

RE Unit for Year 3 / 4

What do some people believe about God?

Sandwell SACRE

Support for the Agreed
Syllabus



This unit is one of a series of examples written for Sandwell SACRE and teachers of RE by consultant Lat Blaylock of RE Today Services. Contact Lat for support and guidance on the syllabus via email: lat@retoday.org.uk

TITLE: What do some people believe about God?

YEAR GROUP 3 / 4

ABOUT THIS UNIT:

This unit focuses on what some religious people believe about God, exploring beliefs about God in Christianity, Islam and Sikhism. This unit gives the children opportunities to explore how religious texts can be a source for learning and for beliefs. The lessons offer experiences of listening to and joining in conversation about God and about life's big questions, exploring items used in prayer and identifying feelings and ideas that are important to some religious people.

Estimated time for this unit (in hours) 8 hours

Where this unit fits in:

This unit develops on what the children have already learnt about what it might mean to belong to God in Year 1/2. It also builds on children's experiences of listening to religious stories and finding meaning from them.

KEY STRANDS ADDRESSED BY THIS UNIT

Religious beliefs, teachings and sources
Questions of identity and belonging

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- Feeling confident about their own beliefs and identity and sharing them without fear of ridicule
- Being sensitive to the feelings and ideas of others.
- Exploring the sense of amazement or delight that believers report in worship.

Contributions to spiritual, moral, social and cultural development of pupils (links directly to framework)

The unit enables pupils to develop:

- Spiritually by: Learning about and reflecting on their own and others' beliefs about God
- Morally by: Expressing their own ideas about how they respond to talk about God
- Socially by: Considering what is of ultimate value to pupils and believers
- Culturally by: Promoting respect for all, combating prejudice and discrimination

EXPECTATIONS At the end of this unit	I can...
<p>Nearly all pupils will be able to...(L1):</p> <p>Many pupils will be able to... (L2)</p> <p>Some pupils will be able to... (L3):</p>	<ul style="list-style-type: none"> • Use pictures, objects and some religious words to begin to describe what Christian, Muslim and Sikh people do to show what they believe about God; • Talk simply about their own ideas and questions about God. • Use religious words to talk about what Muslim, Christian and Sikh people say about what they believe about God; • Talk thoughtfully about the puzzling questions to do with God that their class have developed. • Use a range of religious words to describe what Muslims, Christians and Sikhs say and believe about God; • recognise some similarities and differences between Muslim, Christian and Sikh ideas of God; • Make links between stories and holy writings that help people to answer their questions about the mysteries of God.
<p>ASSESSMENT SUGGESTIONS:</p> <ul style="list-style-type: none"> • Using a range of statements of belief about God from Muslims, Christians and Sikhs, pupils can sort, rank and respond to the ideas they encounter. • They raise questions about God and humanity, and suggest the answers that 'the person who knows everything' might give. • They express their own ideas or beliefs about questions like these: <ul style="list-style-type: none"> ➤ Where is God / Allah / Waheguru? ➤ How can we know about God / Allah / Waheguru? ➤ If you could ask any questions about God / Allah / Waheguru, what would you ask? Who might be able to answer? ➤ Why are there many different beliefs about God / Allah / Waheguru? ➤ What do Muslims, Christians and Sikhs say about God / Allah / Waheguru? ➤ What are the agreements and disagreements between Muslims, Christians and Sikhs about God / Allah / Waheguru? <p>Assessment Outcome: To describe a range of beliefs or opinions about God, distinguishing between different views</p>	

