

TERM: Autumn 1		YEAR GROUP: 4		SUBJECT: RE: Are all religions equal?	
WEEK 1 DATE:	WEEK 2 DATE:	WEEK 3 DATE:	WEEK 4 DATE:	WEEK 5 DATE:	WEEK 6 DATE:
Introduction: How can we talk about religions and worldviews respectfully?	How are different religious worldviews connected?	Is there more than one way to understand God?	Why is religious harmony important?	How can people from different worldviews live on harmony?	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: <i>Slide 1 of the 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: <i>Use 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: <i>Play the 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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