

TERM: Autumn 1		YEAR GROUP: 4		SUBJECT: RE: Are all religions equal?	
WEEK 1 DATE: Introduction: How can we talk about religions and worldviews respectfully?	WEEK 2 DATE: How are different religious worldviews connected?	WEEK 3 DATE: Is there more than one way to understand God?	WEEK 4 DATE: Why is religious harmony important?	WEEK 5 DATE: How can people from different worldviews live on harmony?	WEEK 6 DATE: How and why should we celebrate religious equality?
<p>LO: To listen and respond respectfully to others' thoughts, opinions and ideas.</p> <p>Success criteria: I can explain my thoughts, ideas and opinions clearly. I can respond to questions and comments from others. I can listen to someone else's opinion without interrupting. I can say why I agree or disagree with someone</p> <p>Main event: <i>Resource: Discussion cards</i> (one page per group) Discuss characters, decide if they agree or disagree with each character.</p> <p>Support: <i>Discussion sentence starters</i> to support their discussion.</p> <p>Challenge: Take on the observer role, challenging them to consider speaking and listening skills from both perspectives and to be constructively critical.</p>	<p>LO: To recognise that there are many connections between religious worldviews.</p> <p>Success criteria: I can identify connections between different religions. I can explain how beliefs, people and places connect religious worldviews. I can talk about why making connections can help with understanding others' worldviews.</p> <p>Main event: <i>Work in pairs: resource: Join Connection statements with Religion cards.</i> Children explain the connections they have made.</p> <p>Support: Give time to read and discuss their statement with a partner before sharing it with the class.</p> <p>Challenge: Could use books or the link: Britannica Kids Religion to research other connections between religious worldviews.</p>	<p>LO: To explain similarities and differences in how people understand God.</p> <p>Success criteria: I can explain why God can be referred to by different names. I can find evidence of beliefs about God in scripture. I can compare the ways different people might understand God.</p> <p>Main event: <i>Presentation: Zoroastrian quote.</i> In pairs complete the following sentence: 'This quote tells me that some people from the Zoroastrian worldview may think God...'. Draw picture or symbol to represent God. <i>Activity: What is God like?</i> highlight words or phrases in the scripture that stand out to them. Swap sheets ensuring each group sees scripture from at least two different worldviews.</p> <p>Support: Access links given to find the meaning of tricky words used in the scripture.</p>	<p>LO: To identify how some Sikh beliefs and practices reflect ideas about religious equality.</p> <p>Success criteria: I can explain the story of Guru Nanak. I can connect the story of Guru Nanak with what some Sikhs believe and do. I can make links between Sikh scripture and actions.</p> <p>Main event: Slide 1 of the <i>Presentation: Beliefs and practices.</i> Think about how the scripture links to Guru Nanak's message. <i>Activity: Sikh beliefs about equality.</i> Choose two scripture quotes and two actions (from the <i>Resource: Sikh beliefs and practices</i>) record how each links with Guru Nanak's message. Ask the children to write about how the khanda symbol represents some Sikh beliefs.</p> <p>Support: Use <i>Activity: Sikh beliefs about equality: support version.</i></p> <p>Challenge:</p>	<p>LO: To determine how Bahá'í teachings influence some practices.</p> <p>Success criteria: I can use a range of information to learn about Bahá'í beliefs and practices. I can identify what might be important to someone from the Bahá'í worldview. I can make links between Bahá'í teachings and Sikh teachings.</p> <p>Main event: Write Bahá'í use sources to find out what might be important to people from the Bahá'í worldview and how they might answer the lesson enquiry question: 'How can people with different worldviews live in harmony?'. Support: Focus on two sources (e.g. the houses of worship and songs) during the Main event.</p> <p>Challenge: Answer question, 'How can we live together in harmony when we all have different</p>	<p>LO: To express ideas about religious equality and harmony.</p> <p>Success criteria: I can explain the importance of World Religion Day. I can express my ideas creatively. I can explain and justify my ideas using learning from previous lessons.</p> <p>Main event: Play the <i>Audio: Shopping centre manager</i> to the class. Design a poster, slide show or video. Explain why World Religion Day is important and how it can be celebrated. Their design should include information about different religions.</p> <p>Support: Refer to the <i>Knowledge organiser</i> and <i>Presentation.</i></p> <p>Challenge: Select scripture quotes from previous lessons (Lesson 2, 3, 4) which reflect beliefs about religious equality and harmony to include in their video, slide show or poster.</p>

		<p>Challenge: Use evidence to explain their reasoning, explain how the scripture read might influence people's daily lives if they think about God in a particular way.</p>	<p>Explain how scripture and the actions of some of the Sikh Gurus influence the lives of some Sikhs today.</p>	<p>worldviews?' from a Bahá'í perspective.</p>	
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