**RE-Live Mini-Schemes of Learning: Written by Sarah Bareau, Elmlea Junior School**

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| **pupils** | | **AMV unit & Areas of Enquiry** |
| **Key stage** | **2** | **Unit 9: How should we live and who can inspire us? [B&F]**   1. What positive examples have people given that show us how to live? 2. What values and commitments have inspired or been taught by founders of faith or communities, leaders, believers and specific communities? 3. How have actions and examples of people of faith or belief changed our world? 4. How might we change our lives in the light of the qualities demonstrated by other people? |
| **Year** | **3/4** |
| **Term** | **3** |
| **Focus:** | Different religions / worldviews in England. |
| **AGE-RELATED big ideas**  **BI 1 CONTINUITY, CHANGE AND DIVERSITY**  *The name 'religion' or ‘worldview’ is commonly given to systems of belief, practices and values, which share some common features that make sense when thought of as linked to each other. Each religion / worldview is made up of several groups of people who often believe different things and practise in different ways.*  **BI 3: A GOOD LIFE**  *Most religions / worldviews have stories about people from the distant past or from recent times who set a moral example to their followers. Religions / worldviews provide guidance for their followers on how to live a good life. There are different ideas about why people should aim to live a good life and considerable agreement and disagreement over desirable virtues and qualities and what is right and wrong, good and bad, between and within groups.* | | |
| **TRANSFERABLE QUESTIONS** | | |
| 1. What do we mean by ‘religious’ and is it easy to separate from ‘non-religious’? 2. How can the beliefs and actions of others inspire our own lives? | | |
| **Suggested learning activities FOR FINDING AND USING KNOWLEDGE** | | |
| **Preparation**  These lessons are designed to sit alongside AMV Unit 9 for Lower KS2, applying some of the content and objectives of that unit to the context of a relevant current event (Covid-19 pandemic). They do not replace all the content of the unit so teachers should consider what their pupils will need to be taught in addition to these lessons to meet the full unit learning objectives.  Before teaching these lessons, teachers should be aware of and sensitive to any particular difficulties that pupils and their families experienced during the pandemic and lockdown and adapt their teaching accordingly. They should also consider including relevant experiences of their pupils and families within the lessons, e.g. a Muslim family sharing their own experiences of celebrating Eid in 2020. The basic lesson PPT provided for each lesson should be adapted as appropriate for each school setting.  These lessons aim to focus on the positive aspects of lockdown and the local community’s response to it rather than dwelling on the negative. They have been planned with a focus on the communities within Bristol but could be adapted to any location.  Each lesson or group of lessons is linked to a Topic-related Question (TRQ) taken from Chapter 6 of [‘Putting Big Ideas into Practice’](http://www.reonline.org.uk/knowing/big-ideas-into-practice/) by Barbara Wintersgill. | | |
| **TOPIC-RELATED QUESTION**  **BI1, TRQ1:** What shared features would you expect to find in most religions / worldviews? [e.g., places of worship / meeting, important festivals, important people, important beliefs or teachings.] | | |
| **Lesson 1 LO: identify positive and negative effects of lockdown**  Making use of the PowerPoint resource for this unit, ask the children to think back to lockdown in March 2020 and the school closure. Watch the CBBC Newsround *Summer in Lockdown Special*: [www.bbc.co.uk/newsround/53369557](http://www.bbc.co.uk/newsround/53369557). What are some of the children’s memories? What were some of the guidelines and restrictions that were put in place? What was bad about that time? What was good? What three words would YOU use to describe it?  Show guidelines that affected places of worship in England from March-August 2020. What were some of the changes that religious communities experienced? Do the children know the names of some places of worship/religious meetings? List a few for them: church, mosque, synagogue, gurdwara, temple etc. Draw on pupils’ personal experiences if they are part of a religious community.  Show pictures of rainbows in windows in March/April 2020. Did any of the children see rainbow pictures? Display rainbows in their own homes?  