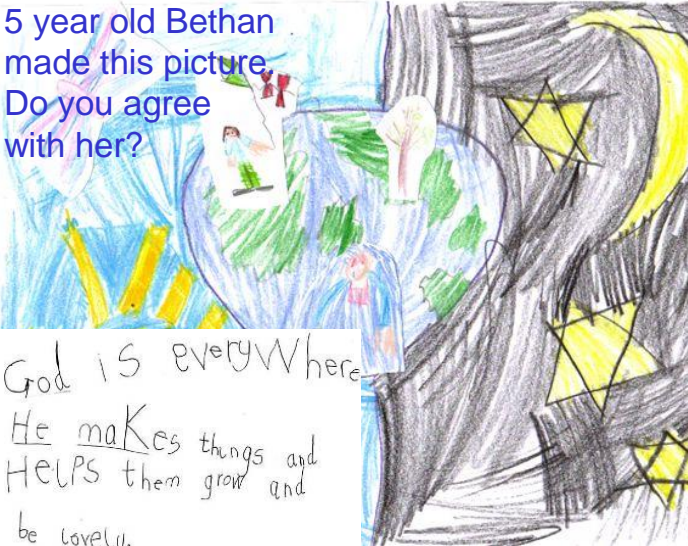


5 year old Bethan made this picture. Do you agree with her?



God is everyWhere  
He makes things and  
HELPS them grow and  
be lovely.

**TITLE:**  
**How can we find out  
about a Christian  
belief? Talking about  
God in Sandwell RE  
YEAR GROUP:1/2**

I think God lives in heaven and has lots of Angels. I think he sits in a big chair and the clouds are the floor.



***Sandwell SACRE RE  
Syllabus:  
Non-statutory  
exemplification***



**Sandwell**  
Metropolitan Borough Council

**Children & Families**

## ***Sandwell SACRE RE Syllabus: Non-statutory exemplification***

### **UNIT TITLE: How can we find out about a Christian belief? Talking about God** **YEAR GROUP: 1/2**

#### **About this unit:**

This unit enables pupils to explore the concept of God for themselves and to consider what this concept might mean for Christians.

The focus is on pupils exploring the concept of God for themselves through asking questions and using metaphors to help understand characteristics of God. There should also be an element that enables pupils to explore what Christians believe about God and how they respond to God. Different ideas about God are positively welcomed in this unit: it is thoughtfulness, not any particular stance that makes good RE here. Children should learn that Sandwell's largest religion is Christianity, and a visit to a Church or from a Christian is a good thing to plan in this unit.

Pupils are encouraged to consider what can be learned from beliefs about God by listening to stories and referring to their own experiences, beliefs and values.

#### **Where this unit fits in:**

This unit will help teachers to implement the Sandwell Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of Talking about God, by using the concepts of belief, story and prayer and examples of how believers express their feelings about God through images in the Bible and through prayer.

This unit contributes to the continuity and progression of pupils' learning by developing pupils awareness of what it means for believers to talk about God – in this case in a Christian context, but this could be widened to other faiths – and how Christian believers understand God. It will also provide opportunity to explore how religious people might respond to God. The unit anticipates a further study of Christianity and of what it means for believers to talk about God in study of units in key stage two.

**Estimated teaching time for this unit: 7+ hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 7 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

#### **KEY STRANDS ADDRESSED BY THIS UNIT**

##### **AT 1: Learning about Religion**

- Beliefs, Values and Teaching
- Ways of expressing meaning

##### **AT 2: Learning from Religion**

- Questions of Meaning, Purpose and Truth

**ATTITUDES FOCUS:** Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly aware of their own beliefs
- **Open mindedness** by engaging in positive discussion and debate, considering the beliefs of others

#### **The unit will provide these opportunities:**

- Pupils have opportunities to consider the concept of God
- Pupils have opportunities to consider a diverse range of views about the characteristics of God
- From the study of ***Christianity with some reference to other faith traditions.***

#### **Background information for the teacher:**

This is an area of RE which adults often shy away from. However, children are often more than willing to discuss their ideas about God! A useful resource for teachers to get ideas about some of the topics which children might tackle in this area is 'A Child Sees God' by Howard Worsley 2009 –

publisher Jessica Kings Lee. Various ideas and approaches are suggested to allow for individual teachers to use those with which they feel most comfortable. The aspect of sights, sounds etc could be explored through other world faiths and through varied Christian traditions e.g. High Anglican, Greek Orthodox. This unit could be linked to multicultural enrichment days. This unit could use a local church for some learning outside the classroom. Many Sandwell churches welcome visits from children doing RE.

