

Religious Education



Enquiry: What do we mean by truth? Is seeing believing?

Learning Through a Lens



Philosophy Lens – Thinking through Thinking



Ask Questions
as a Thinker

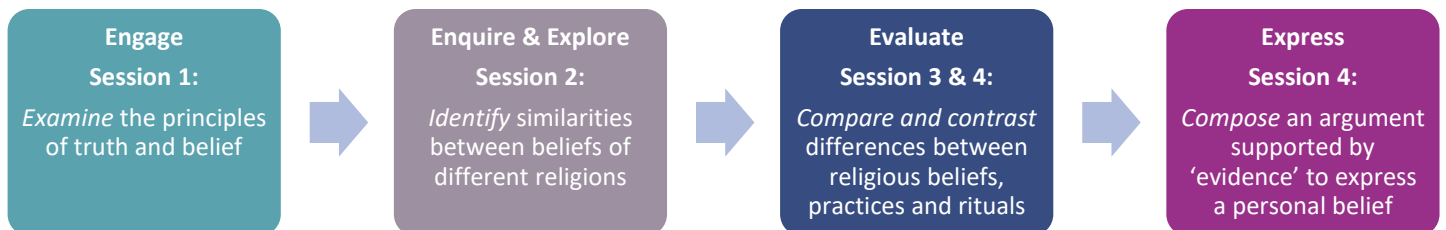


Think like a
Philosopher



Explore Morals
and Knowledge

Sequence of Learning



Key Vocabulary


Word	Definition
Axiom	A statement that everyone believes is true – eg: "the only constant is change."
Proof	The evidence that shows something is true or valid
Burden of Proof	The duty of proving a disputed charge
Reality	The way things actually are
Evidence	Anything that can be used to prove something
Truth	Something which is fact and true in accordance with reality
Logical Fallacy	A mistaken belief that arises from a logical idea
Ultimate Reality	Something that is the supreme, final, and fundamental power in all reality - ultimate reality in Judaism, Christianity, and Islam is God







Year Group:	Term:	Religion:
4	Autumn – Unit 4.2	Multi – incl. Sikh
Prior learning	Y1 – What do my senses tell me about the world of religion and belief (Christian, Hindu, Jewish) Y2 – Why do people have different view about the idea of God? (Multi/Humanist) Y3 – What is philosophy? How do people make moral decisions? (Christian/Humanist)	
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Disciplinary Lens	Philosophy	Main enquiry question:	What do we mean by truth? Is seeing believing?
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Core knowledge	Essential Outcomes
Children will learn about: <ul style="list-style-type: none"> Different views about the nature and existence of God The difference between knowledge, belief and opinion The complex nature of concepts such as truth and reality Debates about whether something can be proven Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things Use of the term Waheguru and other titles used for God 	Children will be able to: <ul style="list-style-type: none"> Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts.


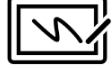


Resources
<ul style="list-style-type: none"> Session 2 requires access to ipads / laptops / internet Stage 3 – Evaluate: This stage could be delivered in 2 sessions – one for research and planning, and another for writing the Explanation Text



Session	Sequence	Teaching and Learning
Session 1 – Examine the principles of truth and belief		
Session 1 – Engage		<p>Explore</p> <ul style="list-style-type: none"> Introduce the Core Question ‘What do we mean by truth? Is seeing believing?’ and give pupils the opportunity to share and discuss their initial thoughts. Introduce Key Vocabulary for unit – use <i>Echo Reading</i> to rehearse new language and give meaningful definitions. (The vocabulary for this unit contains some quite deep concepts and may need some time to unpack) In groups, pupils sort a randomised set of statements into 2 criteria: fact or opinion. Share and discuss choices – particularly any misconceptions or those which were difficult to place. Pose the question: <i>Why can it sometimes be difficult to distinguish between fact and opinion?</i> Watch: https://www.youtube.com/watch?v=Flyt5pEcE_g – Pupils then create a meaningful definition of FACT and OPINION in their books – capturing some examples from the sorting activity under each heading. Pupils could also add their own examples Introduce the term: <i>Belief</i> – ask pupils if they think a belief is Fact or Opinion.

