on the existence (or otherwise) of God. <b>STEP 3:</b> To begin with, introduce pupils to Dr Carissa Sharp, explaining she is a psychologist and that psychologists are interested in what people think or feel. Explain that in this lesson we are looking at ideas about belief in God through the lens of psychology. Pupils should begin by trying to classify the 28 words on Resource sheet 1. Discuss how pupils split the words up, titles they gave to each group, number of groups they ended up with etc. Then introduce pupils to the LAMBI scale Resource sheet 2 – have pupils use dual coding to match and understand the words. Then pupils should match the 28 words from Resource sheet 1 to the LAMBI categories. <b>STEP 4:</b> Show pupils the snowflake activity Resource sheet 3. Explain that it can be used to generate an idea of how an individual pictures God. <b>If appropriate, give pupils the opportunity to fill one in and compare results.</b> Discuss where pupils think people might get ideas of God from? Family, friends, place of worship, films? <b>STEP 5:</b> Evaluation: Ask pupils to write a</p>	<p>What did our snowflakes show?</p> <p>Where do people get ideas about God from?</p>	<p>Resource sheet 2 and 3</p>
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	<p>paragraph answering these questions or verbally tell the answers to a partner: What do psychologists investigate? What did our snowflakes show? Where do people get ideas about God from?</p>		
<p>4</p> <p>Explain the work of a theologian.</p> <p>Know that the Bible teaches Christians more about God.</p>	<p><b>Enquiry: What can we learn from theology about the idea of God?</b></p> <p><b>STEP 1:</b> Recap the prior learning from this unit with pupils, including the key vocabulary. Discuss whether there are any questions asked by pupils in STEP 5 of lesson 1 which can now be answered. <b>STEP 2:</b> Recap that in the last lesson, pupils used the lens of a psychologist to investigate how people have different ideas of God. Remind pupils that theists are people who believe in God. Explain that in this lesson we are going to investigate using the discipline of theology to find out more about what many Christians think God is like. On the PPT slide, show the lanyard and information about Dr Simeon Zahl, explaining that he is a theologian and what a theologian does. Pupils who have learnt about Dr Simeon Zahl and the work of theologians before should need less time on this in the lesson than those who have not. NB The information on this slide is from Big Questions Big Answers God by RE Today Services*. <b>STEP 3:</b> Explain that for Christian theologians, one of the ways they believe they can know more about God is by looking at the Bible. Most Christians believe that Jesus is God, and so by interpreting stories of Jesus in the Bible and other information about God, Christian theologians are trying to find out more about what God is like. Use Resource sheet 6.5. Assign 1 text to each group. Get the groups to read their text aloud. Provide them with activities to help them understand the story and its characters e.g. act the story out/ freezeframe it/hot seat the characters. Ask pupils to imagine what an eyewitness would tell their friends or family when they returned home: • What would they report back about Jesus? • What is he like, and what does the text show is important to him? <b>STEP 4:</b> Remind pupils that most Christians believe Jesus to be God. Ask pupils to think</p>		<p>PowerPoint lesson 4</p> <p>Lesson 4 Resource sheet in folder</p>

	<p>about what these texts say about what God is like. Challenge them to come up with 3 adjectives a Christian might use to describe God as shown by Jesus in the texts they have studied.</p> <p><b>STEP 5:</b> Get pupils to think about Christians today. Discuss what might all these texts tell them about what God is like. Can pupils create a 'Wanted poster' for a Christian God. Rather than having a picture, the poster should include a word cloud of adjectives to describe a Christian view of God, alongside a description. (Optional activity as children have done something similar to this in a previous unit of work).</p>		