<b>Vocabulary + concepts</b>	<b>Resources</b>
<p><b>In this unit, pupils will have an opportunity to use words and phrases related to:</b></p> <p><b>Specific religions:</b> Christianity</p> <p><b>Reflection</b> <b>Prayer</b> <b>Trinity</b></p>	<p><b>Web:</b></p> <ul style="list-style-type: none"> <li>▪ The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people.</li> <li>▪ The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: <a href="http://www.bbc.co.uk/learningzone/clips">http://www.bbc.co.uk/learningzone/clips</a></li> <li>▪ The BBC also offers lots of information and material on its main religion site: <a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a></li> <li>▪ The best gateway for RE sites is: <a href="http://www.reonline.org.uk/ks1">www.reonline.org.uk/ks1</a></li> <li>▪ You can find and use searchable sacred texts from many religions at: <a href="http://www.ishwar.com">www.ishwar.com</a></li> <li>▪ Good quality information and learning ideas on Christianity: <a href="http://www.request.org.uk/infants/">www.request.org.uk/infants/</a></li> <li>▪ There is some more TV material at: <a href="http://www.channel4.com/learning">www.channel4.com/learning</a></li> <li>▪ The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: <a href="http://www.cleo.net.uk">www.cleo.net.uk</a></li> <li>▪ The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. <a href="http://www.retoday.org.uk">www.retoday.org.uk</a> and <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a></li> </ul> <p><b>Teachers might use:</b></p> <ul style="list-style-type: none"> <li>• 'Step into Story' by Margaret Spivey and Anna Jean pub. Barnabas ISBN 9 781841 010021</li> <li>• 'God made me – touch, feel and see!' by Priddy Bicknell pub Scripture Union ISBN 1 85999 735 X</li> <li>• 'God made us – touch, feel and see!' by Priddy Bicknell pub Scripture Union ISBN 1 85999 736 8</li> <li>• 'Best Loved Parables: Stories Jesus Told' by Lois Rock pub Lion Children's Books ISBN 0 7459 4638 0</li> <li>• PCET, Folens and Nelson publish some useful photo/picture packs on particular religions</li> <li>• The Solihull Handbooks of RE (Foundation Stage or Key Stage 1) are an excellent practical source for much of this work: from Solihull SACRE, 0121 303 1986, £25 each.</li> <li>• 'In the beginning' Steve Turner (Poem about creation)</li> <li>• Reflective Story Telling: A manual for teachers by Helen Matter</li> <li>• The World that God Made – Jan Godfrey and Peter Adderley – A.D. Publishing</li> <li>• 'Colours of God' Diana Murrie, pub. BRF ISBN841012408</li> <li>• 'Learning about God' &amp; 'Learning about Prayer' Lois Rock &amp; Maureen Galvani pub LION ISBN 0745947328 &amp; 0745947352</li> <li>• Godly Play is a creative way of telling Bible stories. For more information see <a href="http://www.godlyplay.org.uk">www.godlyplay.org.uk</a></li> <li>• RE Today –Picturing Creation – Pictures for IWB on CD and posters showing each day of creation. ISBN 1904024580</li> <li>• CD Rom –'Cracking Christianity – God' – The Stapleford Centre</li> <li>• 'Gift to the Child' CD Rom – Series 1 &amp; 2 available from 'Articles of Faith'</li> </ul>

**Contributions to spiritual, moral, social and cultural development of pupils**

- Opportunities for **spiritual development** come from the opportunity to reflect on their understanding of God
- Opportunities for **social development** come from listening to the ideas and thoughts of others

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

<b>Pupils working at level 1 will be able to:</b>	<b>Pupils working at level 2 will be able to:</b>	<b>Pupils working at Level 3 will be able to:</b>
<ul style="list-style-type: none"> <li>• Use their senses to explore and ask questions about religious stories, pictures, artefacts (AT1)</li> <li>• Identify simply some of the ways in which Christians describe the characteristics of God (AT1)</li> <li>• Express in simple terms their own thoughts about God (AT2)</li> </ul>	<ul style="list-style-type: none"> <li>• Retell a story from the Bible that helps Christians understand a characteristic of God (AT1)</li> <li>• Describe what messages and meanings are expressed through some religious symbols (AT1)</li> <li>• Express some reasons for their current thinking about God(AT2)</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between a religious story and some religious beliefs (AT1)</li> <li>• Make links between religious symbols or stories and beliefs that underlie them (AT1)</li> <li>• Compare their own ideas about questions of belief in God with those of other people (AT2)</li> </ul>

**ASSESSMENT SUGGESTIONS**

A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.