		<ul style="list-style-type: none"> • Watch: www.youtube.com/watch?v=ONY4ACYxwdY and create a definition of belief as a class and add one or two examples of something all pupils believe in – <i>consider linking this to the School Values – eg: it is important to respect others</i> • Introduce the term: Axiom and its definition. Explore a brief history of this philosophical principle and introduce the basic Axioms as defined by Aristotle • Reinforce that axioms are considered to be truth, without the need for proof – and that they are the basis of debate • Further explore accepted axioms which we see in daily life: The sun rises in the east, All planets revolve around the sun, 2 parallel lines will never meet alongside some more spiritual axioms which are often relatable to proverbs.
		<p>Model</p> <ul style="list-style-type: none"> • Using the examples of Axioms explored in the session, create one which holds reverence and meaning for you – your Axiom for life - eg: All knowledge leads to growth / Success cannot be savoured without first tasting failure • Explain that this is your ‘truth’ or ‘philosophy’ and demonstrate it’s <i>logic</i> • Model developing an image / design to ‘showcase’ your axiom <i>If available, independent practice could be produced using PowerPoint / Canva or similar</i>
		<p>Guided Practice</p> <ul style="list-style-type: none"> • Allow pupils structured talk time with partners / small groups to discuss their axiom • Provide guidance aligned to School Values / Clubs etc • Share examples and use one as an example – Pose the question: Is this <i>logical</i>? • Discuss as a class an appropriate image which would complement the axiom
		<p>Independent Practice</p> <ul style="list-style-type: none"> • Pupils produce their own axiom along with an image • Axioms could be collected and collated to create a class display • Share outcomes across the class using a Galloping Gallery <i>If available, independent practice could be produced using PowerPoint / Canva or similar</i>
		<p>Reflect & Challenge</p> <ul style="list-style-type: none"> • Introduce the term Logical Fallacy – and give an example • Consider the exemplar axiom through the lens of Logical Fallacy – eg: one can only grow if we are learning – is this always true / success without failure is not success • Consider if our own ‘beliefs’ or philosophies are subject to logical fallacy
<p>Session 2 – Identify and discuss similarities between beliefs of different religions</p>		
<p>Session 2 – Enquire & Explore</p>		<p>Explore</p> <ul style="list-style-type: none"> • Review RE Lens and recap Key Vocabulary for the unit • Remind pupils about the exploration of Axioms in the previous session and introduce concepts of God, Heaven, Miracles & Soul • Pose the question: Are these axioms too? Give Structured talk time for children to discuss their belief and share any personal experience / opinions • Introduce Philosophical beliefs about miracles from David Hume and review key questions • Watch: https://youtu.be/CeG1HD0gzCQ - pausing and playing to allow pupils to answer questions in books – Note answers for the Working Wall • Explore religious view of miracles from the perspective of Hindu, Christian and Islamic followers, reinforcing that miracles are evidenced in key religious texts and seen as proof of Gods existence • Watch: https://youtu.be/RTR9uTM8i0g allowing discussion around the questions before pupils answer in their books •
		<p>Model</p> <ul style="list-style-type: none"> • Introduce the core activity for the session – exploring common beliefs across difference religions • Show the comparison table, and review each question as a group – What do pupils feel they already know?

	<ul style="list-style-type: none"> Review steps to success, and model researching the first question using: https://www.diffen.com/difference/Christianity_vs_Hinduism https://www.kiddle.co/ or https://kids.britannica.com/ Capture basic details for each religion, and summarise in note form
	<p>Guided Practice</p> <ul style="list-style-type: none"> With the whole class, identify the similarities between the 3 religions, and compose a brief statement
	<p>Independent Practice</p> <ul style="list-style-type: none"> Pupils should work in small groups using laptops / ipads to research the 3 different religions. Use specified websites: https://www.diffen.com/difference/Christianity_vs_Hinduism https://www.kiddle.co/ or https://kids.britannica.com/ Non-fiction texts can also be used to supplement research Encourage pupils to take turns to research, summarise, compare and record information As a group, reflect on the key similarities and record in books
	<p>Reflect & Challenge</p> <ul style="list-style-type: none"> Ask pupils to consider their own views of miracles or heaven – what are their individual beliefs? Use structured talk to share responses

Session 3 & 4 - Compare and contrast differences between religious beliefs, practices and rituals