<p>Prior learning</p> <p>It is helpful if pupils have:</p> <ul style="list-style-type: none"> • Have listened to religious stories before • Used words like these before: Islam, Muslim, Allah, Prayer, Salah, Christian. God, Jesus, the Lord's Prayer • Looked at different objects and talked about what they might be used for 	<p>Vocabulary</p> <p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific to a Religion:</p> <p>Islam, Muslim, Allah, Prayer, Salah. Christian. God, Jesus, the Lord's Prayer Sikh, Sikhism, Waheguru, Ik onkar, Mool mantar</p> <p>Religion in General: Prayer, belief</p> <p>Religious & Human Experience: Questions, mysteries, puzzling ideas, divine, feelings (the language of emotion)</p>	<p>Resources</p> <ul style="list-style-type: none"> • The Islamic Foundation publish a range of relevant resources and posters: publications@islamic-foundation.com Their series of books on Allah the Maker are a good starting point. • RE Today Services (www.retoday.org.uk) publish relevant items: <ul style="list-style-type: none"> ➢ Islam A Pictorial Guide ➢ Christianity: A Pictorial Guide ➢ Sikhism: A Pictorial Guide ➢ Picturing Jesus Packs A and B ➢ Developing Primary RE: Stories of God, ➢ Developing Primary RE: Symbols of Faith ➢ Moving On Up in RE ➢ Say Hello to... (Interactive whiteboard CD and book) ➢ RE Ideas: Christianity, RE Today Services ➢ Opening Up Easter, ed. Fiona Moss, RE Today Services ➢ Opening Up Islam, ed. Joyce Mackley, RE Today Services ➢ Talking Pictures, Fiona Moss and Stephen Pett, RE Today Services <p>Text</p> <p>A Bible; a child's Bible Qur'an (cover and stand) The Qur'an and Islam, Sacred Texts by Anita Ganeri, Evans Brothers Ltd Islamic Stories by A Ganeri, Evans Brothers Ltd Chris Richards, 1996, Living Religions: Sikhism, Nelson Thornes, ISBN 0-17-428055-6.</p> <p>Web</p> <ul style="list-style-type: none"> • The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/learningzone/clips • The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion • The best gateway for RE sites is: www.reonline.org.uk/ks2 • You can find and use searchable sacred texts from many religions at: www.ishwar.com • Good quality information and learning ideas on Christianity: www.request.org.uk/infants/ • There is some more TV material at: www.channel4.com/learning • The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: www.cleo.net.uk • The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. www.retoday.org.uk and www.natre.org.uk/spiritedarts • www.biblestudents.net/pupils/ • Muslim Educational Trust's 'Children's Book of Salah' explores the relationship between prayer and belief. They publish two useful sets of posters for this unit as well. http://www.muslim-ed-trust.org.uk/index • www.request.org.uk enables exploration of Christian teaching about God • www.jannah.co/learn/flashprayer1.html gives a guide to Salah that can be downloaded • http://www.natre.org.uk/db/ is a good source for the final activity. <p>The Festival Shop (www.festivalshop.co.uk) has a large range of suitable materials including these for Sikhism:</p> <ul style="list-style-type: none"> • All Kinds of Beliefs Interactive pop-up book of beliefs • My Sikh Faith <p>Big Book - My Sikh Faith Red Rainbows Religion Collection</p> <p>Website entry points for Sikhism</p> <p>www.sikhnet.com www.sikhs.org</p>
---	--	---

