

Why is the word 'God' special to Christians?

EYFS-unit F1



ASK QUESTIONS



LOOKING AT
STORIES



EXPRESSING
IDEAS



OBSERVATION



INTERPRETING
ART AND IMAGES

Unit F1: Why is the word 'God' special to Christians?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living.

Suggested questions you could explore:	Learning outcomes: Plan learning experiences that enable children to ...	Suggested content: Teachers can select content from this column to help pupils achieve the learning outcomes in column 2. Teachers can use different content as appropriate. <i>'Making connections' is woven through this unit: as you explore the ideas and stories with children, talk about how they affect the way people live, making connections with the children's own experiences.</i>
What does the word 'God' mean? Which people believe in God? Which people believe God is the Creator of everything? What is amazing about the world? What do Christians say about God as Creator? What is the story that Christians and Jews use to think about the Creator? What do Christians and other people (including non-religious) think about the world and how we should treat it?	• Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it. Colour key: Making sense Understanding impact Making connections	One way into this unit might be to spend some time in the outside play area in various weathers, to experience the world as a way into talking about it. • Display a large picture of the globe and show some pictures of animals from around the world (e.g. elephant, camel, kangaroo, sheep, blue whale, tuna, albatross). Help children learn the names and talk about where they can be found in the world. Talk about beautiful things in nature. Add the sun and moon to the display. Draw/paint/collage some pictures of their favourite creatures. Talk about things they find interesting, puzzling and wonderful about the world. • Introduce the idea that quite a few people around the world think that the whole world was created by God. Read the creation story from a children's version of the Bible. Get children to point out which parts of the world were made on which day in the story, including animals and humans. Give children a chance to put some of the display pictures in the order of the story as they talk. Talk about the idea of a Creator. Talk about what is different about the creations they made (their paintings, etc.) and the idea Christians, Jews and Muslims have about God as Creator: they believe God created life. Talk about how special the word 'God' is for Christians (and others) – because they believe he is the Creator. • Christians like to praise the Creator: talk about why they might like to do this. See if children have any ideas about what Christians might say to God in their prayers – thanking God for the world and for life. Show some clips of Christians singing praising songs (e.g. www.bbc.co.uk/programmes/p044h89p) in church and outside. Talk about why they do it, and what they are saying. • Connect with idea of harvest celebrations as a way Christians thank their Creator. Find out what happens at a harvest service or take part in one, if the timing of this unit is right. Sing some harvest songs (e.g. Out of the Ark Music's 'Combined Harvest' songs, Fischy Music, iSingPOP). Talk about how Christians like to bring food to the service, and then to share it with people who need it. • Make links between how Christians think God is amazing, and so are careful with how they use his name; and how they think the world is amazing, so try to treat it well, and all creatures too. Decide as a class if children also think the world is amazing, whether or not they believe in God. Decide some things that children could do to treat the world and other people well. Try and do those things!

What is amazing about the world?

Pupils went outdoors to explore the natural environment.

Used magnifying glasses-created a sense of awe and wonder.

Looked at close-up photos of patterns from nature to highlight the colour, variety and beauty to be found

Making connections:

Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.

Think about the wonders of the natural world, expressing ideas and feelings



OBSERVATION



EXPRESSING
IDEAS

What does the word God mean?

Introduce the idea, through story and creation art (global and from a range of artists), that some people believe a creator made the earth/is the reason there is something and not nothing.

Have they heard the word God before?



LOOKING AT
STORIES



EXPRESSING
IDEAS

Making connections:

Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.

Think about the wonders of the natural world, expressing ideas and feelings



Which people believe God is the creator of everything?



LOOKING AT
STORIES

Making sense:

Retell stories, talking about what they say about the world, God, human beings

Why should we care for the earth?

The idea of creating something and then giving it to someone to have stewardship is often a tricky concept, so by doing this creative activity pupils began to understand:

- how it feels to be a creator-hard work, being proud, wanting whom you give it to care for it
- how the person who is given it to care for should treat it (with care)
- how the creator would feel if the item is cared for or not

Link to the idea of stewardship-what some people believe the earth was created by God, that humans have a duty to care for it and do so because God made it.



ASK QUESTIONS



EXPRESSING
IDEAS

Making connections

Talk about what people do to mess up the world and what they do to look after it.

What do Christians and other people (including non-religious) think about the world and how we should treat it?

How do you look after the world?



ASK QUESTIONS

What do you like about the world?

Are you nice to animals?

Making connections

Talk about what people do to mess up the world and what they do to look after it.

What do Christians and other people (including non-religious) think about the world and how we should treat it?



St. Martin's, Grimsby

March 1 · 🌐



We were out litter-picking in the community again this week despite the rainy weather. Frank Sparkes you are a star!



ASK QUESTIONS

Making connections

Talk about what people do to mess up the world and what they do to look after it.

What do Christians say about God as creator?



6. Harvest

<https://www.bbc.co.uk/iplayer/episode/m000zwv4/my-first-festivals-series-2-6-harvest>

Understanding impact
**Say how and when Christians like
to thank their Creator**



EXPRESSING
IDEAS



- What different tools and methods or ways of knowing do you think work best with the EYFS units?
- Can you think of any others you may use?
- How do you think you can make these explicit to your pupils?

What does it mean to belong to a faith or belief community?

Year 1



REFLECTING ON
YOUR OWN
POSITION



COMING TO
CONCLUSIONS



ASK QUESTIONS



LOOKING AT
STORIES



EXPRESSING
IDEAS



OBSERVATION



EXPLORING
CASE STUDIES



LOOKING AT
INTERVIEWS



INTERPRETING
ART AND IMAGES

Unit: 1.10 What does it mean to belong to a faith or belief community?

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Ways of knowing e.g.	Ideas and some content for learning: Teachers can select content from these examples , and add more of their own to enable pupils to achieve the outcomes.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of beliefs: - Recognise that loving others is important in lots of communities - Say simply what Jesus and one other religious leader taught about loving other people Understand the impact: - Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean - Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Make connections: - Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences - Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	     	- Talk about stories of people who belong to groups. Find out about groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them. - Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christians: e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/<i>ichthus</i> badges, 'What Would Jesus Do' ('WWJD') bracelets, a rosary, a Bible; Muslims: e.g. an example of calligraphy, a picture of the Ka'aba, a <i>taqiyah</i> (prayer cap); Jews: e.g. a <i>mezuzah</i>, a <i>menorah</i>, a Kiddush cup, <i>challah</i> bread, a <i>kippah</i>), symbols of belonging in pupils' own lives and experience. Some non-religious people identify themselves as Humanist, and might wear the 'Happy Humanist' symbol. Explore this symbol with pupils. - Explore the idea that everyone is valuable. Tell the story of the Lost Sheep and/or the Lost Coin (Luke 15) to show how, for Christians, all people are important to God. Connect to teachings about how people should love each other too: e.g. Jesus told his friends that they should love one another (John 13:34–35), and love everybody (Mark 12:30–31); Jewish teaching: note that Jesus is quoting the older Jewish command to love neighbours (Leviticus 19:18); Muslim teaching: 'None of you is a good Muslim until you love for your brother and sister what you love for yourself.' (Al-Bukhari and Muslim) - Introduce Christian infant baptism and dedication, finding out what the actions and symbols mean. - Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – <i>brit bat</i> or <i>zeved habat</i>; Islam: <i>Aqiqah</i>; some non-religious people might have a Humanist naming ceremony. Note: Ensure that F4 content is not simply repeated but is built upon. - Find out how people can show they love someone and that they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the <i>chuppah</i> in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding. - Compare the promises made in a Christian wedding with the Jewish <i>ketubah</i> (wedding contract). - Compare some of these promises with those made in non-religious wedding ceremonies, whether Humanist or more broadly non-religious. Identify some similarities and differences between ceremonies. - Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities. - Explore the idea that different people have different worldviews, and that many people are not part of religious communities, but that most people are in communities of one sort or another. - Find out about times when people from different religions and none work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or the Royal British Legion Poppy Appeal and Remembrance Day on 11 November.

BQ: Who am I?
What helps make you who you are?

horse riding
pets
Dad
alice
mum
olivia
teddy
lel academy dancing
Family
Beautiful work
School

What makes you feel happy?	What makes you feel upset?
family teddy's beach bed toys friends holiday home	when daddy goes away when my sister and sister's

to belong to a



I can say a group or community that I belong to.

Swimming club
School community
family
Saturday club
sports camp
Dance Club
cheerleading

CG Club
Gymnastics
church
Didi Rugby
football
Dodge ball

What people, places and groups do you belong to?

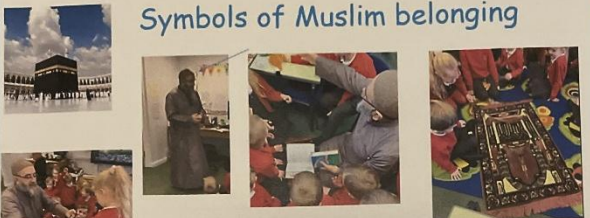


How do some Muslim and Christian people show they belong?

I can recognise symbols of belonging for many Muslim people

Today we looked at some of the symbols that Zeb told us were important symbols of belonging to some Muslim people, we also looked at examples of calligraphy.

Symbols of Muslim belonging



How might these show Muslim belonging?

We have talked about the pilgrims circling the Ka'ba being an incredible sign of belonging in Islam.

Where do you go to show you belong?

I belong to Elemen Academy. ✓
'It make me feel 'happy and excited' to belong there.

Make connections:

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences



COMING TO CONCLUSIONS



INTERPRETING ART AND IMAGES

10: I can recognise symbols of belonging for Christians

cross
the cross reminds Christians of Jesus.

Gtanny +
because it reminds me that Jesus died for me, He loves me and lives in my heart.

Bible
The bible is a holy book, it reminds Christians of Jesus. ✓
Christians use these symbols to be close to god or Jesus. ✓
Great answers Matilda.

ASK QUESTIONS

Is every person valuable?