<p>5</p> <p>Explain the beliefs of a Humanist as someone who believes in a world that does not need a God to explain it.</p> <p>Understand how humanists would see the world using evidence and reason.</p>	<p><b>Enquiry: Why do some people believe that God does not exist?</b></p> <p><b>STEP 1:</b> Recap key information and vocab from previous lessons.</p> <p><b>STEP 2:</b> Show the Census data that was used in Lesson 1. This is the same as the NATRE resource entitled The Nones in England and Wales and Beyond - available as information sheet 1 from lesson 1 for this unit. Show pupils the growth in no religion and ask why they think people might not believe in God. Make links with the work of philosophers, psychologists and theologians. Where might ideas come from? What reasons might people have for not believing in a God? <b>STEP 3:</b> Explain that some people choose to identify as Humanists because they believe in a world that does not need a God to explain it. Remind children about the unit 'What matter most to Humanists and Christians?' From Year 5. The Humanists UK website Understanding Humanism will be useful here. Use a resource explaining Humanist beliefs**. Ask pupils: • How do Humanists see the world? • Why does this mean that you wouldn't believe in a God? Look back to some of the ideas talked about in lessons 2, 3 and wider. Ensure pupils are secure that humanists often focus on evidence and reason. <b>STEP 4:</b> Use a resource showing how most Humanists think the world and universe came to be and how species evolved***. Ask pupils to think about how humanists would explain the origin of the world. Ask pupils to think and share their ideas about what a humanist</p>	<p>What reasons might people have for not believing in a God? How do Humanists see the world? Why does this mean that you wouldn't believe in a God?</p>	<p>PowerPoint lesson 5</p> <p><a href="https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Human-beings-where-do-we-come-from-7.pdf">https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Human-beings-where-do-we-come-from-7.pdf</a></p> <p><a href="https://understandinghumanism.org.uk/res_films/where-do-we-come-from/">https://understandinghumanism.org.uk/res_films/where-do-we-come-from/</a></p>

	<p>might say to the argument that the world needed a God to create it. <b>STEP 5:</b> Have the pupils work to produce a short oral presentation to give to a group of Year 3 pupils. They are to present reasons why people might not believe in God today and how humanists would see the world using evidence and reason.</p> <p>** <a href="https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Understanding-the-world-7.pdf">https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Understanding-the-world-7.pdf</a> might be a useful link here.</p> <p>*** <a href="https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Human-beings-where-do-we-come-from-7.pdf">https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Human-beings-where-do-we-come-from-7.pdf</a> and <a href="https://understandinghumanism.org.uk/res_films/where-do-we-come-from/">https://understandinghumanism.org.uk/res_films/where-do-we-come-from/</a> might be a useful link here</p>		
<p>6</p> <p>Assessment of sticky knowledge</p> <p>Know the meaning of agnostic, atheist and theist.</p> <p>List examples of the beliefs of an agnostic, atheist and theist.</p> <p>Explain where people can get their ideas about God from: through family, friends, place of worship, films.</p> <p>Explain the beliefs of a Humanist as someone who believes in a world that does not need a God to explain it.</p>	<p><b>Enquiry: Why do some people believe in God and some people not? Where do I stand?</b></p> <p><b>STEP 1:</b> Recap the learning in this unit so far. Ask pupils to match ‘Christian’ and ‘No religion’ on two charts from the censuses. Can they describe what has happened? Can pupils complete a matching exercise for agnostic, theist and atheist? Can they give an example of a reason why someone might have those positions? Can pupils describe the difference between a psychological and theological approach? Talk about the differences between psychology (finding out what people think) and theology (proposing what God is like through studying religious texts) Which method did they think most reliable and why? <b>STEP 2:</b> Complete the assessment sheet. <b>STEP 3:</b> Ask pupils to reflect on their own positionality. Where do they stand? Which of the three words would be closest to their own position; agnostic, atheist or theist? <b>STEP 4:</b> Take a final look at the questions generated in STEP 5 of lesson 1 – are there any which were unanswered which pupils can now answer or research?</p>	<p>Can they give an example of a reason why someone might have the positions of agnostic, theist and atheist?</p> <p>Can pupils describe the difference between a psychological and theological approach?</p>	<p>PowerPoint Lesson 6</p> <p>Assessment sheet</p>