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
<p>Why are some questions exciting, puzzling, and hard to answer?</p>	<ul style="list-style-type: none"> Raise puzzling questions of life and experience and consider a range of answers. 	<p>Asking puzzling questions</p> <ul style="list-style-type: none"> Place an intriguing object in a fabric bag, or a sealed cardboard box, such as a wooden egg, or an interesting stone/piece of wood, or a plant bulb. Ask the children, "What do you think I have got in here?" They can guess – some may want to try and see if they can shake the box, weigh it etc. Play 20 Questions with them – they can ask questions and you can only answer yes or no. Talk about what it is like when you don't know something you really want to know. How does it feel? What will you do to find out the answer? Reveal what is in the box. How do they feel when the mystery is resolved? Does the object raise more questions, including those about the world we live in? How can they find the answers? Which are the best questions? What makes them interesting questions? Put a picture of the earth from space on the whiteboard. Hide it and tell children you have a mystery photo – get them to go through the same process as above. Gradually reveal the image. Tell children that some people believe the world was created by God. Ask children to imagine how God might be thinking about the earth and people on it. Ask them to come up with some questions – if we could ask "the person who knows everything" some questions, (some say this is God!), what replies might we get? Tell children that you will be getting them to ask lots of questions about God and the world during RE and other subjects this term. Collect them in a big, colourful, intriguing "Why?" Book. 	<p>L1</p> <ul style="list-style-type: none"> Talk about puzzles and mysteries that are interesting, even if we don't know 'the answers' Identify some puzzles and mysteries about our world, our lives, our thoughts and God Experience the sense of wonder and talk about it. <p>L2</p> <ul style="list-style-type: none"> Ask some puzzling questions and talk about why they are interesting Identify some "big questions" about life, the world and God that make people wonder and are difficult to answer 	<ul style="list-style-type: none"> In RE raising questions can be as important as finding answers. Answers are likely to be many and various, which is good. A simple online image search will reveal some wonderful pictures of the earth from space. Choose one with interesting cloud formations and deep colours


Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
<p>What do Christians believe about God?</p>	<ul style="list-style-type: none"> Find out about the Christian understanding of God Use the right words to report their findings Make simple links between Christian belief and their own understanding of the word 'God'. 	<p>What do Christians believe God is like?</p> <ul style="list-style-type: none"> Some people believe in God. Many children will have heard what God is supposed to be like. Ask children to give some of the ideas they have heard about what God is like. Gather their answers. Talk about how people know these things. Say that Christians find out about God in the Bible. The Bible uses similes and metaphors to describe God. Give children the following similes: God is like: <ul style="list-style-type: none"> A father The wind A shepherd A potter A rock or mountain A light Bread Ask children to say in what ways God is and is not like these similes e.g. God is not like a father because he does not tell bad jokes or embarrass you when he tries to dance (badly). God is like a father because he cares for his children. What other similes can children think of? In what ways might God be like/not be like a lion, a puzzle, a song, an ocean, an arrow, a chocolate.. etc? Introduce the idea that Christians believe God is three-in-one, Father, Son and Holy Spirit. Use some illustrations to explore what this means (e.g. clover, H₂O – liquid, solid, gas; a woman might be a mother, a sister and a daughter) Use the word Trinity. Recall the idea of mystery from the first session in this unit. Christians believe that God is a real mystery – much too complicated for us to understand fully, but they use these metaphors and similes to try and understand what God is like as best they can. Tell children that most Christians believe that the best way to 	<p>I can...</p> <p>L1</p> <ul style="list-style-type: none"> Talk about the things Christians say God is like, using words like "creator", "Father", invisible. Talk about what I find puzzling and interesting about these ideas of God <p>L2</p> <ul style="list-style-type: none"> Talk about the things Christians say God is like, giving simple examples of simile and metaphor Use the word "Trinity" to identify Christian beliefs about God Ask some thoughtful questions about God and respond with interest to questions other pupils ask <p>L3</p> <ul style="list-style-type: none"> Make links between some stories of Jesus and Christian 	<p>A central aspect of this unit is to enable children to be at ease with difference and perhaps with uncertainty. Teachers need to model this: the questions we would ask God are not all easy to answer, some may be impossible. Noticing this is good RE learning.</p> <p>Collect lots of questions in your "Why?" book!</p>