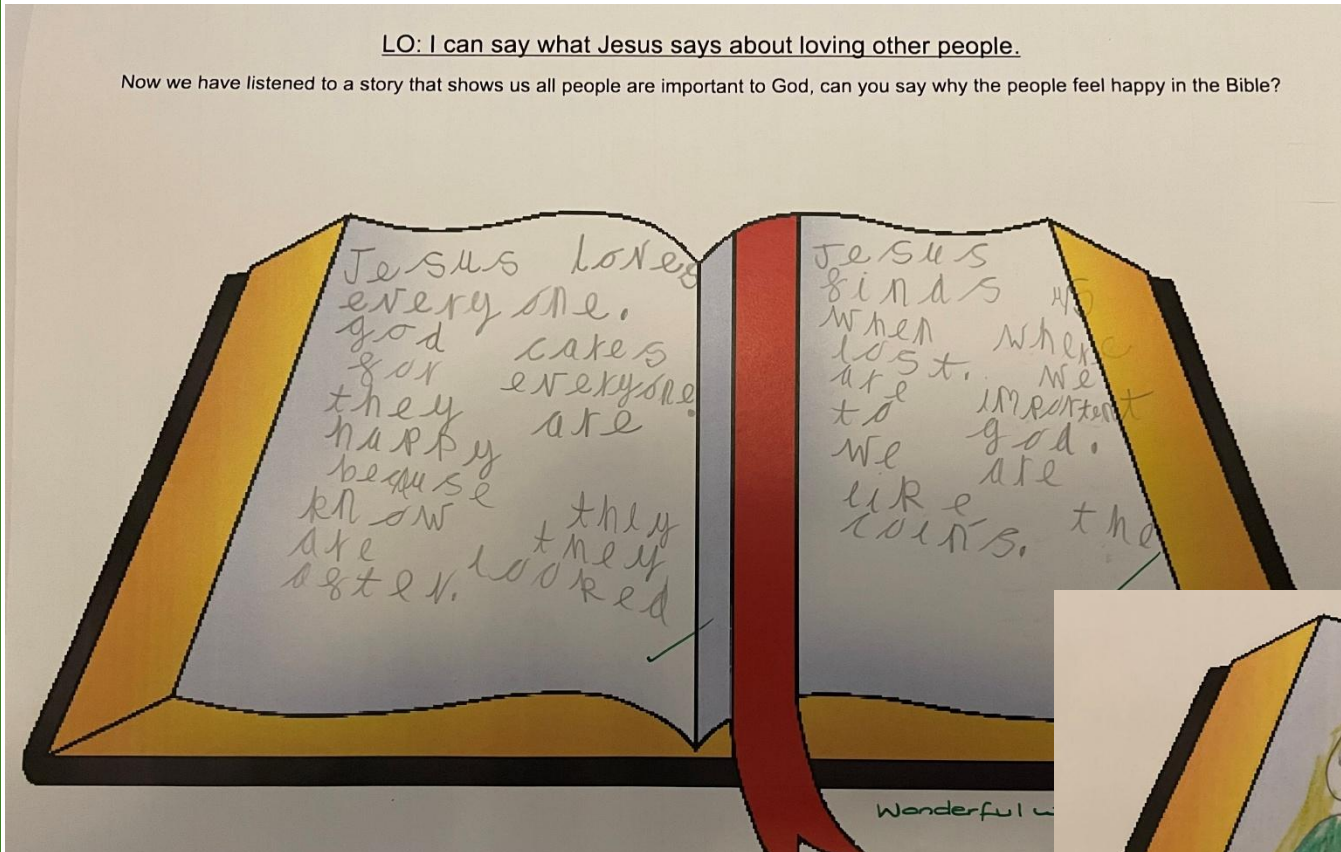


LOOKING AT
STORIES

LO: I can say what Jesus says about loving other people.

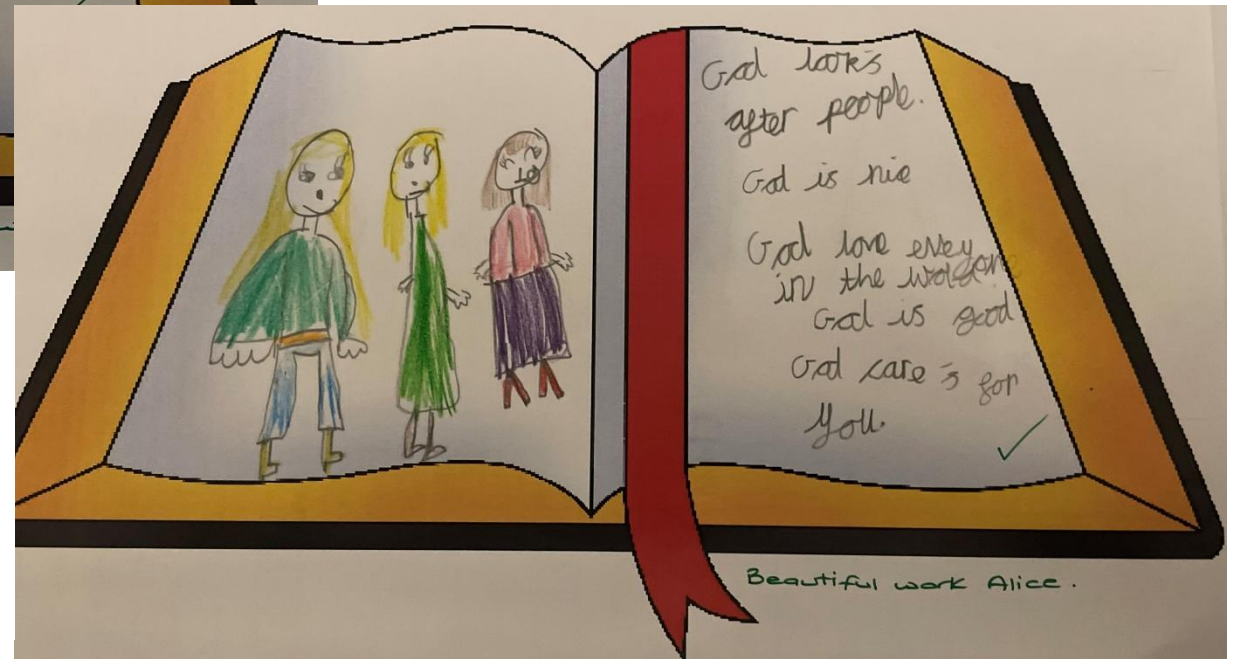
Now we have listened to a story that shows us all people are important to God, can you say why the people feel happy in the Bible?

Write or draw,
why people
feel happy in
the Bible.

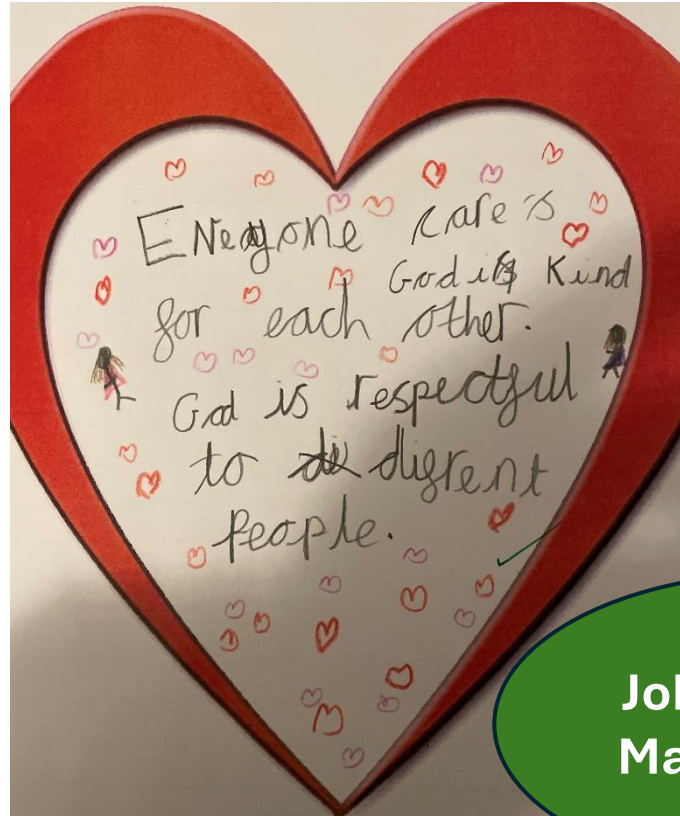


Make sense of beliefs:

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people.



LOOKING AT STORIES



Be happy

thank them
hear them
make them
laugh
make them
be really good
make them
to let them
with them

help them
help them
Play With them
make them happy
Be really good
to let them
to let them
make them good
make them happy

n 13:34-35
k 12:30-31



COMING TO CONCLUSIONS

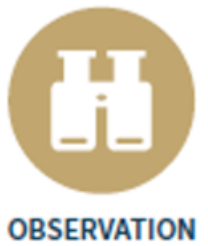


EXPRESSING IDEAS

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people

Welcoming a new baby

How do some Christians and Muslims welcome a new baby?



Tuesday 6th June 2023

LO: I can say what happens at a traditional Christian infant baptism.

Today we have learnt about a traditional Christian baptism. Following our learning we talked about the different elements and their significance.



Can you draw a picture of the thing you would keep from a baptism ceremony and explain why?



I would keep the cross the candle and the holy water.



Because the cross would remind me of Jesus dying on the cross. And the candle was lit on the great day. And the holy water because it is very amazing water. ✓

Understand the impact:

- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean

‘Proud,
special,
welcomed.’

‘Happy
because they
are part of
God’s family.’

‘So, so happy
because she’s
welcome in the
faith community.’



EXPRESSING
IDEAS



OBSERVATION

‘I think they are proud
because the baby is
welcome into God’s
family and loving god,
and god feels happy
too.’

‘They are crying
happy tears of
joy.’

Understand the impact:

- **Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean**

What would you whisper to a new baby?

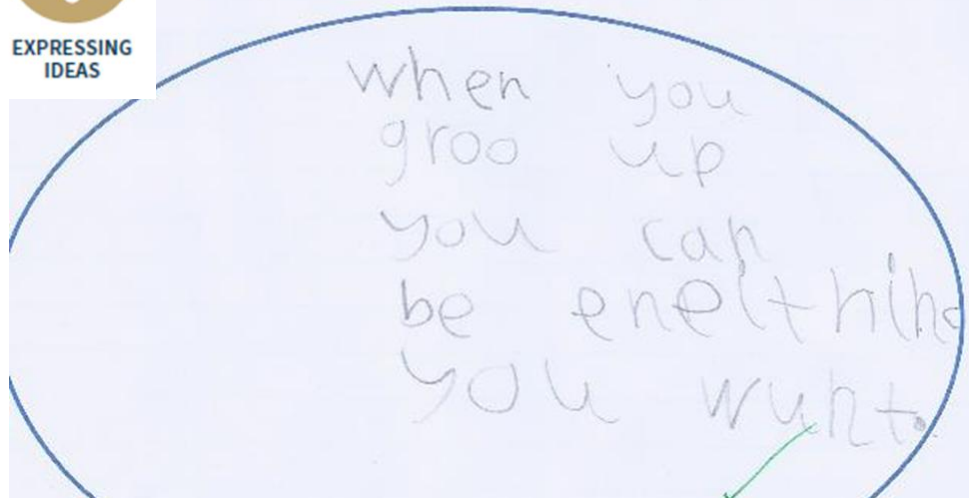
I wonder, what do you think you would whisper into a new baby's ear?

Would you tell them something about the world or would you tell them something they will enjoy doing when they are older?

In the box below, write down one important thing that you would tell a new baby about this world.



