

Owls RE Contingency Planning 2020-2021

| Term and Unit Title | Suggested Discussion Points/ Activity Ideas- (Do not feel that you have to cover them all!) | Useful Online Resources |
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| Autumn 1- Why do some people think that life is like a journey? How and why do some people mark the significant events of life? | <p>Compare the ways Christians mark their journey through life with whichever religion has been studied this year, as well as non-religious responses, where appropriate.</p> <ul style="list-style-type: none"> • Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life? • Consider the value and meaning of ceremonies that mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community. How do these practices show what is important in the lives of those taking these steps? Explore the symbols and rituals used and the promises made; explore what meaning these ceremonies have to the individual, their family and their communities; reflect on the ongoing impact of these commitments: - Christians: Baptists/Pentecostals celebrate 'believers' baptism' or adult baptism. Compare this with Church of England and Roman Catholic celebrations of infant baptism. Roman Catholics celebrate first communion and confession; Church of England and Roman Catholics celebrate confirmation. - Hindus: a sacred thread ceremony marks the start of adult life and responsibilities for some Hindus, involving a time of learning, new responsibilities and acceptance of adulthood (there are many varied Hindu rituals for these things, of which the sacred thread ceremony is just one visible example). - Jews: Bar/Bat Mitzvah for boys and girls aged 12 or 13 to become 'son/daughter of the Commandments'. - Consider whether and how non-religious people (e.g. pupils and families in your school who have no religious background; Humanists) mark these moments. Why are these moments important to people? • Compare some different commitments held by believers in different religions - and by the pupils themselves. • Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare wedding ceremonies and marriage commitments in two religious traditions, e.g. Christian and Hindu or Jewish. What happens? What promises are made? Why are they important? What | <p>https://www.bbc.co.uk/bitesize/subjects/z7hs34j</p> <p>https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3</p> <p>https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/religious-education</p> <p>https://classroom.thenational.academy/lessons/what-are-the-christian-celebrations-cnjk0d</p> |

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| | <p>prayers are offered? How do people's religious beliefs show through these ceremonies and commitments? Compare with non-religious, civil wedding ceremonies.</p> <ul style="list-style-type: none"> • Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Do religious or spiritual teachings have an impact on believers on life's journey? • Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map for life'? • Pupils could reflect on their own ideas about the importance of love, commitment, community, belonging and belief. <p>Note: Pupils may naturally bring up the topics of death or afterlife in this unit. If they do, discussions about these topics may be valid as part of pupils' RE in this unit and these discussions should be handled sensitively. However, these topics are not the main focus of this unit as they appear in the upper Key Stage 2 units.</p> | |
| Autumn 2- What is the 'Trinity' and why is it important for Christians? | <ul style="list-style-type: none"> • The symbol of water. A way into this unit would be to explore how and why water is used as a symbol in Christianity: use some water to prompt pupils to think about how and when it can be cleansing, refreshing, life-giving, beautiful, dangerous, still, flowing, reflective, thirst-quenching, fun, etc. Make a link with why water is used in Christian baptisms - because of its many symbolic meanings. • Introduce the idea of a 'gospel' - a life story or biography of the life and teaching of Jesus. Tell pupils the story from one of the four Gospels, Matthew 3:13-17. Ask what they think is going on. Ask for suggestions about the meaning of details: the water, the voice, the dove. At the very start of Jesus' public life, it pictures the Trinity: the voice of God announces Jesus as the Son of God, and the Holy Spirit is present in the form of a dove. Christians believe that one important thing the story teaches is that Jesus is not just a good man, but God who has come to Earth to rescue humanity. Ask pupils to list clues they can find in the story for this message. • Look carefully at two paintings of the Baptism (for example, by Verrocchio and Daniel Bonnell - see www.artbible.info and search 'baptism'). Discuss similarities and differences between how the different painters show God. Christians believe God is three in one: Father, Son and Holy Spirit. They sometimes describe the Trinity according to their different roles: God the Father and Creator, God the Son and Saviour and God the Holy Spirit as the presence and power of God at work in all life | <p>https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zvfnkmn</p> <p>https://classroom.thenational.academy/lessons/what-is-the-holy-trinity-cthk6c</p> <p>https://www.bbc.co.uk/religion/religions/christianity/beliefs/trinity_1.shtml</p> |

today. Ask pupils to list ways in which these pictures show this belief. Ask the class to make their own pictures of the baptism of Jesus which include symbols for the voice of God and the Holy Spirit.