		<p>understand what God is like is to look at Jesus – God “in the flesh”. Tell the children some stories about Jesus to show what God is like. e.g. Jesus welcomes the children (Mark 10:13-16); Jesus forgives and heals the paralysed man (Mark 2: 1-12); Jesus shows people how to live (excerpts from Matthew 5) . For Christians, if Jesus is kind, loving, able to heal, forgiving, a guide – then God is all these things too.</p> <ul style="list-style-type: none"> • Use some art work to explore some events from the life of Jesus. What do they tell us about what Jesus is like? <p>Christians are happy to draw pictures of God, but it is forbidden in Islam, and many Jewish people believe that it is wrong too. This needs to be borne in mind for this activity:</p> <ul style="list-style-type: none"> • Ask children to put together a picture to communicate what God is like for Christians. • Tell children that Christians do not believe that God is a physical man in the sky on a cloud. They believe he is invisible and infinite. So, any image is going to have to communicate what God is like without trying to draw a physical image! Get children to express one of the similes or metaphors to do this. Put all of these images together to show something about what God is like for Christians. These might be gathered together in an outline of a man, to show the idea that God is best made known through Jesus. 	<p>beliefs about what God is like</p> <ul style="list-style-type: none"> • Ask important questions about God, making links between what I say and what other people say 	
--	--	---	--	--

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE																											
<p>What do Muslims believe about Allah?</p>	<ul style="list-style-type: none"> Find out about Muslim beliefs about Allah Use the right words to talk about Allah Begin to compare Muslim and Christian beliefs about God 	<p>What's in a name?</p> <ul style="list-style-type: none"> Ask children to talk about the meaning of their own names. Do the meanings say something true about their own character? Talk about nicknames – sometimes these are given to describe what someone is like, sometimes in a nice way, sometimes not. Think about sharing positive qualities or characteristics. Ask children to write down positive things about each other on a folded piece of paper passed around the class. Some may make use of the meaning of their friend's name in their comment, if appropriate. Children then get a list of positive comments about themselves from their peers – saying good things to each other can help build each other up. <p>What do Muslims believe about Allah?</p> <ul style="list-style-type: none"> Ask children if anyone knows the word Muslims use for God. Explain that Allah is simply the Arabic word for God – like French people say "Dieu" and Germans say "Gott". Allah is not a name of God. Explain that the Qur'an uses 99 different names for Allah. Each name describes something different about what Allah is like – this time, all the names apply to Allah, not like the name of children in the class. Ask children why they think there are 99 names? Muslims do not know 100 names of Allah to remind them that they do not know everything about God – only Allah knows everything. <p>Here are some of the "99 Beautiful Names" of Allah</p> <table border="1" data-bbox="602 1099 1514 1401"> <tbody> <tr> <td>Merciful</td> <td>All-peaceful</td> <td>Protector</td> </tr> <tr> <td>Mighty</td> <td>King</td> <td>Creator</td> </tr> <tr> <td>Maker</td> <td>Provider</td> <td>Judge</td> </tr> <tr> <td>All-knowing</td> <td>Watchful</td> <td>Gentle</td> </tr> <tr> <td>Forgiving</td> <td>Supreme</td> <td>With-holder</td> </tr> <tr> <td>First</td> <td>Last</td> <td>Just</td> </tr> <tr> <td>Hidden</td> <td>Exalted</td> <td>Generous</td> </tr> <tr> <td>Patient</td> <td>Guide</td> <td>Afflicter</td> </tr> <tr> <td>Light</td> <td>Wise</td> <td></td> </tr> </tbody> </table>	Merciful	All-peaceful	Protector	Mighty	King	Creator	Maker	Provider	Judge	All-knowing	Watchful	Gentle	Forgiving	Supreme	With-holder	First	Last	Just	Hidden	Exalted	Generous	Patient	Guide	Afflicter	Light	Wise		<p>L1</p> <ul style="list-style-type: none"> Talk about some Muslim beliefs about God, including using the word "Allah" Talk about what I find interesting or puzzling about the names for Allah <p>L2</p> <ul style="list-style-type: none"> Pick out some of the 99 Names of Allah and say what they mean Talk about how names can make a difference to how someone thinks about a person, or how Muslims think about Allah <p>L3</p> <ul style="list-style-type: none"> Describe some of the 99 Names of Allah Say how thinking about the names may help someone today 	<p>Remember to be careful about not drawing Allah or Muhammad (PBUH)</p> <p>Explain to children that the Names and calligraphy are ways of saying something about God without drawing God.</p> <p>Don't forget to keep recording all your questions in your "Why?" book.</p>
Merciful	All-peaceful	Protector																													
Mighty	King	Creator																													
Maker	Provider	Judge																													
All-knowing	Watchful	Gentle																													
Forgiving	Supreme	With-holder																													
First	Last	Just																													
Hidden	Exalted	Generous																													
Patient	Guide	Afflicter																													
Light	Wise																														