EXPRESSING
IDEAS

**Understand the impact:**

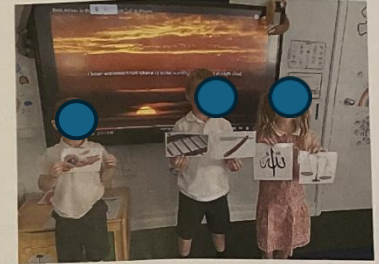
- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean



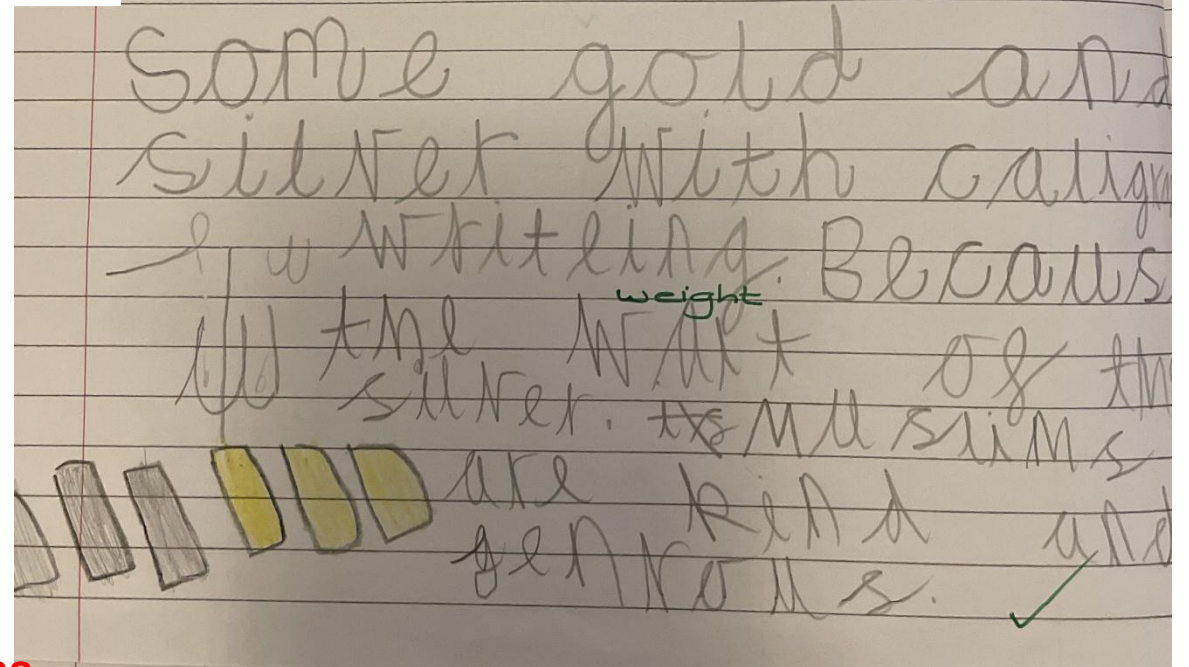
OBSERVATION

LO: I can say what happens when a baby is born into a Muslim family.

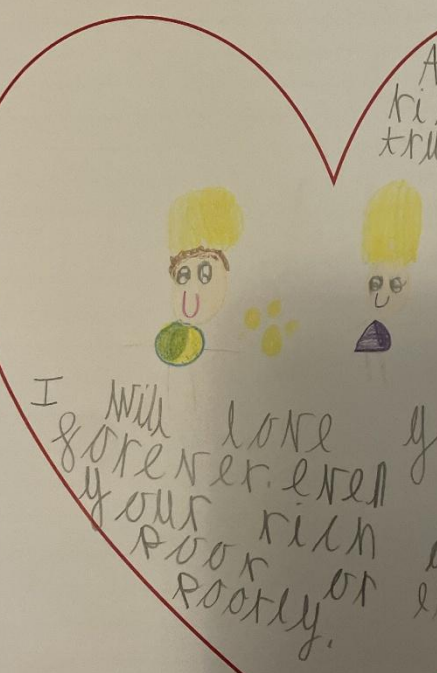
What memento from the ceremonies we have learnt about today do you think a Muslim parent would keep?



EXPRESSING
IDEAS



I can identify two ways some Christians show they belong to each other when married



A King true

I will love you forever, rich or poor, or even if you are poor or even

Promises
 Have a party
 Love
 Friendship
 I will care for you.
 I will always be kind to you.
 No God
 What promises might non religious people make?
 I will protect you.
 I will love you for ever.
 I will help you every day.
 I love you if you are rich or poor
 Give rings
 I love you if you are poorly.
 I will love you no matter how beautiful you are.

I belong with
you forever
and ever. I love my
girlfriend.

I will love
you to the moon
and back.

I'm happy with
you forever.
I'm thankful.

I will still
love you when
you're back.

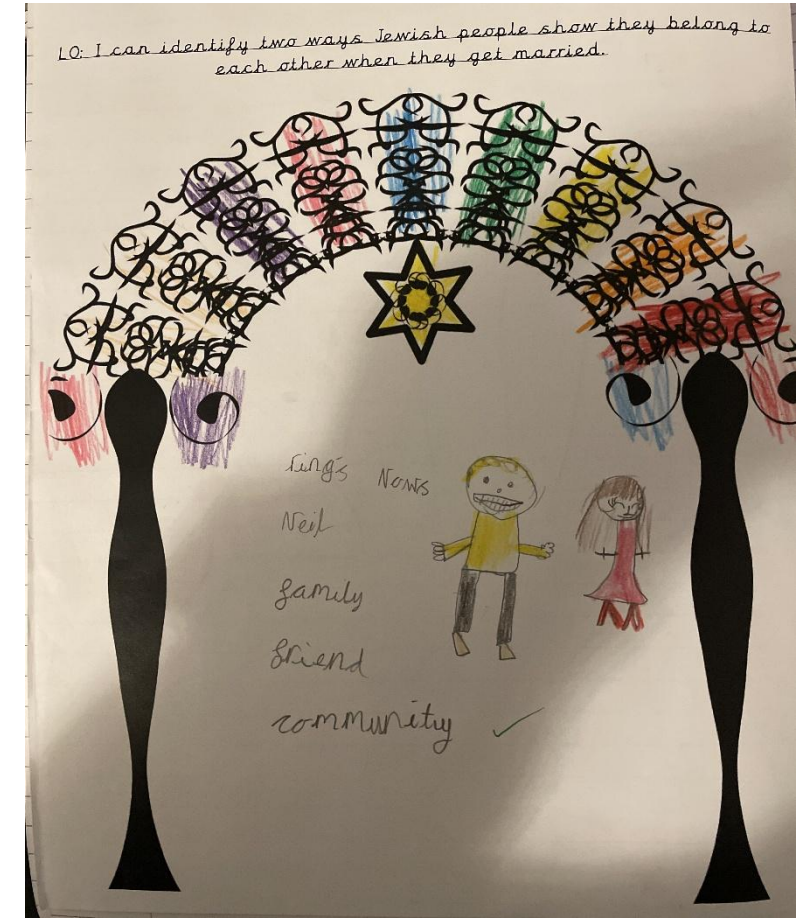
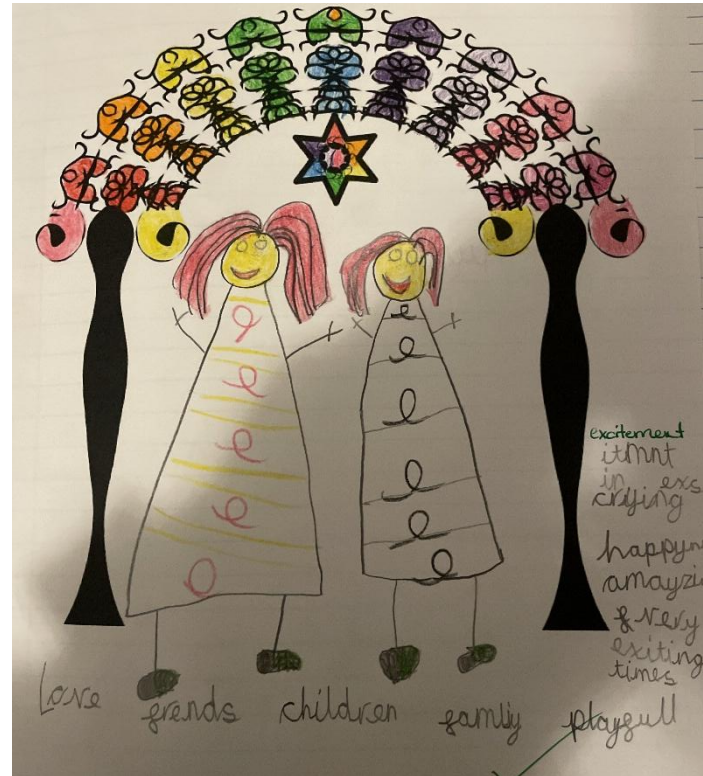
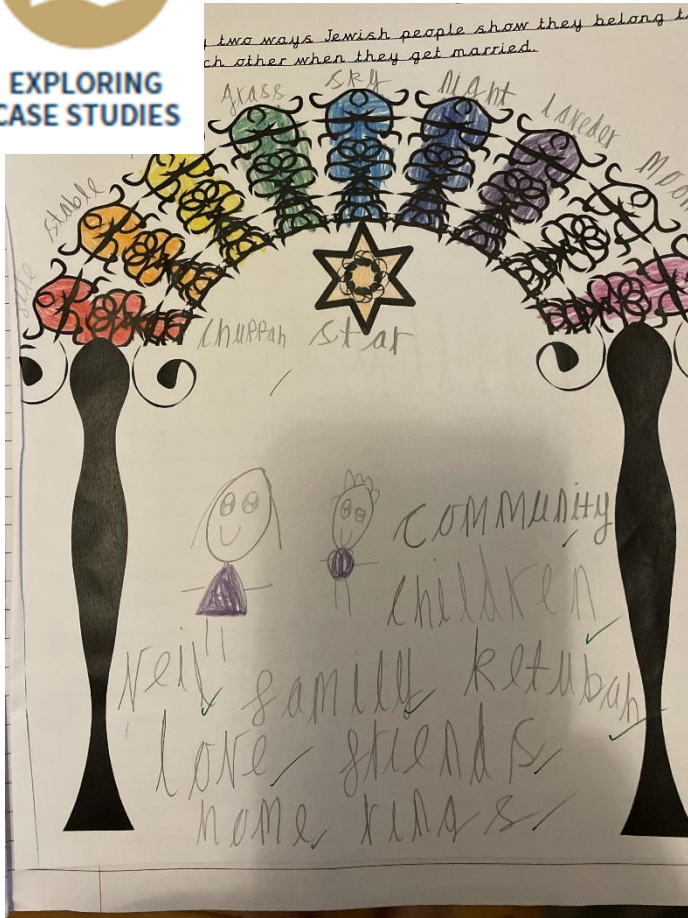
I'm in love
with you.
I will always
be in your
heart forever.
I'm happy when
I am.
I'm happier
the more
I am.