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

The most likely form of assessment for this unit will be done verbally in discussion and through the way pupils are enabled to express their ideas about God. Assessment towards the end of the unit could be in the form of question and answers, art or choosing some words from a list / simple written work.

G&T: To extend this work, ask pupils to consider **why** Christians might attribute various characteristics to God and how they express their beliefs about God.

Key questions	LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	<i>Points to note</i>
<b>What do I think about God?</b>	Show awareness of the possibility of 'seeing' with an inner eye. Be aware that not everyone sees things in the same way Begin to express their own reactions and ideas about 'God'	<b>Discovering children's own ideas about God.</b> Plays a game of 'I-spy' in which children closes their eyes and try to 'see' what they think is being described by the teacher. This helps to get across the idea: 1) That sometimes we can 'see' things in our heads which we can't always see with our eyes 2) that sometimes using the same information people 'see' different things. Play some peaceful background music. Ask pupils to draw (or write describing words depending on age/ability of group) their idea of who God is or what they think he might look like. They could be helped with the starter sentence: "I think God...." 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 / kind / scary / interesting Pupils could then be encouraged to talk about their picture or writing.	Pupils will: Show they can understanding by actively joining in the 'I spy' game  Be able to express in words or picture something of what they think God might look like or characteristics he might have.	<i>A creative approach to the use of language is good here.</i>  <i>Note that good teaching does not ask children to 'draw God'. It's an image, an idea, that is best. Many examples are available.</i>
<b>What characteristics do I think God has?</b>	To thoughtfully express adjectives to describe characteristics of God Begin to show awareness that different people 'see' God in different ways	<b>"If God were a .... What would he be?"</b> <ul style="list-style-type: none"> <li>• If God was a flower / food / colour / plant / animal 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.</li> <li>• Ask them to complete the sentences e.g. If God were an item of clothing (a food, a building, an animal, a colour) what would he be?</li> <li>• Pupils could draw the item of clothing / building / food and write 2 adjectives to describe God e.g. 'God is like a soft, red, jumper'. This doesn't have to be a written activity, could be a discussion using circle games.</li> <li>• Encourage pupils to say why they have used their chosen adjectives. (This enables pupils working at levels 2/3 to show their understanding) e.g. "If God were an item of clothing, God would be a woolly jumper because God is all around you keeping you warm."</li> </ul>	Pupils will:  Use vocabulary provided to express their ideas about the characteristic of God  Show increasing confidence in expressing their ideas to others	<i>Cross-curricular links to literacy – use of adjectives</i>
<b>What do we mean by 'God'?</b>	To consider for themselves what they know and understand about God To show understanding of belief in things that cannot be seen	<b>Many different ideas and beliefs</b> <ul style="list-style-type: none"> <li>• Ask the pupils for their ideas, descriptions and beliefs about God. Talk about everyday examples of belief in things, which 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? Explore electricity by making simple circuits, switching on lights and electrical equipment. Use a hair dryer to make something warm or to make it move.</li> <li>• Help the 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 effect can be seen.</li> </ul>	Pupils will: Talk confidently about their understanding of God  Show understanding of believing without seeing.	<i>Cross-curricular links to science</i>