		<ul style="list-style-type: none"> • Choose one name used in the Quran to describe Allah, reflect on what the name means, and think about how this quality or characteristic might be seen in their own and others' lives today. Sentence starters could be used to support those who need it. Children could decorate their written work with an appropriate Islamic pattern. • Choose four of the beautiful names above. Copy them in large script. Explain what they mean. Talk or write about how a person might be changed or influenced by reflecting on each name. • Look at the way contemporary Islamic artist Hafeez Shaikh expresses the 99 beautiful names today (http://www.arthafez.com/gallery.html) and be inspired by his use of colour and lettering to make their own artwork around the name of God, taking care to follow Islamic principles of not depicting living forms. Using no more than 50 words, children write a brief statement explaining their artwork. <p>See example of 8 of the 99 Names in Arabic with English explanations on p13</p>		
--	--	---	--	--

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE																		
<p>What do Sikhs believe about God?</p>	<ul style="list-style-type: none"> Find out about Sikh beliefs about God Use the right words to talk about Waheguru Begin to compare Sikh, Muslim and Christian beliefs about God 	<p>What do Sikhs believe about God? Using a text Here is the Mul Mantra or Mool Mantar. It is the key summary of Sikh belief in God. Sikhs will spend a lifetime exploring this, so don't expect your children to find this easy! But the activity asks them to match the meaning to the statement, and then asks some reflective questions. Give children the text below cut up as a set of cards for children to pair up.</p> <table border="1" data-bbox="600 496 1487 1027"> <thead> <tr> <th>Mool Mantar</th> <th>Statement</th> </tr> </thead> <tbody> <tr> <td>There is only One God</td> <td>Simple words to say that there are not several gods; but impossible to grasp in your mind what "God" means</td> </tr> <tr> <td>His Name is Truth</td> <td>Not just all the right answers to questions, but the True One</td> </tr> <tr> <td>The Creator</td> <td>Cause of the universe and everything in it; keeping the universe going, like a dance is kept going by a dancer</td> </tr> <tr> <td>Without Fear</td> <td>God has no rivals; nothing can harm or threaten God</td> </tr> <tr> <td>Without Hatred</td> <td>God is a good judge, caring and fair</td> </tr> <tr> <td>Timeless</td> <td>Time is the servant of God. God is not tied down by time. God is eternal.</td> </tr> <tr> <td>Unborn and self-existent</td> <td>God is free from birth and death. God has not come to earth in a body. God just <i>is</i>.</td> </tr> <tr> <td>Known by the grace of the Guru</td> <td>You cannot get to God yourself – God must open your eyes.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Sikhs use different names for God, but <i>Waheguru</i> or Wonderful Lord is a commonly-used name. Questions for reflection, linked with the different statements in the Mool Mantar. Ask children to choose one or two of the questions to explore. If your children are able to do this, get them to talk about them together in pairs to pair and share, or groups, or choose a couple to talk about as a whole class. Give them plenty of time to think – allow time for silence as they reflect. Ask them to sum up their talk with two sentences: "This made us think..." and "We wonder..." Ask a writer in each group to record their sentences to share with the class. <p>1. How big is the universe? Difficult to imagine. So let's start by imagining how big the sea is. Too big to imagine? How about how many grains of sand on a beach... or in one handful of sand...? If we can't easily grasp these, then there is</p>	Mool Mantar	Statement	There is only One God	Simple words to say that there are not several gods; but impossible to grasp in your mind what "God" means	His Name is Truth	Not just all the right answers to questions, but the True One	The Creator	Cause of the universe and everything in it; keeping the universe going, like a dance is kept going by a dancer	Without Fear	God has no rivals; nothing can harm or threaten God	Without Hatred	God is a good judge, caring and fair	Timeless	Time is the servant of God. God is not tied down by time. God is eternal.	Unborn and self-existent	God is free from birth and death. God has not come to earth in a body. God just <i>is</i> .	Known by the grace of the Guru	You cannot get to God yourself – God must open your eyes.	<p>I can...</p> <p>L1</p> <ul style="list-style-type: none"> Use at least two words to describe what Sikhs believe about God (from the Mool Mantar) Say something that I find puzzling about these ideas of God <p>L2</p> <ul style="list-style-type: none"> Take two of the phrases from the Mool Mantar and say what they mean for Sikhs Choose an idea or question about God that made me wonder, and say how it made me feel <p>L3</p> <ul style="list-style-type: none"> Describe what Sikhs believe God is like, using the Mool Mantar to help me Say what made me think when we reflected for ourselves, and make a link with what some other 	<p>These are difficult concepts to grasp, but it is worth wrestling with them, allowing children to see that ideas of God are difficult, and that humans don't have all the answers. Allow some questions to be left unanswered – make a note of them in your "Why?" book. You might invite a Sikh in to answer some, or you might find that they are simply too mysterious for human beings!</p>
Mool Mantar	Statement																					
There is only One God	Simple words to say that there are not several gods; but impossible to grasp in your mind what "God" means																					
His Name is Truth	Not just all the right answers to questions, but the True One																					
The Creator	Cause of the universe and everything in it; keeping the universe going, like a dance is kept going by a dancer																					
Without Fear	God has no rivals; nothing can harm or threaten God																					
Without Hatred	God is a good judge, caring and fair																					
Timeless	Time is the servant of God. God is not tied down by time. God is eternal.																					
Unborn and self-existent	God is free from birth and death. God has not come to earth in a body. God just <i>is</i> .																					
Known by the grace of the Guru	You cannot get to God yourself – God must open your eyes.																					