Session 3 & 4 - Evaluate		<p>Explore</p> <ul style="list-style-type: none"> Initiate session with a review of the Philosophical lens, and a recap of key vocabulary which underpins the unit Play BINGO to connect learning from prior session – create a 2x3 grid on whiteboards, and in each section, capture a similarity between religions (eg: belief in an afterlife, symbol, sacred text etc) Share results and address any knowledge deficit or misconceptions Introduce the main challenge for the session: Creating a mind map related to Sikhism and review the key features Watch: https://youtu.be/qXhV3dMxSzE [pause and play, capturing responses on mindmaps – create an exemplar mind map for the class and continue to add to the exemplar throughout the session Continue to work through each slide, with pupils capturing important details, dates, places, names and facts for the mind map Listen to the Mool Mantar: https://youtu.be/WKnOqJaUc5Y - copy key lines into books, and practice memorising two or 3 phrases Continue adding to the mindmap, watching: https://youtu.be/df3HOPiyAOg and answering key questions
		<p>Model</p> <ul style="list-style-type: none"> Introduce the outcome challenge for the session: Explanation Text Review features of the text as a class and model capturing key details for each section of the text (or use modelled example)
		<p>Guided Practice</p> <ul style="list-style-type: none"> As a class, work together to complete individual plans, sharing ideas and considerations in small groups Share examples of finished plans and discuss what could be included to strengthen plans
		<p>Independent Practice – <i>The writing element of this session could be completed in a separate session (Session 4) to ensure a high quality outcome</i></p> <ul style="list-style-type: none"> Give pupils sufficient time to complete their written explanation Pause at points in writing to share and showcase good examples and redirect where needed Ensure that all features are included in the text If needed – work with a small, guided group to complete the challenge Opportunities to extend the writing, incorporate self / peer assessment or present in oral form could also be considered

		<p>Reflect & Challenge</p> <ul style="list-style-type: none"> Consider the quote from the holy scripture – Guru Granth Sahib - ‘<i>One Light fills all creation. That Light is You.</i>’ Give pupils time to consider the questions, and initiate a structure discussion regarding its meaning Explain that this concept of Pantheism is the belief that God and the universe are equivalent (the same thing). A pantheist believes that everything that exists is a part of God or that God is a part of everything that exists. Reflect that Pantheism is much like the way that Sikhs interpret Waheguru
<p>Session 5 - Compose an argument supported by ‘evidence’ to express a personal belief</p>		
<p>Session 5 - Express</p>		<p>Explore</p> <ul style="list-style-type: none"> Revise prior learning for the unit by playing <i>Quiz Quiz Trade (QQT)</i> (see Resources). Following a round of QQT, pupils capture a key fact in their workbooks <i>Play ‘I Believe & I Care About’</i> - The aim is for the children to see how different people believe different things, explain why we believe what we believe and knowing that everyone is different and not everyone has to agree with each other Formulate an imaginary ‘Continuum Line’ in the classroom or hall space, with signposts: ‘A Lot’, ‘Sort Of’, ‘Not At All’ Reinforce that at pupils can choose to stand at a marked point, or in between a point anywhere on the continuum, depending on what they believe in Before beginning the game, introduce stem sentences, which pupils can use to frame their responses (See Resources) Ask an initial question, and invite an adult (or chosen child) to respond by moving to a point on the continuum (See Resources for Question list) Ask why they have chosen that response, and allow them to respond. Follow up with a question regarding their evidence / reasoning that supports their belief – what evidence or proof do they have? Invite a pupil/ s with a different belief or viewpoint to join the continuum and explore their reasoning and ‘evidence’ and continue the game with whole class responding to the questions, and share explanations using randomised selection Ask if children believe that miracles can happen and to move to a point on the continuum - split the class into 3 groups based on their responses (‘A Lot’, ‘Sort Of’, ‘Not At All’) Give each group a statement: <ul style="list-style-type: none"> Sort Of Group: Miracles did happen at the time of the Bible, but miracles don’t happen anymore. Not At All Group: Miracles can all be explained away by science, miracles do not happen. A Lot Group: Miracles did happen in Biblical times, and still happen today. <p>Model</p> <ul style="list-style-type: none"> Model gathering and evidence base for the one of the groups using our prior learning (use Whiteboard or Sugar Paper) Draw an evidence Matrix and capture some key ‘proof’ to support the statement – eg: Hume’s views on Miracles / Sikh views (No Group), Evidence of biblical miracles/ Qur’an examples (Sort of Group) or Modern Beliefs/ Movies (Yes Group) Use the Unit Vocabulary to supplement argument <p>Guided Practice</p> <ul style="list-style-type: none"> Pupils work in groups of 4 - 6 to create an evidence base for their belief Provide opportunities for further evidence gathering through use of targeted texts Encourage groups collate up to 5 pieces of evidence, and to sequence their argument in preparation to present their belief to the group <p>Independent Practice</p> <ul style="list-style-type: none"> Use Targeted Talk Roles of: Initiator, Developer and Summariser to structure presentation Invite groups to ‘present’ their statement and corresponding evidence / proof to the class <p><i>*Consider filming / photographing the presentations</i></p>