traditional Christian and Jewish or
 est what the actions and symbols mean
 w they love each other and belong to
 istian and/or Jewish and non-religious

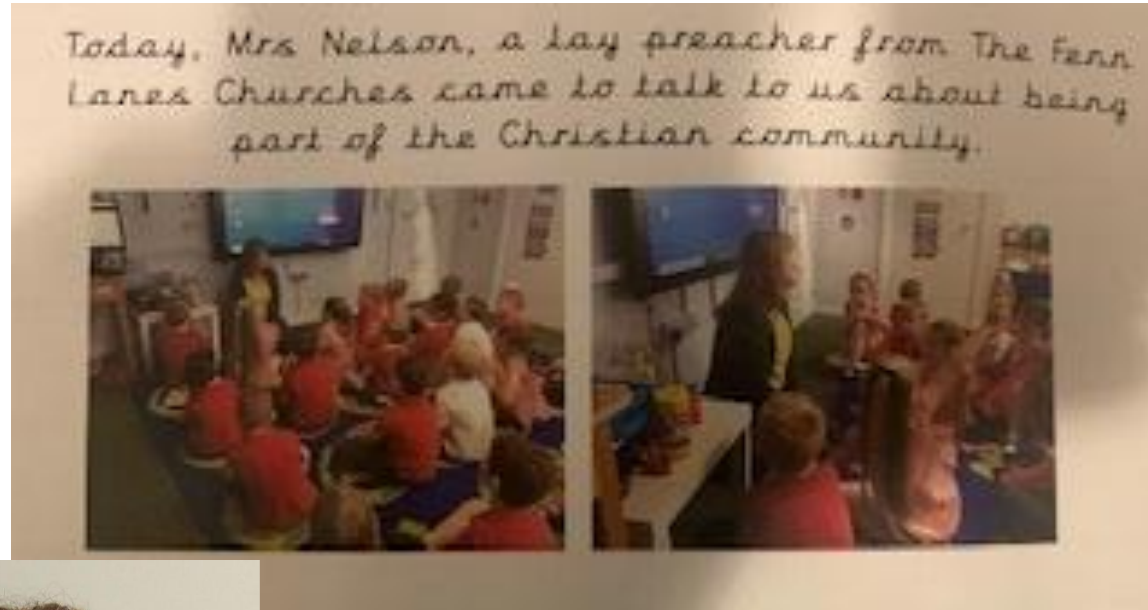
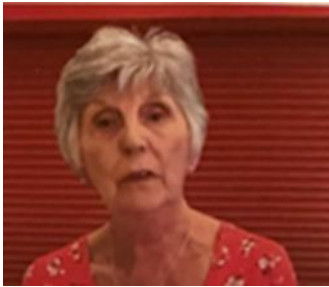
Belonging to each other in a Jewish wedding ceremony



EXPLORING
CASE STUDIES



What matters about being in a community?



LOOKING AT
INTERVIEWS

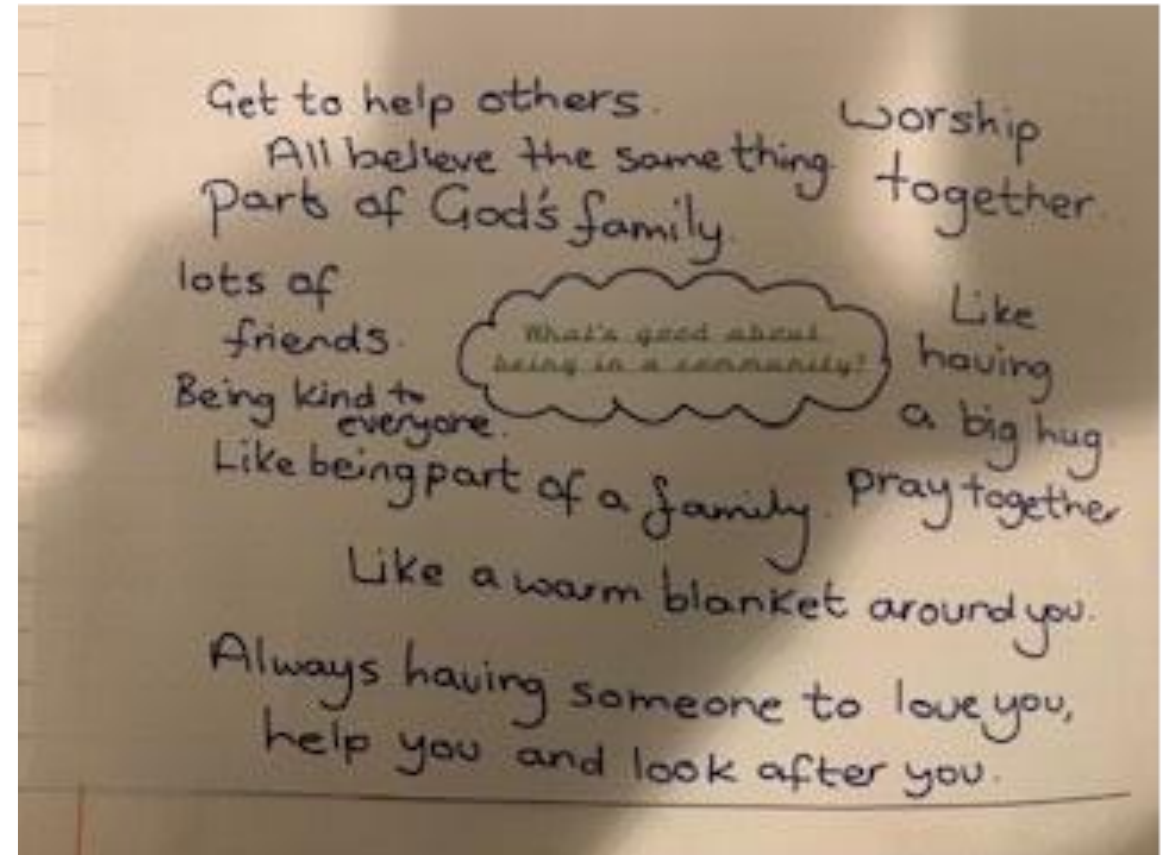
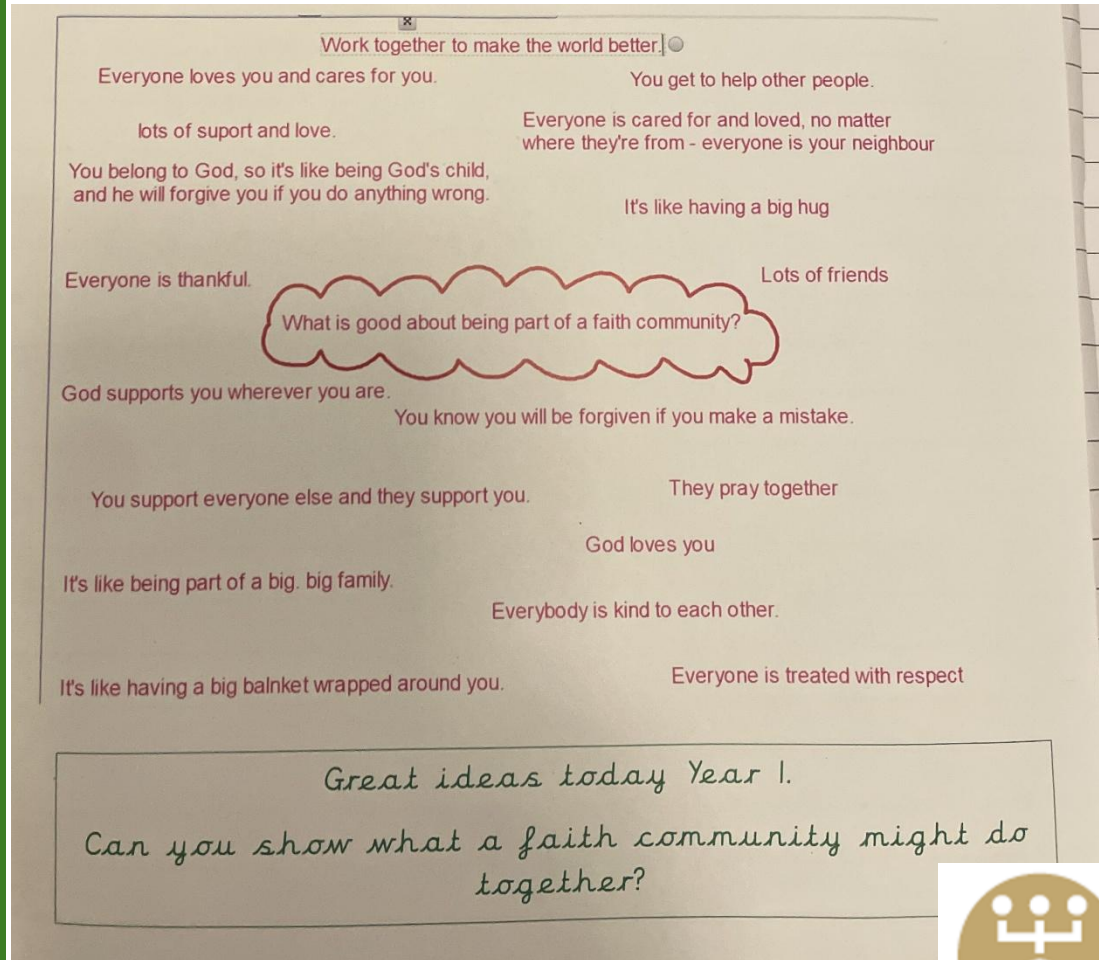


EXPLORING
CASE STUDIES

Make connections:

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

What does it mean to belong to a faith community or belief community?



