



		<p>RE Transition Unit for Years 6 / 7</p>
		<p>What difference does belief make? The impact of belief in life</p>
		<p>Sandwell SACRE Support for the Agreed Syllabus</p>
		 <p>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</p>

TITLE: What difference does belief make? The impact of belief in life. Y6 / 7 Transition unit

ABOUT THIS UNIT:

This is a transition unit, designed to 'bridge' key stage 2 and key stage 3. The intention is that pupils will spend 4-6 hours at the end of Y6 creating a piece of work to take with them to the secondary school, and 4-6 hours at the start of Y7 reinforcing and building upon the unit. It focuses on good practice in transition. The unit is about the ways in which stories have an impact on belief in religions, and the ways in which beliefs and stories are used in communities.

The religions studied in this unit can be selected by the school. At Y6, Christianity plus either Islam or Hinduism are suggested. At Y7, Christianity and any one or two from Sikhism, Judaism and Humanism are suggested. These ideas fit well with the syllabus, but other religions can be studied as well if desired by the school.

The themes on which the unit is based are to do with beliefs, teachings and authorities and to do with religious community life. Pupils will be offered experiences such as discussing religious and philosophical questions, considering a wide range of human feelings and emotions and reflecting on their own beliefs and values in the light of what others say.

Estimated time for this unit: 6 hours in KS2 and 6 hours in KS3.

Where this unit fits in:

This unit builds upon the Y6 units of the scheme of work, drawing together materials about the importance of religion, and using literacy skills developed during Y6 to explore some key stories of faith.

There are particular opportunities in this transition approach for teachers in KS2 and KS3 to work together, sending a piece of pupils' work between the key stages. The work also encourages pupils to think about transitions and changes in religion in relation to their own experience of change and 'moving up'. The unit will facilitate a positive and engaging start to KS3 RE.

KEY STRANDS ADDRESSED BY THIS UNIT

- Religious beliefs, teachings and sources
- Questions of identity, diversity and belonging

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

- Appreciation and wonder by recognising that knowledge is bounded by mystery, and ideas and beliefs about God are often shared in stories and symbols;
- Self-awareness by recognising their own uniqueness, their own beliefs and values, and their own sources for a sense of self-worth.

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

This unit enables pupils to develop:

- Spiritually by considering the impact of beliefs about God on people's lives, and their own views.
- Morally by developing ideas about the links between beliefs and values at a simple level;
- Socially by considering the impact of shared beliefs on community life, and the process of transition that they are going through themselves;
- Culturally by taking account of the diverse stories, community life and beliefs they encounter.

EXPECTATIONS At the end of this unit	
Nearly all pupils will be able to... (L3)	<ul style="list-style-type: none"> • Retell religious stories and suggest a meaning for what they teach about God • Describe some ways in which religious stories are used in different communities • Make links between the beliefs of a religion and the stories told in the community • Use some of the key vocabulary of belief and community.
Many pupils will be able to...(L4)	<ul style="list-style-type: none"> • Show that they understand some different perspectives on the question 'is God real?' • Apply ideas from two different perspectives to what believers say about God • Use religious concepts simply, such as belief, community, sacred text, holy writings. • Use the religious vocabulary of one or more traditions to describe how the community uses its sacred stories
Some pupils will be able to ... (L5)	<ul style="list-style-type: none"> • Explain the impact of belief about God in some religious communities in the UK • Express a thoughtful opinion about why some people reject belief in god. • Explain some ways in which stories can communicate beliefs. • Use accurately and thoughtfully the language of religion and of religious study to explain the impact of faith stories on communities.

ASSESSMENT SUGGESTIONS:

Primary teachers can assess this work by setting a learning task towards the end Y6. Pupils may take this piece of their RE work to the start of the secondary phase.

Secondary teachers can take account of the standards set in Y6 and plan for progression on the basis of prior achievement. They can assess this work through a task set after 4 hours of RE in KS3.

Exemplar Task A:

Pupils take part in a creative piece of work based on a story about God. They write a structured reflection on the story from the point of view of a key character in the story. They write a personal reflection on what they believe about God.

Assessment Outcome:

- To express their own beliefs and ideas
Context: Beliefs about God in Christianity and either Islam or Hinduism
- Make links between stories and beliefs in faith communities
Context: Christian and either Muslim or Hindu stories

Steps to Success: Remember to:

- Use your imagination to describe / explain how the person in your story was feeling and thinking.
- Use your thoughtfulness to describe / explain what beliefs about God are found in your story
- Use your creative skills to express your own ideas about God clearly.

Exemplar Task B:

Learning with writing frames, visual and video stimuli and storytelling activities including drama are a good stimulus for this written assessment.