		<p>no way we are going to be able to grasp the Sikh idea of "one God".</p> <ol style="list-style-type: none"> 2. How do you feel when you don't know if someone is telling the truth? Can you trust them? How do you feel when someone is being truthful? What difference would it make if someone was always totally truthful? How might this be helpful to Sikhs, to worship the God who is always True? 3. Look at a leaf or a flower. Imagine how pleased you would be if you could make something so simple and beautiful as that! Imagine how clever you would be too! What words might describe a creator of the <i>world</i>? How might Sikhs feel about this creator? 4. What are you afraid of? Can you imagine not being afraid? What difference would it make to you? Sikhs believe God is not afraid, so how might this help them when they are scared? 5. Do you sometimes get cross? Have you ever thrown a toy onto the floor in a rage? Have you ever been angry with someone else? Does it make you feel good or bad? What would it be like if you could be calm and kind instead of angry and worked up? How might Sikhs be helped by believing God is <i>always</i> calm and kind? 6. How old are you? How have you changed in the last five years? What will be different about you in five years' time? Sikhs believe that God does not change because time does not affect God. God is just the same, always. What questions puzzle you about this? 7. Can you think of something that begins and ends? A piece of music? A day? A year? A seed that grows and dies? A hamster that is born and dies? People? Can you think of anything that does not begin or end?? Even the earth began at some point. Even the universe began. Some people think the universe will end too! Difficult, isn't it? Can you imagine something without beginning or end? Can you stretch your mind that far? Sikhs say that God is without beginning or end. How does your brain feel now? <ul style="list-style-type: none"> • Show children the Ik Onkaar symbol , the first words of the Mool Mantar: There is only one God. Make a large version of it for display in "bubble writing", and fill it with the words from the Mool Mantar and also the sentences children used in response to the reflective questions above. 	pupils said	
--	--	---	-------------	--