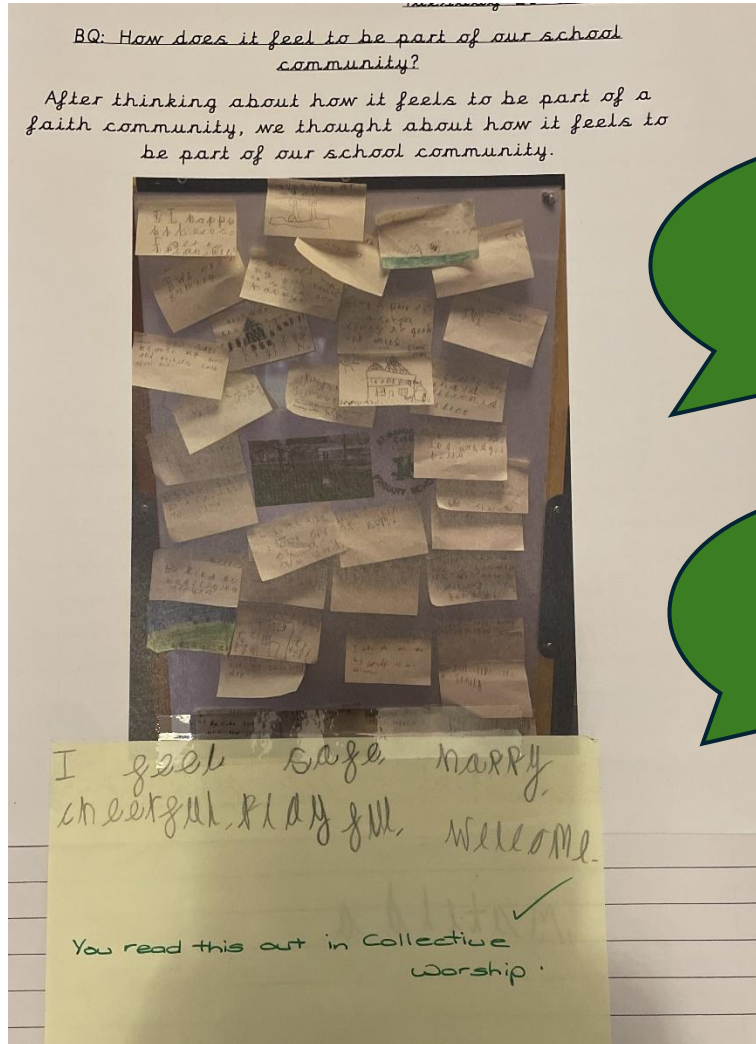
Make sense of beliefs:

- Recognise that loving others is important in lots of communities



REFLECTING ON
YOUR OWN
POSITION

What matters about being part of our school community?



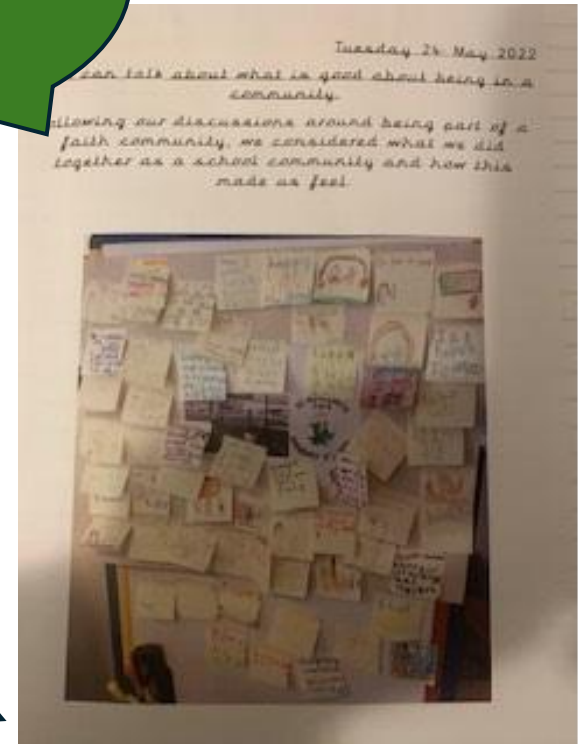
'I feel safe, happy, cheerful, playful and welcome.'

'I feel safe and loved.'

'It is like we are one big family.'

'Everyone cares about me.'

'I have lots of friends to play with, they make me happy.'



Make connections

- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

Case Studies



EXPLORING
CASE STUDIES

What does it mean to be part of a faith community?



Hello, my name is Noah, I am 20 years old. I study archaeology and ancient civilisation at Durham university and live in Warwickshire. I am a Christian and would like to share my thoughts on what it means to be part of a faith community with you.

• **What does being part of a faith community mean to you?**

I think probably for most people I know their faith community is probably their church, a group of people, friends, family who come together with the common interest of knowing Jesus. It's about finding a common ground with people. Sometimes we meet informally as a group of friends to do Bible study, a group of friends who come together because we all want to learn more about the Bible. This isn't a church, but it is a faith community.

Being in a faith community feels great, it's like a rugby huddle, or a sports huddle, before a game. When you're there you feel encouraged. I feel I can handle whatever is ahead of me, I can take on the week. I can take these things that we are learning about and really put them into practice in my life.

• **Why do you feel it's important to show love to others?**

I have experienced so much love in my life. A lot of it I haven't deserved, so I think when Jesus says treat others how you want to be treated, I want to show that. I want to reflect that back to people, I want to show people that they deserve love. I want to show love to everyone.

• **Is this inspired by religious teaching? Can you tell us how?**

One of my favourite Bible verses is in the letter to the Galatians, when it talks about the fruits of the spirit. It talks about love being the greatest and most important of them. I've always sort of thought about this as being like trees – they don't really try to grow fruit, it just kind of happens. So, when you plant yourself in God's word and your own faith community and you're chasing after a relationship with God, love kind of just happens. Sometimes it's really hard to love everyone – there are a lot of people that are difficult to love, but I think real, unconditional love comes from that relationship with God, and that's something I really see in my life.

What does it mean to be part of a faith community?

• **Do you have any symbols that show you belong to your faith? If so, what are they?**

I used to wear a cross necklace up until a while ago. It was nice, it kind of gave me a sense of belonging, but I felt like I was too old for it, so I started wearing a little ring that had a cross and a Bible verse on it. That was more significant to me, because it was about my decision to live differently. It was a reminder to me that I wanted to be different, but I lost it when I went swimming in the Pacific Ocean. So now I've only got this bracelet that I wear all the time. It doesn't have a cross or a religious symbol on it, but it has a special memory attached to it. I brought it from a lady in Papua New Guinea, who was selling them. I was there sharing my faith in God and we had a great conversation about God. At the end I asked if I could buy a bracelet and she gave me two free bracelets. I gave the other one to my sister. It reminds me of a special time when I shared my faith with others.



My sister, who is 13, wants to get a 'faith over fear' hoodie – they have Bible verses on them. She says she wants to wear one so other people notice the message and perhaps comment on it.

The questions in this interview work alongside the unit, 'What makes some places sacred to believer?' from the RE Today Primary RE Curriculum and RE Today syllabus B+ (used in a number of local authorities and MATs) but can be used as research for many other enquiry questions and units.



ASK QUESTIONS

CONSTRUCTING
ARGUMENTSCREATING
SURVEYSEVALUATING
ARGUMENTSLOOKING AT
STORIES

OBSERVATION

COMING TO
CONCLUSIONSINTERPRETING
ART AND IMAGESEXAMINING
TEXTEXPLORING
CASE STUDIESLOOKING
AT DATALOOKING AT
INTERVIEWSEXPRESSING
IDEASREFLECTING ON
YOUR OWN
POSITIONETHICAL
THINKINGTHINKING
ABOUT
CHRONOLOGY

- Which of these do you currently use in your units of work?
- How can you be more transparent about drawing attention to these methods with children?
- Are there any you could add?

How do people from religious and non-religious communities celebrate key festivals?

Additional unit LKS2



REFLECTING ON
YOUR OWN
POSITION



COMING TO
CONCLUSIONS



ASK QUESTIONS



LOOKING AT
STORIES



EXPRESSING
IDEAS



OBSERVATION



EXPLORING
CASE STUDIES



LOOKING AT
INTERVIEWS



LOOKING
AT DATA

Key question L2.13: How do people from religious and non-religious communities celebrate key festivals?

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Ways of knowing e.g.	Suggested content for learning: Teachers can select content from these examples and add more of their own.
Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: - Identify and describe some core beliefs, values and stories remembered at festivals. Understand the impact: - Make simple links between stories, teachings and values behind festivals and how people remember these when celebrating. - Describe how people show what is important to them at a festival in how they mark it. - Identify some differences in how people within and between different religious and non-religious worldviews celebrate festivals (e.g. different approaches to celebrating Christmas). Make connections: - Raise questions and suggest answers about how far beliefs and different practices studied might make a difference to how pupils think and live.	     	- Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. Are there similarities and differences in practices across the class? Why might this be? - Be a Religious Studies (RS) investigator: provide pupils with inference grids with pictures showing some Christmas celebration practices, religious and secular. Ask questions about what pupils can see, what they guess is happening, and questions they would like to ask. - Be a Religious Studies investigator: choose a series of Christmas practices to explore, at least one celebrated at church and one from home e.g. nativity service, Christingle service, decorating the house, carol singing. Find out information about how, why and by whom these are done. Plan one of these activities e.g. a nativity service, explaining why certain parts of the celebration happen, who might join in or not join in. - Be a Sociology investigator: look at information about how many people in the UK celebrate Christmas and how they say they celebrate. What is interesting or surprising? Create a questionnaire as a class to find out how people celebrate Christmas and what is important to them about Christmas. Ask a variety of people from different religious and non-religious worldviews. Analyse the results. Can pupils see any patterns? Do lots of people give similar information in their response? Are all the responses different? - Compare answers gathered on the celebration of Christmas using the two disciplines. How were they different or similar? RS can help us to look at evidence to find out how Christians celebrate at Christmas; when we look through an RS lens, we are not asking about the truth of Christian beliefs, we are exploring what people do, think and say. In Sociology we can look at data (e.g. on how Christmas is celebrated in the UK) from large groups of people, or small groups or individuals. - Choose another festival from another religious or non-religious worldview to study and apply similar strategies e.g. look at a Jewish festival such as Chanukah or Sukkot and how that is celebrated by religious and secular Jews and Jewish people from different communities. - Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? - Consider questions about the role of festivals in the life of Britain today: Is Comic Relief Day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? Is there a 'real' meaning of a festival?

RE Today Big Questions Big Answers

Volume 2 Investigating Worldviews



**INVESTIGATOR BRIEFING:
WORLDVIEWS**

**HOW DO GRETA, MALALA
AND MARCUS VIEW THE
WORLD? HOW DO YOU?**

**HOW DO HINDUS
CELEBRATE DIWALI, AND
MUSLIMS CELEBRATE EID-
UL-FITR?**

**HOW DO PEOPLE
CELEBRATE CHRISTMAS?**

**WHAT DO DIFFERENT
RELIGIOUS AND NON-
RELIGIOUS WORLDVIEWS
SAY ABOUT HOW WE
SHOULD TREAT OUR
ENVIRONMENT?**

**WHAT INFLUENCES HOW
RELIGIOUS AND NON-
RELIGIOUS PEOPLE
CHOOSE TO DRESS?**

What do you celebrate, why and how?



EXPRESSING
IDEAS



REFLECTING ON
YOUR OWN
POSITION



Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. Are there similarities and differences in practices across the class? Why might this be?

Understand the impact:

Describe how people show what is important to them at a festival in how they mark it.

Identify some differences in how people within and between different religious and non-religious worldviews celebrate festivals



What do some people do at Christmas?

What questions would we like to ask so that we can find out more?

What can we sensibly guess from looking at the photos?

What can we see in the photos?



OBSERVATION



ASK QUESTIONS

Opportunity to be a Religious studies investigator

What do some people do at Christmas ?