Assessment outcome:

- Pupils devise a story / narrative / parable of their own to express a belief about God simply.
Context: They use sacred text or other sources to explore a question about belief in God for themselves.

Steps to Success: Remember to:

- Show that you understand the meaning of some sacred texts you have studied for yourself
- Give an idea of your own about a question to do with God, and a reason to support your idea
- Express your views in the light of some other, different views, in a reasonable argument.

Prior learning	Vocabulary	Resources
<p>It would be helpful if pupils have:</p> <ul style="list-style-type: none"> • Studied the Y6 units about the importance of religious commitment in communities • An awareness of some ways in which beliefs are conveyed through stories in religious traditions • A basic understanding of some questions about God • Text-level skills from the Literacy strategy to explore traditional stories 	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Beliefs about God e.g. theist, real, atheist, loving, powerful.</p> <p>The ways religious communities hold stories dear: tradition, scripture, narrative, sacred text, holy book, authority, spiritual, symbolism.</p> <p>The language of commitment and community, including its religious uses.</p>	<p>RE Today Services (www.retoday.org.uk) publish relevant items:</p> <ul style="list-style-type: none"> ➤ Moving On Up: a transition unit closely linked to this, full of classroom materials for Y6 and Y7. ➤ Developing Primary RE: Stories of God, ➤ Developing Secondary RE: Questions about God <p>BBC Broadcast (also available on DVD / Video) Pathways of Belief, a whole series covering the 6 religions. www.bbcschoolshop www.bbc.co.uk/learningzone/clips www.muslimheritage.com A Muslim heritage site with lots of materials about Islamic history. www.aish.com/wallcam/default.asp A live webcam to the Western Wall where Jews love to pray. www.buddhanet.net A gateway for Buddhism http://rejesus.co.uk A site about how people see Jesus. www.hindukids.org A children's site for learning about Hinduism. www.sikhs.org A gateway for Sikhs on the web www.natre.org.uk/db is a good source for voices of children and young people on questions of faith and belief. Over 30,000 comments have been collected, covering a wide range of beliefs. years.</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
What is the place of religion and belief in our community?	<p>Pupils should: Know some stories from different traditions which express an idea about God</p> <p>Understand how the religious communities use these stories to explore beliefs about God</p>	<p>At Y6: Religion around us</p> <ul style="list-style-type: none"> • What religious communities are represented in our area, and in another different area of the UK? • Using the government's statistics website (www.statistics.gov.uk), pupils find out how many people in their area are members of three different religions, and compare their area with another that provides a contrast. • They consider why the UK is a multi-religious society, and what the advantages of such a shared society might be. • They think about the communities that are numerous in their area and region, and about other communities. What is it like to be a majority? A minority? 	<p>Pupils: Recognise from census data that England is a multi-religious country (L3).</p> <p>Describe some advantages and strengths of religious diversity (L3)</p>	<p>This unit requires good liaison between the primary and secondary phases of education to be most effective. This can be demanding, but is worth the effort. Links to other subjects: This unit will be enhanced where teachers use learning activities from the text level work of the literacy strategy to create good lessons based on religious story.</p>
What are the stories that different religions tell to their children to teach them about God?	<p>Consider what these stories mean.</p> <p>Ask good questions about what makes a story worth telling many times or to many generations.</p> <p>Ask good questions about the beliefs to do with God found in the stories</p>	<p>Stories of God</p> <ul style="list-style-type: none"> • What stories about belief in God are told in the community of Christians and / or Muslims and Hindus? Pupils encounter some stories of God and analyse them using hot seating in character, thinking skills activities such as sequencing and speculating, and textual activities such as writing a newspaper report, scripting an interview or creating a press release. • Using a range of sources, they explore different versions of the stories for different age groups. They consider what the stories teach about god, and ask their own questions about belief in God. 	<p>Retell stories of God from different religions with increasing confidence and creativity (L2-3)</p> <p>Identify a simple way in which belief about God is shown in a story and has an impact on life (L3)</p>	<p>Source analysis of texts is a skill in History at KS2 and 3 which has close parallels to the work set here: 'Pupils begin to select and combine information from different sources' (Hi Level 4)</p>