Reflect & Challenge

- Pose question: What do we mean by truth? Is seeing believing?
- Ask pupils to respond orally, using the stem sentence: I believe that.... Because...
- Evidence could also be captured in books

Resources




Engage – Session 1: Fact or Opinion Sorting Activity

Fact	Opinion
<i>7 is a prime number</i>	<i>7 is a lucky number</i>
<i>Mount Everest is the tallest mountain in the world</i>	<i>The Himalaya is the most beautiful mountain range in the world</i>
<i>There are 222 species of owl in the world</i>	<i>Owls are wise animals</i>
<i>The tallest building in the world is the Burj Khalifa in Dubai</i>	<i>Tall buildings spoil the landscape</i>
<i>Christmas is celebrated in over 160 countries across the world</i>	<i>It is always cold at Christmas</i>
<i>All dogs are descended from wolves</i>	<i>Dogs make the best pets</i>
<i>England is made up of 27 counties</i>	<i>Essex is the best county in England</i>
<i>The most commonly spoken language in the world is Mandarin Chinese</i>	<i>Chinese is the most difficult language to learn</i>

Saffron Academy Trust – RE Unit Planning 4.2

Resources

Enquire & Explore – Session 2: Comparing religious beliefs

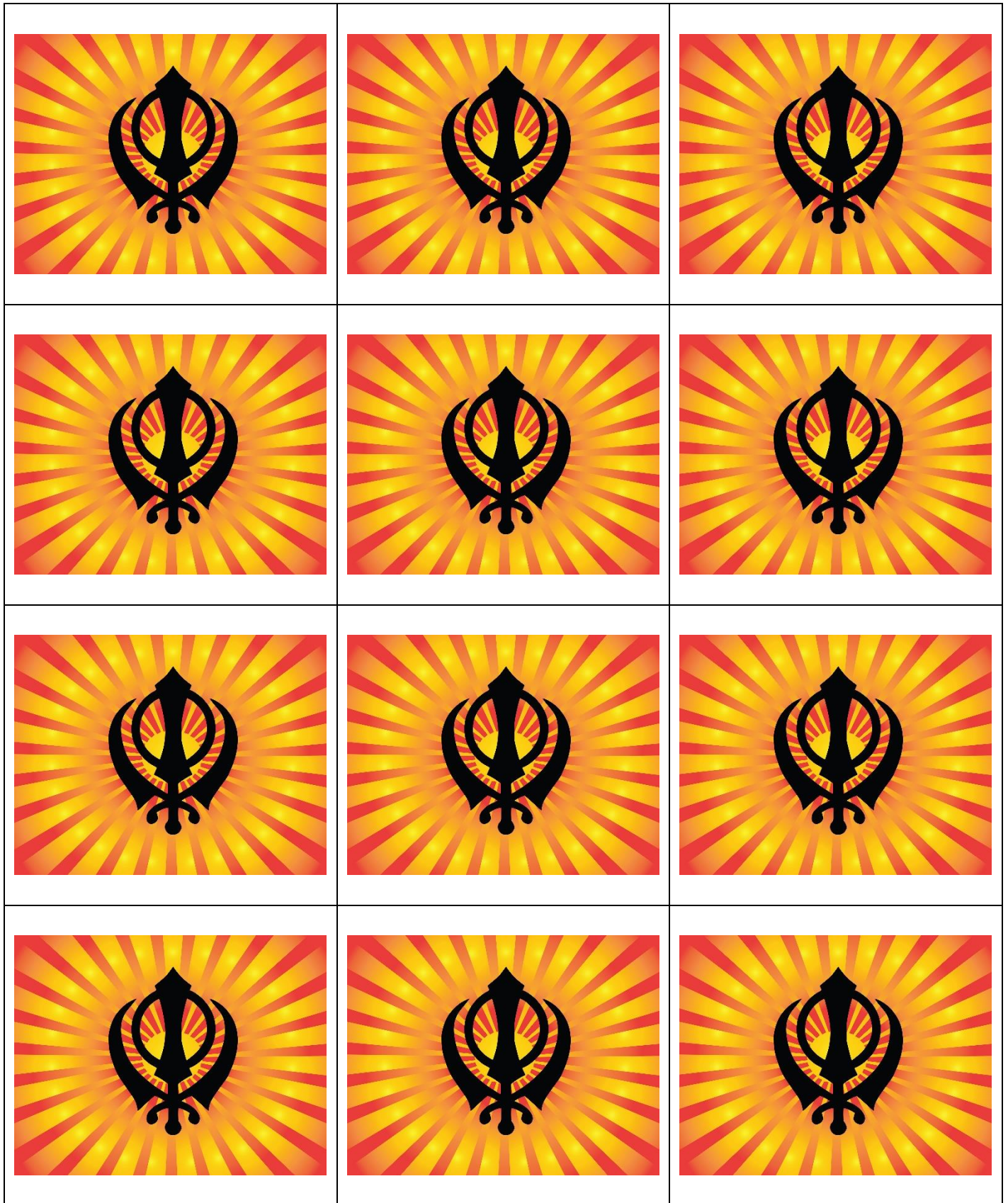
	 Christianity	 Islam	 Hindu
Is there a God/ Gods? What are they called?			
Who created the world?			
What is the name of their sacred text?			
How and where do believers communicate with God?			
What important festivals celebrate God/Gods?			
What miracles have been witnessed?			
What happens to our soul when we die?			