- Ask pupils to draft a suggestion for a baptism prayer for a baby in a Christian family today: from their learning about Jesus' baptism, what kinds of words do they think will be in the prayer? Investigate what happens and what prayers are said at Christian baptisms, and compare the official prayers with their suggestions: what did they miss out? (See e.g. bit.ly/1xR5bBc). (Note that baptism has been introduced in Units F4, 1.8 and 1.10, so build on that learning.) Notice where Christian belief in the Trinity (God as three persons in one, Father, Son and Holy Spirit) is shown in the celebrations. Explore the differences between baptising babies and adults. List similarities and differences between the celebrations and make connections with the story of Jesus' baptism. Remind pupils of the symbolism of water: list as many ideas as possible for what water symbolises in baptism.
- Return to the unit question: What is the 'Trinity' and why is it important for Christians? Ask pupils to express their response using symbols and art. Use a triangle, a triptych or a three-piece Venn diagram and ask pupils to design a work of art for a church called 'Holy Trinity'. (There will be one not too far from you — there are at least eight in Bedfordshire and many hundreds in the UK.) Ask them to write a short piece to explain their artwork and the 'big idea'.

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| Spring 1- What kind of world did Jesus want? | <ul style="list-style-type: none"> Introduce this unit by getting pupils to think about their favourite possessions and what things they spend their time doing on a regular weekend. Remind pupils that Jesus is revered in Muslim life as the Prophet Isa. Read the account of Jesus calling his first disciples (Matthew 4:18-22). Note what Jesus asks these people to do. What would they have to give up? How much would pupils be prepared to give up of their weekend routines? Why did these men leave everything to follow Jesus? Role-play this, getting pupils to suggest what the disciples thought and why. What might a 'fisher of people' be expected to do? Note that the word 'gospel' means 'good news' - Jesus must have seemed like good news to them. This unit explores some examples of why people thought he and his message were 'good news'. Tell pupils that this story is part of a 'gospel', which tells the story of the life and teaching of Jesus. It's a kind of biography, and the writers made choices about what to include - they don't tell everything he ever said and did (and not all Christians agree about whether they include the actual words of Jesus). Ask pupils why they think Matthew included this story in his Gospel. Why didn't Matthew just give a list of qualities Jesus was looking for in a disciple - like a set of entry qualifications? Look at some other stories that show what kind of world Jesus wanted. E.g. the story of the healing of the leper in Mark 1:40-44. Note how lepers were viewed at the time - as unclean and rejected. Explore why Jesus touched and healed this person, and note Jesus' practice of showing love to those most vulnerable and often rejected by society). Or the Good Samaritan (Luke 10:25-37). What kind of world did Jesus want? How did he want his followers to behave? Look for evidence that churches are making the world like the one Jesus wanted: look at local church noticeboards or websites to see what they spend their time doing. Get pupils to reflect on the impact of these actions by weighing up which is more important to Christians: toddler groups or food banks; worship services or caring for the elderly; celebrating a