<p><b>What do Christians say God is like?</b></p> <p><i>If your school has a link with a local church in Sandwell, this is a great lesson to do at the church where there are likely to be lots of symbols and reminders of these ideas about God. Even better if a local Christian can be present to answer the children's questions.</i></p>	<p>To consider what Christians think about God</p> <p>To explore some features of a religious life</p>	<p>Explore these as separate themes relating to Christian beliefs about God.</p> <p>i) <b>God as Love.</b> Talk with the pupils about the people in their lives who love them. 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? Read the book 'Guess how much I love you?' and discuss if love can be measured. Use the story of the lost sheep to look at how Jesus explained the love and care of God.</p> <p>ii) <b>God as Father.</b> Show the 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). Use the story of the prodigal son to illustrate that God never gives up on people. The story can be sequenced, retold in drama – freeze framed or hot seated - or artwork.</p> <p>iii) <b>God as light.</b> Show the pupils a collection of different sorts of candles. Talk about when candles are used – birthday cakes, power cuts etc. 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 having something happy and positive is 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, perhaps, if appropriate saying prayers and letting go of our fears.</p> <p>iv) <b>God as creator.</b> Read one of the many versions of the creation story now available for KS1. Use the pictures from RE Today – Picturing Creation pack. 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 pupils could produce a 'Reflective Palette' (A shape like an artists 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 a stewards (carers) of the earth.</p> <p>Share the book 'Thinking about God' with pupils. This summarises Christian views about the nature of God in a way key stage one pupils can appreciate. Different people seeing God in different ways can be explored through the story: 'The telly and the elephant story' (see Resource list).</p>	<p>Pupils will:</p> <p>Identify one or more characteristics of God as Christians understand them</p> <p>Identify aspects of their own experience and what they think is important in the material.</p>	<p><i>It would be inappropriate and impossible to explore of these – the suggestion is that teachers consider one or two of these images of God.</i></p> <p><i>The concept of dealing with God as a loving Father might be particularly difficult in some schools so it might be more appropriate to use the term 'parent' or 'carer'.</i></p>
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<p><b>What do Christians mean by 'Trinity'? How can God be three and one?</b></p>	<p>To understand the Christian belief of God as three in one</p> <p>To reflect on their lives and the relationships they have</p>	<p><b>Knowing in different ways: what does it mean?</b></p> <ul style="list-style-type: none"> <li>Teacher bring in photographs or objects that illustrate how they are known in 3 different ways –maybe Aunt, Mum and Sister. Pupils could draw themselves and say how they are known in 3 different ways.</li> <li>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 3 different ways. RE Today –Teaching God 5-11 p15/16 has suggestions as to how this can be taken further for lower primary pupils.</li> </ul>	<p>Pupils will:</p> <p>Show awareness of Trinity by expressing some images of '3 in 1' and showing understanding of the concept through discussion</p>	<p><i>Although the Trinity is a difficult concept to grasp pupils at key stage one can easily be introduced to the idea of something being one yet seen in 3 different ways.</i></p>
<p><b>How do Christians believe they can talk with God?</b></p>	<p>To know some of the artefacts religious people might use when they to talk to God</p> <p>To understand that prayer is a way religious believers can communicate with God</p>	<p><b>What is praying? Why do Christians like to pray?</b></p> <ul style="list-style-type: none"> <li>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, e-mail, videos, text messages etc.</li> <li>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 etc</li> <li>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 etc. 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.</li> <li>Place 3 or 4 artefacts on different tables around the room and allow pupils in small groups to visit each table. Allow them to explore the artefact using all their senses. As they move around ask them to think of questions to ask about the artefact. Bring pupils together along with the artefacts. Answer their questions where possible or explore the answers together. Talk about how each one is used to help people pray. How might they be helpful? What do they do for people?</li> <li>Arrange a visit to a religious building to explore the way believers worship God and the artefacts used or arrange a visit from a religious leader to talk about their worship and artefacts used.</li> </ul>	<p>Pupils will:</p> <p>Through discussion activities show awareness of prayer as being a means of religious believers communicating with God</p> <p>Through exploring artefacts know some of the artefacts religious believers might use when they pray and how these artefacts might assist some believers in their prayers</p>	<p><i>Have a range of prayer artefacts available – even 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 pupils with opportunity to explore a range of prayer artefacts. Good for Thinking Skills as pupils explore artefacts and decide how they think they might be used.</i></p>

<p><b>What have we learned in this unit of RE?</b></p>	<p><b>To express ideas and questions more deeply as a result of thinking about God and prayer.</b></p> <p><b>To be able to respond sensitively to Christian ideas about God and prayer.</b></p>	<p><b>Candles and meanings</b></p> <ul style="list-style-type: none"> <li>▪ Set the classroom out so that pupils can sit in a circle around a low table with some candles on it. Put one large candle in the middle and lots of smaller ones around it, unlit (some blu tac or plasticine is good to hold them). Get an assistant (or do this yourself) to have a lighter ready.</li> <li>▪ Recap with the children the highlights of the unit of work on talking about God, reminding them of the puzzling questions, the stories and the discussions they have had.</li> <li>▪ Remind the class of the first thing God says in the Jewish and Christian Creation story: 'let there be light' and talk about how light helps us. Good ideas are like light: why is that?</li> <li>▪ Ask the children to think quietly for one minute, and try to think of their best ideas about God. After the minute's silence, receive the ideas one by one, without comment, and light a candle for each idea.</li> <li>▪ Remind the children that people believe many different things about God, and all our thoughts are worth something. Finish the activity with a short time silent for pupils to look at the candles and be thoughtful.</li> </ul>	<p>Talk about some questions about God and prayer that they have thought of (L1)</p> <p>Respond sensitively to other children's questions (L2)</p>	<p>Gathering evidence of achievement in RE should be professional, but not burdensome. Some units will include a formal task assessing pupils work, but not all.</p> <p>Unseen learning can be profound. Teachers in RE should welcome the possibility.</p>
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