What similarities have you identified?

Saffron Academy Trust – RE Unit Planning 4.2

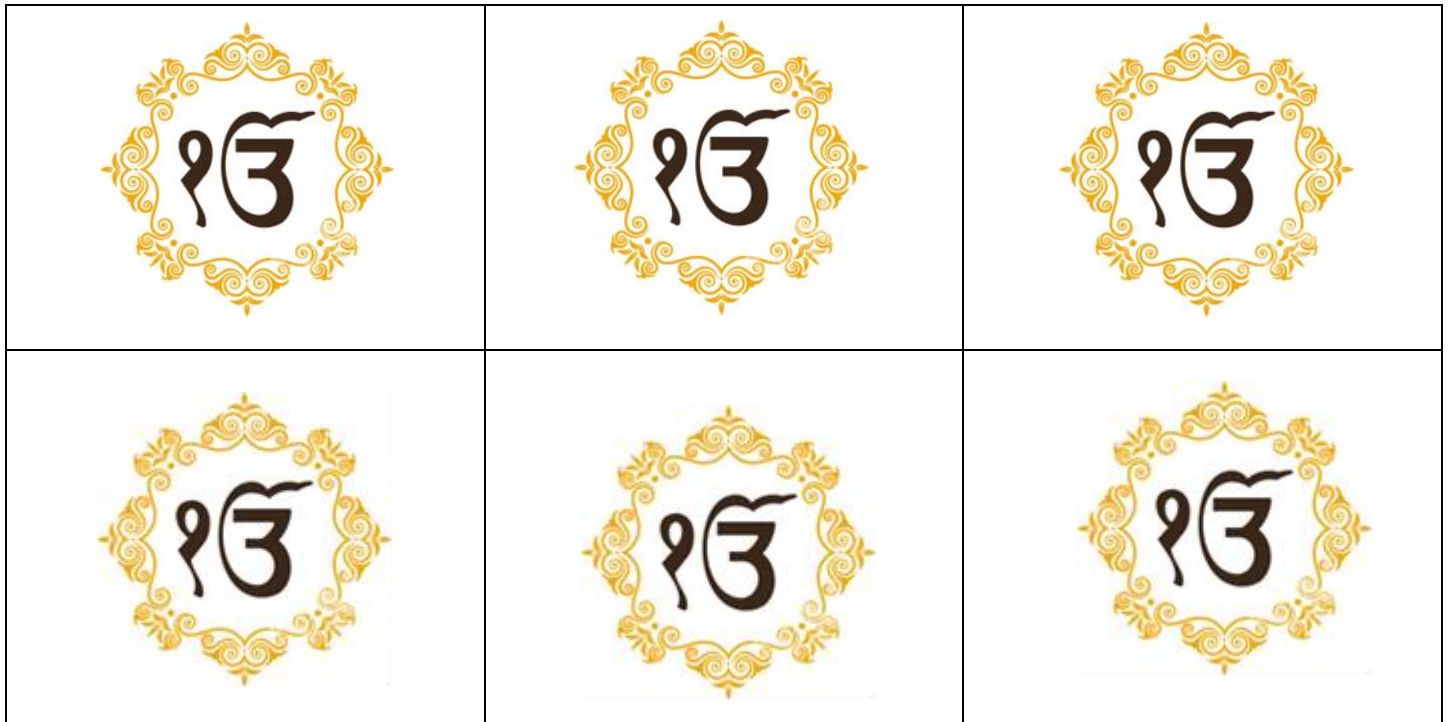
Resources

Evaluate – Session 3 & 4: Sikh beliefs



Resources

Evaluate – Session 3 & 4: Sikh beliefs



<p>ADDING</p> <p>and as well as moreover furthermore in addition too on top of that another point is</p>	<p>SEQUENCING</p> <p>first, firstly, first of all second, secondly.. third next meanwhile now subsequently</p>	<p>ILLUSTRATING</p> <p>for example such as for instance in the case of as shown by illustrated by take... one example is..</p>
<p>COMPARING</p> <p>similarly likewise as with like equally in the same way</p>	<p>QUALIFYING</p> <p>but however although unless except apart from as long as if</p>	<p>CONTRASTING</p> <p>whereas alternatively unlike on the other hand conversely having said that nevertheless however</p>

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Resources

Express – Session 5: Quiz Quiz Trade

<p>Q: Who was the Ancient Greek Philosopher who first defined the Axiom laws of:</p> <ul style="list-style-type: none"> • An object is what it is • No statement can be both true and false • Every statement is either true or false <p>A: Aristotle</p>	<p>Q: What is the name of the Sikh statement of belief that is the basis of Sikhism and contains the key beliefs about Waheguru?</p> <p>A: The Mool Mantar</p>
<p>Q: What is the name of a false argument that is based on weak, flawed, illogical, or nonsensical claim or assertion?</p> <p>A: A Logical Fallacy</p>	<p>Q: Who was the first of the 10 Guru’s who founded the Sikh faith?</p> <p>A: Guru Nanak</p>
<p>Q: What is the name of the philosopher who believed that all miracles could be explained as extraordinary events?</p> <p>A: David Hume</p>	<p>Q: What are the different names for God according to Christian, Islamic and Sikh faith?</p> <p>A: Christian – God Islam – Allah Sikhism – Waheguru</p>