Use images of religious and non-religious Christmas traditions.g. tree decorating, Christmas meal, nativity scene, church service

Understand the impact:

Describe how people show what is important to them at a festival in how they mark it.

Identify some differences in how people within and between different religious and non-religious worldviews celebrate festivals

What do some people do at Christmas ?

LOOKING AT
STORIES

ASK QUESTIONS

Image of nativity set

Dive deeper into 1 religious and 1 secular practice.

Look at why these might be done.

Explore the Nativity by looking at the bible story.

Opportunity to recap what they know already about the Christmas story

Understand the impact:

Make simple links between stories, teachings and values behind festivals and how people remember these when celebrating.

Make sense of belief:

Identify and describe some core beliefs, values and stories remembered at festivals.

Opportunity to be a Religious studies investigator

Image of tree
decorating

How do people celebrate Christmas?



Dr Rachael Shillitoe

Sociology is about people's everyday lives. We look at individual people, groups and organisations. We look at how the society we live in affects our lives and how the world around us changes. We love asking questions – e.g. we do big surveys and interviews, and collect the information.

Opportunity to be a sociology investigator

**Become a
sociologist
for a day...**



Do some more predicting...

What do people usually do for Christmas?

Rank these responses: top and bottom in...

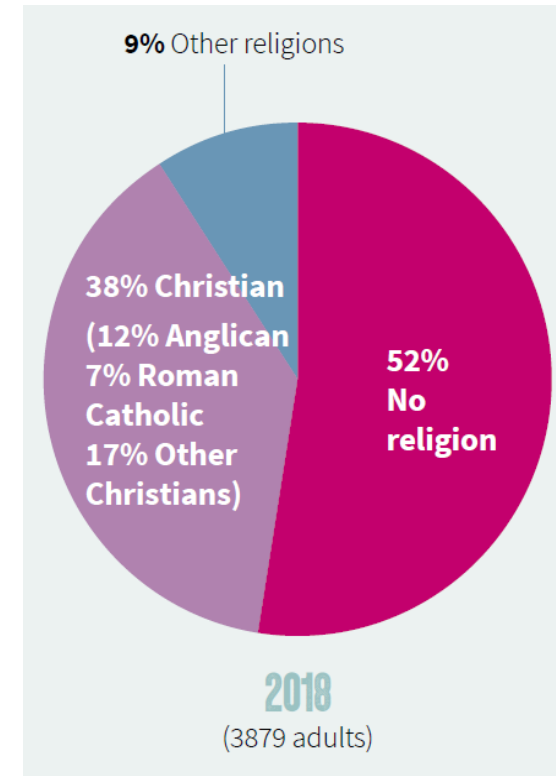
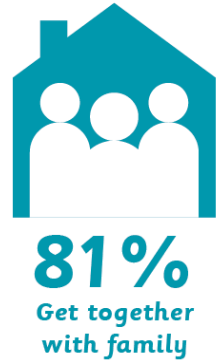
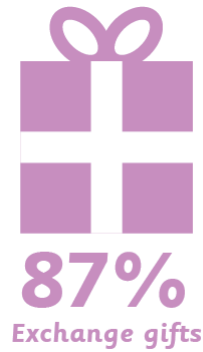


- a. Go to church
- b. Go to parties
- c. Get together with friends
- d. Exchange gifts
- e. Put up a Christmas tree
- f. Pray
- g. Reflect on the birth of Jesus
- h. Get together with family

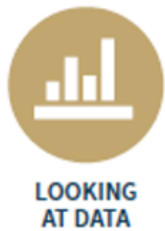
Do some more predicting...

What do people usually do for Christmas?

Rank these responses



British Social
Attitudes
Survey



2020 survey
2,169 people over 16 in UK
YouGov



LOOKING
AT DATA

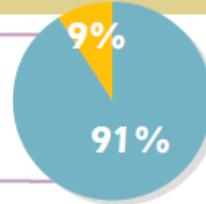
HOW DO PEOPLE CELEBRATE CHRISTMAS?

RESOURCE 5.3

In 2016 a survey showed how many people celebrated Christmas:

91 per cent celebrated Christmas, 9 per cent didn't. This survey asked 2,022 adults (people over 18), representing the population of England, Scotland and Wales.

Source: humanism.org.uk/2016/12/16/friends-family-food-and-giving-the-real-meaning-of-christmas-revealed/ used by permission of Humanists UK



In 2020, lots of people in the UK were asked about Christmas. Here's how they answered some questions:

What do you usually do for Christmas?



87%

Exchange gifts



81%

Get together with family



51%

Get together with friends



77%

Put up a Christmas tree



29%

Go to parties



20%

Go to church



16%

Reflect on the birth of Jesus



29%

Pray

This survey asked 2,169 people aged 16+, representing all adults in the UK.

Source: yougov.co.uk/topics/philosophy/articles-reports/2020/12/24/how-britons-celebrate-christmas-and-easter YouGov, by permission

60%

41%

A different survey in 2018 asked what people like doing at Christmas.

Along with some of the same ideas as the other survey, people also said they like:

singing carols (60 per cent)

watching Christmas adverts (41 per cent)

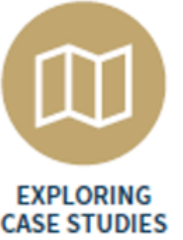
Source: yougov.co.uk/topics/lifestyle/articles-reports/2018/12/24/britains-favourite-things-about-christmas-family-f YouGov, by permission

Understand the impact:

Describe how people show what is important to them at a festival in how they mark it.

Identify some differences in how people within and between different religious and non-religious worldviews celebrate festivals.

Thinking of the people



What is the religious or non-religious worldview?

Do they celebrate Christmas? How?

What do they say is the most important thing at Christmas?

I'm Daniel. I really enjoy Christmas time because there are always so many presents underneath the tree and fun times to share with my family. We are a Christian family, so we celebrate Christmas each year. In the morning, we open our presents, then my mum cooks the most amazing turkey for lunch before we all watch the Queen's speech. For us, Christmas is all about being with family.

Thinking of the people

What is the religious or non-religious worldview?

Do they celebrate Christmas? How?

What do they say is the most important thing at Christmas?



EXPLORING
CASE STUDIES

I'm Sally. I always go to church at Christmas time and especially enjoy the service at midnight. I go to church most Sundays but it seems more special somehow at Christmas because it really helps me to think about the birth of Jesus and what that means. Celebrating Jesus' birth is the most important thing about Christmas to me. I enjoy giving my family and friends gifts at Christmas to show I care for them and because I think Jesus was G-d's gift to the world.



LOOKING AT
INTERVIEWS

Investigate some real people

Listen to these people talking. Find out:

- What is their religion or worldview?
- How do they celebrate Christmas?
- What do they think is the most important thing about celebrating Christmas?



www.youtube.com/watch?v=g9Ggf5OQrGg&list=PLECWHV568SXQy3TdRf5v8AWzta--3S6je&index=1

The screenshot shows a YouTube channel page for 'RE Today Services'. The main video is titled 'Talking about Christmas' and has 10 videos, 738 views, and was last updated on Dec 8, 2020. The channel is 'Unlisted'. Below the video, there are links to 'RE Today Services' and a 'SUBSCRIBE' button. On the right side, there is a list of 8 videos, each with a thumbnail, title, and duration. The videos are:

Video Number	Thumbnail	Name	Channel	Duration
1	[Thumbnail of a person in a red jacket]	Will	RE Today Services	0:35
2	[Thumbnail of a person sitting on a couch]	Edward	RE Today Services	0:56
3	[Thumbnail of a person in a blue shirt]	James	RE Today Services	0:25
4	[Thumbnail of two people sitting on a couch]	Rajan and Saroj	RE Today Services	0:54
5	[Thumbnail of a person in a blue shirt]	Isla	RE Today Services	0:26
6	[Thumbnail of a person in a pink shirt]	Alex	RE Today Services	1:00
7	[Thumbnail of a person in a green shirt]	Rachel	RE Today Services	0:44
8	[Thumbnail of a person in a blue shirt]	Saima	RE Today Services	0:51

- Get pupils to do their own survey
- Analyse the data
- Compare with other surveys

What conclusions can they draw about how people (religious and non-religious) celebrate Christmas?



RESOURCE 5.5

Survey designers

You are going to ask five people about how they celebrate Christmas. To do this, you can design a survey with questions on it. Here are some questions that you might ask:

1 Is Christmas important to you?

Yes	No	Don't know

2 What do you do to get ready for Christmas?

Sing Christmas carols	Wrap presents	See the advent wreath in church	Watch a nativity play	Go to a party	Go shopping	None of these

3 What do you do on Christmas Day?

Spend time with family	Go to church	Nothing special	Eat Christmas dinner	Something else

4 What do you think about on Christmas Day?

Giving and receiving presents	What I can watch on television	Jesus being born	How lovely it is to relax	None of these

5 What is the most important thing about Christmas for you?

Design a similar survey. Make sure that lots of the questions give a choice of answers, just like questions 1, 2, 3 and 4 here.

Thank you for answering this survey

Resource and photocopiable by purchasing institutions © Copyright RE Today Services 2021