baptism, a wedding or a funeral; reading the Bible or giving to charity, etc. These are all important to Christians, so pupils need to give good reasons, connecting with Jesus' teaching and example of love for others. Imagine a day/week in the life of a church leader - what do pupils think will be involved? How much time is spent 'fishing for people'? How will they show love for God and for their neighbour? Then invite a church leader in to talk about their week. | https://classroom.thenational.academy/lessons/who-was-jesus-6mv66c | https://classroom.thenational.academy/lessons/what-are-the-parables-of-jesus-6ngp4r | https://classroom.thenational.academy/lessons/what-is-the-sacred-text-of-christianity-c8r6cd | https://www.bbc.co.uk/bitesize/clips/zyn34wx | https://www.bbc.co.uk/bitesize/clips/z3yr87h | https://www.bbc.co.uk/bitesize/clips/zgvcd2p |
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| | <ul style="list-style-type: none"> Find some examples of Christian leaders going beyond the everyday routines to show love for others (e.g. Keith Hebden fasting for 40 days, and some local examples). Of course, it is not only Christians who want a better world - so do people from other faiths and those with no religious faith. First, ask pupils to describe what kind of world they would like to see and why, and what they would do to bring it about. Second, ask pupils to describe what kind of world they think Jesus wanted (e.g. showing love for all, even the outcasts). Compare these two worlds - similarities and differences. What is good and what is challenging about Jesus' teaching of love? Talk about what pupils think are the most important things all people can do to make a better world. | |
| Spring 2- Why do Christians call the day Jesus died 'Good Friday'? | <ul style="list-style-type: none"> Remind pupils that Christians believe humans are separated from God because they all sin - that is, they prefer to go their own way rather than God's. Most Christians say that Jesus came to show people how to live a life of love and obedience - saving or rescuing them by helping them to live God's way. (Some Christians say Jesus did more - that he actually died to pay the penalty for all people's sin. This will be explored more in Unit U2.5.) Get pupils to prepare to write a diary entry for Mary, the mother of Jesus, for three important days in Holy Week: Palm Sunday (entry to Jerusalem: Matthew 21:7-11), Good Friday (Jesus' death: Luke 23:13-25, 32-48) and Easter Sunday (Jesus is raised to life: Luke 24:1-12). Use active strategies to tell the story of each day, discussing how Mary might be feeling, perhaps through some hot-seating, freeze-framing and role play; explore questions pupils have about the stories and any surprises for the characters and for pupils. Create an emotion graph for Mary for the week. Use these to help pupils write a simple diary for the three days, showing ideas about what happened, how Mary might feel, and why she thought it happened. Would Mary call the day Jesus died 'Good Friday'? Would she say something different on Sunday? Talk about pupils' responses and reaction to the story: how did it make them feel? How do they think Christians will feel as they read this account? What would Christians learn from Jesus' example and teaching in these accounts? | <p>https://classroom.thenational.academy/lessons/what-are-the-christian-celebrations-cnjk0d</p> <p>https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6</p> <p>https://www.bbc.co.uk/bitesize/clips/zqr87ty</p> <p>https://www.bbc.co.uk/bitesize/clips/zvxn34j</p> <p>www.bbc.co.uk/programmes/p02mww94</p> |