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils to be able to say "I can..."	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
<p>How can we express our own beliefs clearly?</p> <p>What difference do our beliefs make to what we do?</p>	<ul style="list-style-type: none"> Express their own ideas with increasing clarity and depth Develop their understanding of the fact that beliefs have an impact on what we do. 	<p>How can people say clearly what they think about God?</p> <ul style="list-style-type: none"> Ask children to select examples of what 7-10 year olds from Islam, Sikhism and Christianity say about God from the website www.natre.org.uk/db This site gives access to over 15000 statements of belief by children in RE. Children should choose five they agree with and five they disagree with. They can be cut and pasted to file, or shown on a whiteboard Ask children to compare their selections. Why do people believe different things? What is the same about Muslim, Christian and Sikh Christian beliefs? What differences are there? To finish, ask children to write a statement of belief for themselves and send it to the site (the site is regularly updated). Consider what difference believing in God makes: does it make people likely to pray, to be kind, to work hard, to be deep thinkers? Why / why not? 	<p>I can...</p> <p>L1</p> <ul style="list-style-type: none"> Use some religious words to show that I recognise what Muslims, Sikhs and/or Christians believe about God Talk about the idea of God for myself <p>L2</p> <ul style="list-style-type: none"> Pick out some things that are the same between Muslims, Sikh and Christian beliefs about God Express my own ideas about God <p>L3</p> <ul style="list-style-type: none"> Recognise similarities and differences between Sikh, Muslim and Christian beliefs about God Express my own views about God-questions clearly 	<p>As a low-tech alternative, you could pre-select 20 comments from www.natre.org.uk/db and copy them onto cut out cards for sorting.</p> <p>The impact of belief: good teaching will draw out the differences faith in God is claimed to make.</p> <p>There is no problem about children expressing the belief that there is no God in this activity. Skills are the important thing, not the stance pupils take.</p>

Pupil resource **EIGHT OF THE BEAUTIFUL NAMES OF ALLAH**



AR-RAHIM
The Merciful

He who gives blessings and prosperity, particularly to those who use these gifts as Allah has said, and is merciful to the believers in the hereafter.

YA-RAHMIN

He who repeats this Name 100 times after each Fajr [early morning] prayer will find everyone to be friendly towards him and show easiness to him.



AL-KHALIQ
The Creator

He who creates every thing from nothing and who creates all things with the knowledge of what will happen to them.

YA-KHALIQ

He who repeats this Name at night Allah will create an angel whose duty it is to act righteously for this person until the day of judgement. The reward for this angel's actions will be given to that person.



AL-WADUD
The Loving

He who loves those who do good and bestows on them His compassion. He who is the only one who should be loved and whose friendship is to be earned.

YA-WADUD

If there is a quarrel between two people, and one of them repeats this Name 1000 times over some food and has the other person eat the food, there will be no disagreement between them.



AL-HADI
The Guide

He who guides, gives success and directs His servant to do things beneficial to others.

YA-HADI

He who repeats this Name will have spiritual knowledge.



AL-HAKIM
The Wise

He who has wisdom in all orders and actions.

YA-HAKIM

He who repeats this Name continually [from time to time] will not have difficulties in his work.



AL-GHAFUR
The All-Forgiving

He who forgives all.

YA-GHAFUR

He who has a headache, fever, and is despondent, who continually repeats this name, will be relieved of his ailment.



AL-SALAM
The Source of Peace

He who frees his servants from all danger and obstruction. He who gives His greeting to those fortunate people in heaven.

YA-SALAM

He who repeats this Name 160 times to a sick person will help them regain health.



AL-KARIM
The Generous One

He who is generous.

YA-KARIM

He who repeats this Name many times will have esteem in this world and the hereafter.