PAGE 17



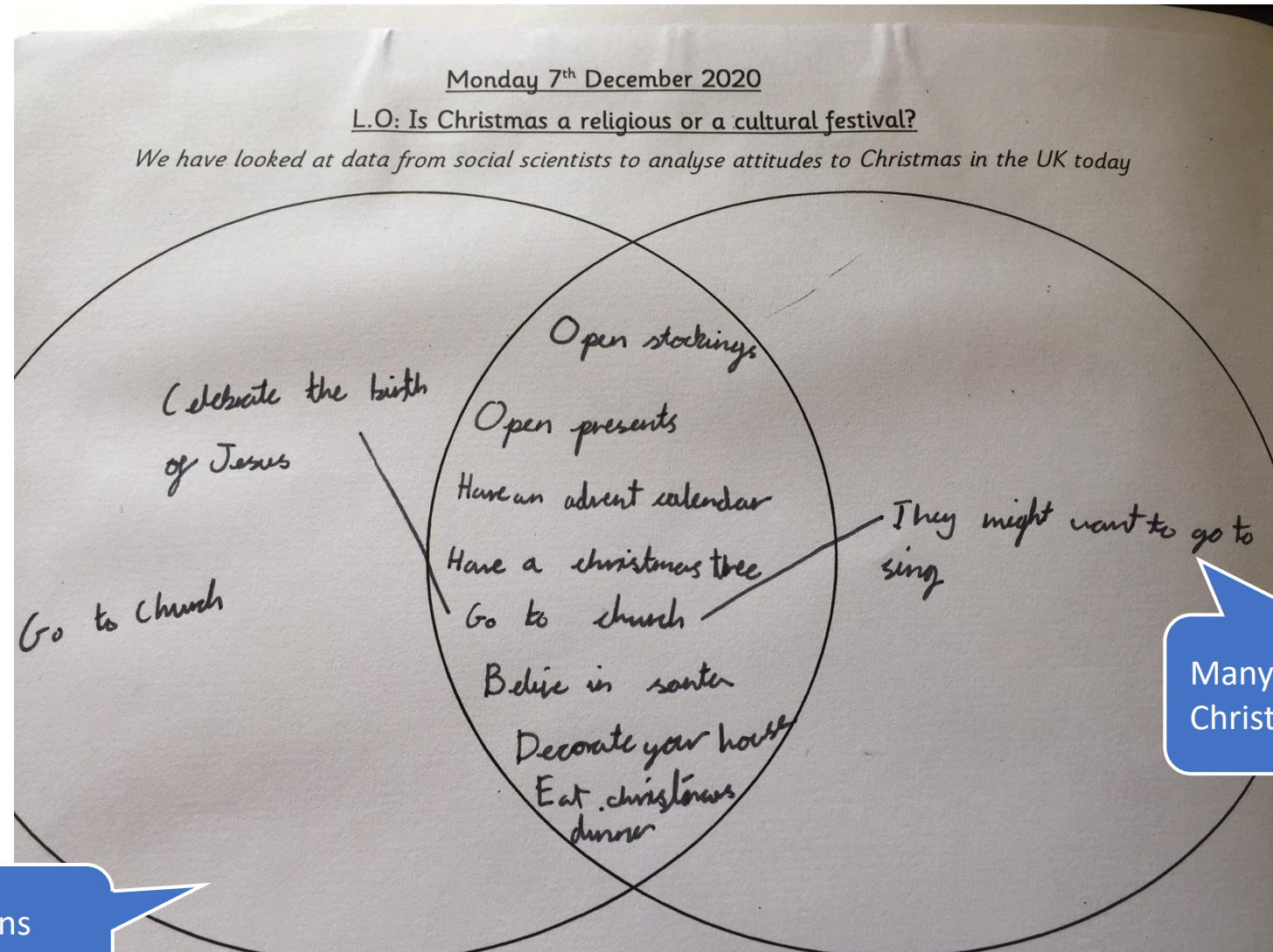
Dr Rachael Shillitoe

Are the surveys consistent?
Can pupils see any **patterns**?
How do they **interpret** the data?

How do we explain religion in modern Britain?



Make connections:
Raise questions and suggest answers about how far beliefs and different practices studied might make a difference to how pupils think and live.



Many Christians might....

Many non-Christians might....

How do we explain religion in modern Britain?



For many Christians, Christmas is about....

Celebrating the birth of Jesus and that Jesus is the incarnation of god on Earth. Giving presents to other people. Watching the nativity and doing these advent calendars. Going to Church and believing that Jesus was a gift to them.

For many non-Christians, Christmas is about..

Opening presents, sharing time with your family. Putting out food for Santa and his reindeers.

Is Christmas a religious or a cultural holiday in the UK today?

I think it is both because for some it is about celebrating the birth of Jesus. But for others it is about the presents and meeting your family.

Excellent answer!!!

How do we explain religion in modern Britain?



COMING TO
CONCLUSIONS

At Christmas, some Christians might

For many Christians, Christmas is about...

the birth of Jesus and about how Jesus is a gift to us and about how he is part God and part Human. (Incarnation)

Balint!

At Christmas, some non-Christians might

For many non-Christians, Christmas is about...

Giving presents and having fun because they might not be religious but they might have a different Christmas and we all need some fun after this year (corona-virus)

So true!!

Is Christmas a religious or a cultural holiday in the UK today?

In my opinion, it is religious and cultural because mostly everyone celebrates it but not everyone is Christians. I'm not a Christian but part and I still celebrate it and we don't pray, go to church or think about Jesus (but my parents ARE Christian.)

A really great answer, Victoria!!

Make connections:

Raise questions and suggest answers about how far beliefs and different practices studied might make a difference to how pupils think and live.

Being sociologists for a day

Step 7: Summing it up

While you were a sociologist, you carried out lots of activities to find out how people celebrate Christmas. You learnt about how people across the whole of Britain celebrate Christmas, you looked at how individual people celebrate and you found out lots of information by carrying out your own survey. Using only the information that you have learnt from these activities, write down the answer to this question:

How do people celebrate Christmas?

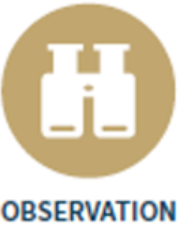
This is the type of answer that a sociologist might give to the question. I wonder what Dr Rachael would think of your answers.



The sentence-starters below might help you.
Write as much detail as you can.

- My investigations have found that some of the ways that people celebrate Christmas are ...
- At home, people ...
- At church, people ...
- They ... because ...
- The reasons people celebrate Christmas are ...
- Some people celebrate Christmas because ...
- Other people celebrate Christmas because ...

What do some people do at Rosh Hashana ?



Images of Rosh Hashana



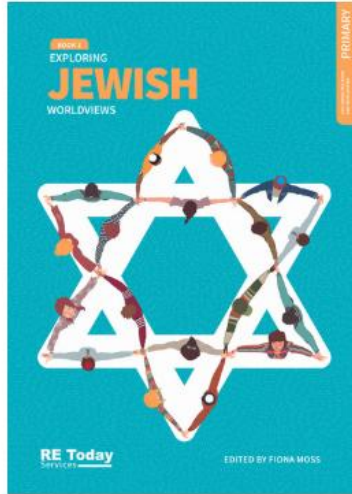
Rosh Hashanah

Understand the impact:

Describe how people show what is important to them at a festival in how they mark it.

Make sense of belief:

Identify and describe some core beliefs, values and stories remembered at festivals.

EXPLORING JEWISH
WORLDVIEWS

Understand the impact:
Identify some differences
in how people within and
between different
religious and non-
religious worldviews
celebrate festivals

What happens in a Jewish home at Rosh Hashanah?

“

LOOKING AT
INTERVIEWS

P EXPLORING JEWISH WORLDVIEWS

EXPLORING RELIGION
AND WORLDVIEWS

Resource 2.2

Rosh Hashanah for Hannah

“

LOOKING AT
INTERVIEWS

Rosh Hashanah is a very important day. It is our Jewish New Year. I go to the synagogue to pray with my family. When we get to the synagogue we say 'Shana Tova' to our friends to wish them a good year next year. At synagogue, we pray and think about all the good things we can do next year.



This Rosh Hashanah I decided to be kinder to my friends. My sister said she wanted to get better at tidying her toys away. There are lots of other ways we can get better at doing good things too. We hear lots of notes played on the shofar at the synagogue. The shofar is an instrument made from the horn of a ram and makes a very loud sound. I love hearing it! Have you ever had an alarm clock? Alarms warn people to wake up in the morning and stop sleeping. The shofar is a bit like an alarm because it warns us to wake up and realise that we should try to be better next year.

We eat lots of round foods such as apples, and bread called challah that is shaped like a circle. The round food is good to eat at new year. It reminds us that the years go round and round. Each year has four seasons and then we start another year all over again. We dip the apples into honey because honey is sweet, and we want our next year to be sweet and wonderful. Lots of the food we eat is sweet because of our hope for a sweet new year – the delicious honey cake is my favourite.

RE Today
Services

© Copyright RE Today Services 2020, photocopyable by purchasing institutions

P EXPLORING JEWISH WORLDVIEWS

EXPLORING
RELIGION
AND WORLDVIEWS

Resource 2.2

Rosh Hashanah for Avi

“

LOOKING AT
INTERVIEWS

At Rosh Hashanah we think about the creation of the whole world. Rosh Hashanah is the birthday of the world, the day when the world gets one year older. All my family and Jewish friends get smart new clothes for Rosh Hashanah. My family and I make sure we spend time together and sometimes we invite our friends too.



Something that I love doing with my family is our Rosh Hashanah seder in the evenings. We have lots of special Rosh Hashanah food at our seder. Plenty of the food is very sweet – it's the best! There are yummy dates with walnuts inside (my favourite), pomegranates and apples. We have carrots too and beans with sugar and sesame seeds. My mum puts the head of a lettuce on the table as well, to show us that it is good to be the head, a leader. Much better than being a tail! All these types of foods show our different wishes for the new year.

At Rosh Hashanah I go to the synagogue with my family to say prayers and hear the shofar. We take our special Rosh Hashanah prayer books to synagogue and my dad takes his tallit, in a beautiful velvet bag. My dad's tallit is his shawl that he wears when we pray. We remember that we must try and be very good people in the new year. If I have been unkind to anyone in the last year, I try to say sorry to them. Last Rosh Hashanah my brother said sorry to me because he had broken one of my toys. I was pleased that he said sorry, and told him, 'Never mind.'

RE Today
Services

© Copyright RE Today Services 2020, photocopyable by purchasing institutions

Rosh Hashana



- Of all the major Jewish holidays explored in the survey, Rosh Hashana was the most widely observed, with 74% of Jews in Britain observing rituals at home in September 2022
- 57% of Jews attended at least one synagogue service during Rosh Hashana 2022.
- Jewish men were more likely than Jewish women to attend a Rosh Hashana synagogue service (in person)
- Jewish men were less likely than Jewish women to observe ritual practices at home.
- Larger Jewish households are more likely than smaller households to observe rituals such as eating apples and honey.

<https://www.jpr.org.uk/reports/shana-tova-observance-rosh-hashana-and-yom-kippur-among-jews-uk>

Understand the impact:

Identify some differences in how people within and between different religious and non-religious worldviews celebrate festivals

Make connections:

Raise questions and suggest answers about how far beliefs and different practices studied might make a difference to how pupils think and live.

How do people from religious and non-religious communities celebrate key festivals?

Additional unit LKS2

Connecting ways of knowing to disciplines: how do you think your pupils will respond?



REFLECTING ON
YOUR OWN
POSITION



COMING TO
CONCLUSIONS



ASK QUESTIONS



LOOKING AT
STORIES



EXPRESSING
IDEAS



OBSERVATION



EXPLORING
CASE STUDIES



LOOKING AT
INTERVIEWS



LOOKING
AT DATA

U2.13: What can be done to reduce racism? Can religion help?

- There is a strong focus on values, found in many religions, which promote human wellbeing, respect for all, harmony and mutuality.
- These lessons allow us to, challenge and confront racism and invite pupils to consider how they can cultivate an open mind and reduce their own prejudice.
- By using the concepts of commitment, respect and tolerance and examples of co-operation between faiths the unit aims to contribute to religious understanding for a plural community, and a plural world.

U2.13: What can be done to reduce racism? Can religion help?