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| | <ul style="list-style-type: none"> • Use visits, visitors, church websites and church programme cards to find photos and other information about what different churches do on Palm Sunday, Good Friday and Easter Sunday (e.g. types of service, music, readings, actions and rituals, colours, decorations). Use this BBC clip to explore these ideas more fully: www.bbc.co.uk/programmes/p02mww94. Record how Christians (e.g. Nathan and Lara in the clip) might feel on each Good Friday and Easter Sunday – perhaps compare their emotion graph with Mary's. Talk about what Christians think about Jesus and the idea of 'salvation': one ideas is that Christians see Jesus shows them how to live a life that pleases God, a life of love for all - 'saving' them from going down the wrong path in life. Design a display to show the importance of each day - linking the texts, various Christian practices and the meanings for Christians. • For people at the time, these three parts of the story provoke hope, sadness and joy. Why was there hope as Jesus arrived as King? (E.g. the people were expecting God to rescue them and restore their land.) Why was there sadness? (E.g. their King was killed and everything seemed lost.) Why was there joy? (E.g. Jesus was alive!) You could annotate Mary's emotion graph with these explanations. Explore why these stories still provoke these emotions in Christians today. Compare with what brings hope, sadness and joy to pupils. Reflect on the key question: Why do Christians call the day Jesus died 'Good' Friday? (E.g. they think that Jesus rose from death so Friday was not the end, and he opened up a way to heaven too, which Christians say is good news for all.) | |
| Summer 1- How is faith expressed in Hindu communities and traditions? | <ul style="list-style-type: none"> • Note that the word 'Hinduism' is a European word for describing a diverse religious tradition that developed in what is now northern India. People within the tradition itself often call Hinduism 'Sanatan Dharma', which means 'Eternal Way' and describes a complete way of life rather than a set of beliefs. Introduce the word dharma. This describes a Hindu's whole way of life - there is no separation between their religious, social and moral duties. (Note: this is why the Understanding the impact element comes first in this unit.) • Find out about how Hindus show their faith within their families. Show pupils objects you might find in a Hindu's home, and why, e.g. <i>murtis</i>; family shrine; statues and pictures of deities; <i>puja</i> tray including incense, fruit, bells, flowers, candles; some sacred texts such as the <i>Bhagavad Gita</i>; <i>Aum</i> symbols. Find out what they mean, how they are used, when and why. | <p>https://classroom.thenational.academy/units/hinduism-0000 - 10 lessons on Hinduism</p> <p>https://www.bbc.co.uk/bitesize/topics/zh86n39 - BBC schools Hinduism resources (clips and guides)</p> <p>www.leicestermercury.co.uk/live-diwali-day-2016-in-leicester/story-29853142-detail/story.html</p> |

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| | <ul style="list-style-type: none"> Explore the kinds of things Hindu families would do during the week, e.g. daily puja, blessing food, arti ceremony, singing hymns, reading holy texts, visit the temple, etc. Talk about which objects and actions are most important, and why. What similarities and differences are there with the family values and home rituals of pupils in the class? Explore what Hindus do to show their tradition within their faith communities. Find out what Hindus do together, and why, e.g. visiting the temple/mandir; performing rituals including prayer, praise such as singing hymns/songs (<i>bhajans</i>); offerings before the <i>murtis</i>; sharing and receiving <i>prashad</i> (an apple or sweet) representing the grace of God; looking at Hindu iconography. Find out how Hindus celebrate Diwali in Britain today. Show images of Diwali being celebrated in the UK (e.g. www.leicestermercury.co.uk/live-diwali-day-2016-in-leicester/story-29853142-detail/story.html) and recall the story of Rama and Sita. Identify the characters; connect with ideas of Rama as the god Vishnu in human form (<i>avatar</i>); examine the role of Sita; examine the use of light in Hindu celebrations to represent good overcoming bad and Hindus overcoming temptation in their own lives; and the festival as an invitation to Lakshmi, goddess of prosperity and good fortune. Ask pupils to weigh up what matters most at Diwali. Talk about whether Hindus should be given a day off for Diwali in Britain: a social justice issue? Find out about other Hindu celebrations, e.g. Holi, or Navaratri/Durga Puja in Britain (e.g. www.londonpuja.com. There is a BBC clip on Durga Puja in Kolkata here: www.bbc.co.uk/religion/religions/hinduism/holydays/navaratri.shtml). Talk about what good things come from sharing in worship and rituals in family and community. Are there similarities and differences with people in other faith communities pupils have studied already? Are there similarities and differences with people who are not part of a faith community? If possible, invite a Hindu visitor to talk about how they live, including ideas studied above. | www.londonpuja.com . |
| Summer 2- What are the deeper meanings of religious festivals? Six | <p>Festivals Study: Diwali, Eid-ul-Fitr, Passover and Vaisakhi</p> <p>Six aspects of festivals: ancient story/modern community/sacred symbols/rituals/remembrance/celebrating spiritual values</p> <ul style="list-style-type: none"> For each festival studied, connect to pupils' own lives and enable them to think about times in their own lives when pupils remember and celebrate significant events/people and why and how they do this. | <p>Diwali:</p> <p>https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zjpp92p</p> |