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Why do religious people keep telling the same stories over and over?	Develop understanding of the ways stories help communities to pass on the faith and to reflect on beliefs	<p>Communities and stories</p> <ul style="list-style-type: none"> How does the community use these stories to pass on their beliefs about God? Pupils look at web resources and examples of children's books for those several years younger than themselves that Christians, Hindus or Muslims use to teach the faith to their children. They create a resource of this type from one of the stories they have studied – a picture book of a story of Krishna or Jesus, or a simple version of a story of the Prophet Muhammad (PBUH). Why do the religious communities value these stories of God so highly? Pupils consider the significance and impact of key stories, for example about the coming of God in Jesus (Christian), the giving of the Holy Qur'an (Islamic) or the rescue of Princess Sita from Ravana (Hindu). What makes these stories lasting, popular and profound? 	<p>Make links between the stories told in faith communities and the beliefs held by members of each faith (L3)</p> <p>Use key words such as 'community' 'narrative' 'sacred text' 'holy book' 'symbolism' to describe their learning about religion (L4)</p>	Links with faith communities, including parents and pupils' own experience will greatly enhance the learning in this section. Set a homework to interview a religious person about a key story – when did they first hear it? Has its meaning grown deeper since then?
How do beliefs about God make a difference to the religious communities?	Develop understanding of religious beliefs, particularly those connected with God. Develop understanding of the plural nation in which they live.	<p>At Year Seven: In the light of work done at the end of year six:</p> <ul style="list-style-type: none"> What religious communities are represented in our area, and in another different area of the UK? Pupils can reprise the work done on the web at www.statistics.gov.uk, and search www.natre.org.uk/db to see what young people from the religions they are going to study think about the idea of God. 	Show that I understand the meaning of a statement like 'Britain is a plural society, where everyone needs to work for the well-being of others' (L4).	ICT: Activities suggested in this unit involve using a database and collecting information from a website. They are simple, and in line with the ICT curriculum 'Pupils use ICT to find and use appropriate stored information' (ICT Level 3)

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<p>What do religious stories tell us about belief in God?</p>	<p>Understand some ways in which beliefs have an impact on communities</p> <p>Reflect upon questions such as 'where do my ideas about God come from? What experiences have made a difference to my beliefs? Can anyone create a story to express beliefs? Can I do this thoughtfully myself?</p> <p>To show that they understand the ways in which communities from two or more different religions (or from a non-religious view of the world) use their stories to share ideas</p>	<p>Stories of belief and disbelief</p> <ul style="list-style-type: none"> • What stories about beliefs to do with God are told by Christians and / or Sikhs, Jews and Humanists? • Pupils encounter some stories of belief and disbelief in God and analyse them using strategies such as rewriting, drama, creative arts activities and thinking skills approaches such as examining similarities and differences, working on characterisation or creating metaphors for characteristics of the key figures in the story. • Using a range of sources, including sacred text where appropriate, they begin to interpret the meanings of the stories and the beliefs they express. They consider their own questions about belief in God in the light of the teachings of religious and non-religious views of the world. • How does the community use these stories to pass on their beliefs about God? Pupils consider the role of stories in festivals, the nurture of young children and other community activity. • They design a 'flash' presentation to animate one of the stories simply, and express its meaning clearly, sharing this with the class, or with younger children. They evaluate the reasons why the stories of God matter so much in faith communities. • What ideas are communicated through stories in different traditions? What do pupils think of these ideas? Pupils consider the significance and impact of key stories, for example about the idea that: <ul style="list-style-type: none"> ➤ death can be conquered, in the story of the resurrection of Jesus (Christian), ➤ God can be known in our hearts and experience, from the story of Nanak's disappearance in the river (Sikh) ➤ people can find a true path in life, from the story of the giving of the Law of Moses (Jewish) ➤ humans must live with dignity and compassion, but without belief in god or heaven (Humanism) • Pupils respond thoughtfully by applying the ideas from the different communities they are studying to their own understanding of questions about God. 	<p>Use key words such as 'believer' 'atheist' 'experience' 'sense of God' 'spiritual' to reflect on what they are learning from religion.</p> <p>Show that they understand how communities share their faith with young children</p>	<p>Wider learning: Literacy and creativity links are easy to make with this activity.</p> <p>Set the activity in the context of the transition to secondary schools</p>

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<p>What do I believe about God? What ideas about God come from my community?</p>	<p>To apply ideas from the teaching of sacred texts to their own opinions, and respond for themselves.</p>	<p>Express yourself in a story</p> <ul style="list-style-type: none"> • Can you express your own beliefs and ideas (positive or negative) about a question to do with God and the purposes of life through a story? • Pupils use well-structured and scaffolded frameworks to develop and illustrate a story of their own which expresses a belief about life's purposes or about God. • Pupils take a creative opportunity to make a work of art, a poem, a meditation or a prayer to answer a profound question about god for themselves. 	<p>Apply the idea that stories carry beliefs in a symbolic way to a story from a religion and a story they have written themselves.</p>	<p>These activities allow pupils to show what they have learned about and from the unit. It can be used to confirm assessment judgements made throughout the unit.</p> <p>RE needs creativity. This is a simple activity where links between RE and literacy can be effective.</p>

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