Make sense of belief:

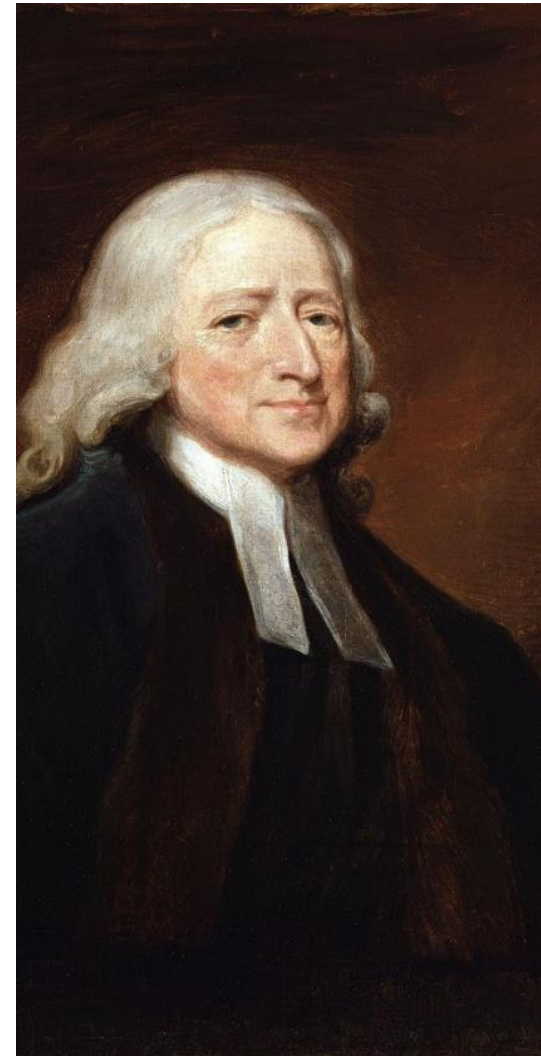
- Describe examples of ways in which people use texts/ teachings to make sense of responses to racism and how to approach the challenges it presents.

Understand the impact:

- Make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both within and beyond their own communities.

Make connections:

- Interpret case studies of how people holding both religious and non-religious worldviews have approached racism, reflecting on and articulating lessons people might gain from these.
- Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own.





natre anti racist re



All Images Videos News



National Association of Teachers
of Religious Education

SHOP | MEMBER LOGIN |

 National Association of Tea
<https://www.natre.org.uk> › about

Anti-Racist Religious Ed

Explore NATRE's projects for anti-
Discover resources & inclusive pra

 National Association of Tea
<https://www.natre.org.uk> › projec

Primary Classroom Res

Unit of Work - KS2 8-11s Anti-Rac
examples · Pri 2 What can we learn

[About NATRE](#) [About RE](#) [Membership](#) [Primary](#) [Secondary](#) [Professional](#) [Search Resources](#) [Courses & E](#)

NATRE Executive

Local Groups

Lobbying & Advocacy

NATRE Surveys

Data and Research

[FREE themed resources](#)

Spirited Arts

Green RE: Climate Justice
Via RE

Curriculum Symposium

[Anti-racist RE resources](#)

Anti-bullying

PRIMARY CLASSROOM RESOURCES

The project provides a unit of work for the 8-11s in Primary schools;
What can be done to reduce racism? Can religion help?

This unit of work for primary Religious Education provides non-statutory
exemplification of some good teaching and learning for any school to
use. The work is presented as a single unit of work taking about 8-10
lessons, but many users may wish to use these anti-racist RE lessons
throughout their schemes of work. There are supportive further
resources for teachers here as well, designed to build teacher
confidence.

UNIT OF WORK

[Unit of Work - KS2 8-11s Anti-Racist Primary RE](#)

UNIT RESOURCES

[Pri 1 Racism topic intro and what can we learn from 6 examples](#)

[Pri 2 What can we learn from the stories of two statues in Bristol -
Colston and Wesley.](#)

[Pri 3 How did Saint Peter learn that God has no favourites](#)

Racism: what is it, and why is it unfair?

What can we learn from 6 examples?

BA: What might believers infer about racism from sacred texts?

Today we looked at four scripture texts from different religions and discussed whether they would stop believers being racist.

Although the religious scriptures all say things against racism, I don't think they would stop people being racist for several reasons. If they had other influences that were stronger than what the scriptures said that caused them to be racist, such as coming from a racist family, or having a bad experience with a coloured person, then what the bible/quran/etc said wouldn't change their point of view. For a non-believer, it wouldn't mean anything anyway so the scriptures couldn't convince them not to be racist.

However, I do think that in some cases they could convince someone not to be racist. For example, if a holy book that said racism was bad was read by someone from a very young age, they are much less likely to become racist, even if they come from a racist family, because the paths in their brain won't be as set on being racist.

Today we discussed about whether holy scriptures can change believers in racism, ^{oh sorry my pen exploded} in my opinion I think that if you are brought up to believe that racism is wrong and that you should follow the text, then it may. But if there is a stronger influencer, eg: Friends Family you may move away from what you believe and your faith.

If you really believe in your religion then you will always follow the teachings of the text. It is up to you how you live your life not the scripture so if you don't believe in racism that is your decision.

So in short holy book help and do not help.



REFLECTING ON
YOUR OWN
POSITION



ETHICAL
THINKING



EXPRESSING
IDEAS



EXAMINING
TEXT

Racism: what is it, and why is it unfair?

What can we learn from 6 examples?

- From bad to worse?

Racism is always bad, but are some examples worse than others, or are they all equally as bad.

Think about these examples, can you rank them from the worst and explain your reasoning?

- Racism in the playground
- Slavery
- Racial discrimination in the workplace
- Killing of George Floyd
- Rosa Parks
- Racial discrimination in the church

Stereotype
Discrimination
Prejudice
Racism
Hate crime



EXPLORING
CASE STUDIES



EXPRESSING
IDEAS

Who deserves a statue?

- Who should be memorialised, remembered or celebrated with a statue?
- Who in our school is most likely to be cast in bronze and remembered in 100 years time?



Who was John Wesley? Why is there a statue of him in Bristol

- John Wesley was born over 300 years ago in 1703 in Lincolnshire.
- He was only five when he nearly died! His house caught fire one night, and he was trapped in an upstairs room. Two men from his church – one standing on the other's shoulders – rescued him just before he burned to death. Afterwards John's mum Susanna thought that he had been saved for a purpose.
- When he grew up, he became the leader of a new Christian community, called the Methodist Church. He preached that God loves every person more than anyone can imagine. Anyone can be friends with God, who forgives us. Anyone can talk to God through prayer.
- Guess what he looked like – and guess the answers to 6 quiz questions on the next slide.

Who was Edward Colston? Why was there a statue of him in Bristol?

- Edward Colston was born in Bristol to a rich and important family in 1636, over 380 years ago.
- When he grew up, he became a sea merchant, running many ships that traded from Spain and Portugal and also to Africa and the Caribbean
- He traded in sherry, vegetable oil, silk, wine, fruits, gold, silver – and enslaved people. He became very rich from his trading. He owned two big houses, one in Bristol.
- The enslaved people were men, women and children captured in West Africa and taken like cargo on ships to work for no money on sugar and tobacco farms 3500 miles away. Many enslaved people died on Colston's ships. Their bodies were thrown into the sea.
- Edward gave money to his favourite charities in Bristol. When he died in 1721, he was very rich. Guess the answers to 6 quiz questions on the next slide.



EVALUATING
ARGUMENTS



COMING TO
CONCLUSIONS



ASK QUESTIONS

Why do we put
statues up?

Choose your top
three reasons, 1-2-3,
from these 5

Look at the two
statues on the next
slide.



We make statues of people we think
are heroes



We use statues to remind us of our
history



Statues are for the future: they tell
the people in the future what
mattered to the people who put
them up



Statues express our values. Statues of
soldiers value winning wars. Statues of
philanthropists (who give money away)
value charity



A statue is like a prize. We give a statue
to the family of a person who we think
is a winner.



Two statues in Bristol



**John
Wesley**

**Edward
Colston**



itv NEWS



HOW DO WE RIGHT HISTORICAL WRONGS?



LOOKING AT
INTERVIEWS



EXPLORING
CASE STUDIES

This is quite a grown up clip.
Watch and listen carefully, then
ask some questions and discuss
answers with your teacher. It's a
news clip from summer 2020.

An extra clip:

<https://www.youtube.com/watch?v=bgMVI8GDp2k>



Was it a good thing to throw Edward Colston's statue in the docks?

Here are some arguments on both sides. Can you add any more?

Select what you think are the two best arguments on each side from the boxes below



REFLECTING ON
YOUR OWN
POSITION

Yes because...

- Colston was a racist and believed white people mattered but black people did not
- Colston was a slave trader and many enslaved people died on his boats
- We don't admire people for just being rich. They have to be good too!
- Black people living in Bristol find the statue very offensive and emotionally upsetting.
- ...

No because...

- The statue might remind people he was a slave-trader, which we shouldn't forget
- It should have been taken down by the Mayor or the Council, not by a crowd on a protest
- He did some good with his money
- Throwing it in the dock was very wasteful – melt it down and sell it for scrap metal instead
- ...



CONSTRUCTING
ARGUMENTS



EXPRESSING
IDEAS



John Wesley: was he a great Christian leader? Why should he be remembered with a statue?

- Wesley often quoted the Christian Bible: 'There is neither Jewish nor Gentile, slaves nor free, male nor female, but all are one in Jesus Christ.'
- He believed that every human was made to be like God, 'in the image of God.'
- He put his beliefs into action by being friends with people whatever their race or skin colour.
- The impact of his life was huge – in his own time, he preached to many thousands, but since then Methodist Christianity has grown all over the world to be about 80 million strong
- Famous Methodist Christians include Presidents of the USA, Nelson Mandela – and Beyonce.
- Find out more about John Wesley at the New Room website:
www.newroombristol.org.uk



Further work: the human bar chart of opinions

- Read the quotations on the next 6 slides, and make a human bar chart with your class, exploring how far each child agrees with the ideas, and why.
- The human bar chart uses your own body to show your point of view – stand by the number that represents your opinion.
- **1 = strongly agree. 6 = strongly disagree.**
- An alternative to a human chart is to make one out of coloured A4 pieces of paper, which children lay on the floor in turn, or to hold up a whiteboard with the number of your opinion on it.
- Discuss as you go!



**1 = agree
strongly**

**6= disagree
strongly**



EXPRESSING
IDEAS



CONSTRUCTING
ARGUMENTS



EVALUATING
ARGUMENTS



COMING TO
CONCLUSIONS



ETHICAL
THINKING



REFLECTING ON
YOUR OWN
POSITION

**“I think it was a bad idea
to tear down the statue
of Colston and throw it
in the docks”**



**1 = agree
strongly**

**6= disagree
strongly**

**“John Wesley’s bravery,
anti-slavery and
generosity mean that
he’s a good person to
have a statue.”**



**1 = agree
strongly**

**6= disagree
strongly**

“Pulling down statues is not as important as changing our hearts and minds and being less racist. Real change is inside, not just about what’s on a podium”



**1 = agree
strongly**

**6= disagree
strongly**

**“Racism today is the ugly
result of slavery in the past.
We will have to work harder
to drown racism in the
docks.”**