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| aspects of celebration - religious study | <ul style="list-style-type: none"> Consider the meanings of stories behind key religious festivals, looking for the reasons why these stories are worth retelling every year, sometimes for thousands of years, and how this is done in the community. Explore and describe how believers express the meaning of religious festivals through symbols, sounds, actions, stories and rituals (which vary, but may include shared food, expressing devotion in worship in many ways and some 'upside down' moments, when 'normal' behaviour is reversed, for fun and learning). Notice and think about similarities and differences in the ways festival are celebrated, e.g. Diwali within both Sikh and Hindu communities - the festival has the same name, but tells different stories. Are the values the same? Ask: who remembers what? Consider - using 'Philosophy for Children' methods where possible - questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Does fasting make you a better person? How (Ramadan and Eid-ul-Fitr)? Is it important to commit your life to your religion (Vaisakhi)? <p>Contemporary celebrations in the UK</p> <ul style="list-style-type: none"> Consider questions about the role of festivals in the life of Britain today: are New Years' Day, Valentine's Day and Remembrance Day non-religious festivals for all? Is Comic Relief 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 Halloween a 'religious' festival? What about Saint Valentine's Day, or Remembrance Day on 11 November? Consider whether religious festivals or secular festivals have a stronger future. <p>Thinking about deeper meanings: set activities which get the pupils thinking about these questions:</p> <ul style="list-style-type: none"> Can we identify some differences between religious festivals and other types of celebrations? What are the connections between stories, symbols and beliefs with what happens at Eid, Diwali, Pesach or Vaisakhi? What are the main similarities and differences in the way festivals are celebrated within and between religions? What is worth remembering and celebrating every year? What values are important in each celebration? | <p>https://www.bbc.co.uk/bitesize/clips/z787tfr</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-diwali-festival-of-light/z668qp3</p> <p>https://www.bbc.co.uk/bitesize/clips/zxjxn39</p> <p>https://www.bbc.co.uk/bitesize/articles/z4dc47h</p> <p>https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali</p> <p>https://www.bbc.co.uk/newsround/15451833</p> <p>https://www.bbc.co.uk/bitesize/clips/zq83cdm</p> <p>Eid-ul-Fitr: https://www.bbc.co.uk/bitesize/clips/z434wmn</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-ramadan-and-eid-ul-fitr/zdv7pg8</p> |
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<https://www.bbc.co.uk/bitesize/topics/zpdtsbk/articles/zjc2bdm>

<https://www.bbc.co.uk/bitesize/articles/zdgrcqt>

<https://www.bbc.co.uk/bitesize/articles/z4cmkmn>

<https://www.bbc.co.uk/cbeebies/puzzles/lets-celebrate-eid>

Passover:

<https://www.bbc.co.uk/bitesize/clips/zx7tfq8>

<https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382>

<https://www.bbc.co.uk/teach/cls-ss-clips-video/religious-studies-ks2-celebrating-passover/z4kvrj6>

<https://www.bbc.co.uk/bitesize/clips/zpxn34j>

<https://www.bbc.co.uk/bitesize/clips/z3n34wx>

<https://www.bbc.co.uk/bitesize/clips/z7wmpv4>

<https://www.bbc.co.uk/bitesize/articles/z4t9scw>

Vaisakhi:

<https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/z6qqy9q>

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-vaisakhi/z6s2t39>

<https://www.bbc.co.uk/bitesize/clips/zbtfgk7>

<https://www.bbc.co.uk/bitesize/topics/zsjpyrd>

<https://www.bbc.co.uk/newsround/43737417>

<https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-vaisakhi>