<p>Q: Why are there no images or statues of the Sikh god Waheguru?</p> <p>A: Sikhs do not believe that God – Waheguru -is a <i>person or being</i> like us - so you won’t see any pictures</p>	<p>Q: Where do followers of the Hindu faith find ‘evidence’ of miracles?</p> <p>A: Evidence of ‘miracles’ in the Hindu faith are written in The Veda</p>
<p>Q: What is one key feature or similarity of the 5 major religions?</p> <p>A: The belief in miraculous happenings is a feature of the 5 major religions</p>	<p>Q: What is the key difference between a fact and an opinion?</p> <p>A: A fact is something which can be proven, and opinion is something you think or feel</p>

Saffron Academy Trust – RE Unit Planning 4.2

Resources

Express – Session 5: I Believe, I Care About... Game

Key Questions:

- I believe that dreams and wishes can come true.
- I care about getting lots of exercise every day.
- I care about video games.
- I believe in magical creatures.
- I care about showing respect to others.
- I believe that dogs are the best pets.
- I believe that Christmas should be about celebrating Jesus, not buying presents.
- I care about my school work and progress.
- I believe that prayers will be answered.
- I care about England winning the World Cup (or similar sporting event)

Targeted Talk: Role Card

Initiator



Begins the discussion or opens up new topics for discussion

Will Say:

I would like to start by saying...
I think we should consider...
Let's also think about...



Targeted Talk: Role Card

Developer



Builds on, adds to or agrees with an idea

Will Say:

I agree, and would also add...
Building on that idea, I think...
Linking to that, I think...



Targeted Talk: Role Card

Summariser



Identifies the main ideas – during the discussion to help move forward, or at the end

Will Say:

Overall, the main points were...
Our discussion focused on...
The two things we talked about were...