Read/watch the story of Noah and the flood from Jewish/Christian tradition. Explain that the story of Noah is also present in the Qur’an, so Muslims know this story as well as Jewish people and Christians. You can play the linked YouTube video from the PPT but stop before the prayer at 10’ 55” or use a version from a Children’s Bible, e.g. Lion’s.  Explain that the rainbow was a sign of good times coming after bad. It is a symbol of hope. (NB – this may generate discussion about what caused the pandemic and if it was a punishment e.g. many people, whether they are religious or not, believe that bad things can happen when people do not care about each other or about the natural world.)  **Independent task:**  Draw raincloud and write inside some negative effects of pandemic and lockdown restrictions. Draw rainbow and write some positive effects.  SEND – sort given list into positive and negative and glue in appropriate place.  GDS – consider impact on wider community, as well as their personal experiences.  **Vocabulary**  Pandemic, Covid-19, coronavirus, Bible, Christian, Torah, Judaism, Noah, ark, flood, rainbow.  **Resources**  [Res1 Lesson 1 PPT](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091L-Res1-Lesson1.pptx).  Story of Noah and the flood (optional Anni Davey video resource; see link within RES1 PowerPoint).  [Res2 Rainbow & Cloud template](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091L-Res2-Rainbow-Cloud-template.pdf).  [Res3 SEND support sheet](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091L-Res3-SEND.docx). | | |
| **Lesson 2 LO: know how some religious festivals are celebrated**  Reflect on special occasions that children had to miss/do differently during the pandemic, e.g. birthday, family party, holiday. How did they adapt their traditions for 2020? Was there anything they couldn’t include? Was there anything they particularly enjoyed about how they celebrated this time?  Look at videos/pictures of traditional Easter celebrations from 2019. Show guidelines for April 2020. How did Christians have to change how they celebrated? Draw on the experiences of any children in the class who celebrated Easter. Model Venn diagram comparing Easter 2019 with 2020.  (Some parts of the Easter celebrations are regarded as secular rather than religious, e.g. Easter egg hunt. For this lesson, we focus on the ‘religious’ aspects but it is worth acknowledging the ‘secular’ traditions as an example of how the UK follows many Christian traditions even though not all people are Christian. Compare a chocolate Easter egg with a coloured or decorated hen’s egg in the Christian Orthodox tradition.)  Discussion questions:  What makes us call something ‘religious’ or not, e.g., an Easter Egg? Is it easy or not to decide?  **Independent task:**  Repeat the Venn diagram activity using pictures/videos of Ramadan and Eid celebrated in 2019 and copies of guidelines from May 2020 (links in PowerPoint or teacher’s own resources). If you have Muslim families in the school community, you could ask them to compare their experiences of Eid in 2019 and 2020.  SEND – annotate pictures of Eid celebrations to show what is happening.  GDS – make connections between Christian and Muslim communities and their celebrations.  **Vocabulary**  festival, tradition, Easter, Christian, Christianity, Ramadan, Eid, Muslim, Islam, fast, iftar.  **Resources**  [Res4 Lesson 2 PPT](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091L-Res4-Lesson2.pptx), including Video/Pictures of Easter celebrations 2019 and Video/Pictures of Eid celebrations 2019 and 2020.  [Res5 Ramadan & Eid sentences to sort](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091L-Res5-Ramadan-Eid.docx).  It may be more appropriate for the pupils to look at other festivals e.g. Passover or Holi, depending on your school setting. | | |
| **TOPIC-RELATED QUESTION**  **BI3, TRQ2:** According to religions / worldviews, which people are setting a strong moral example to their followers? | | |
| **Lesson 3 LO: recognise values and actions inspired by faith founders**  Explain to the children that Sikhs today look back to the life and teachings of Guru Nanak and Christians look back to the life and teaching of Jesus in order to guide their own actions today. They may have different ideas as to what this means. Explain that, generally, for Sikhs, Guru Nanak, and for Christians, Jesus, showed their followers how God wanted them to live, both by what they said and what they did. Under a picture of each faith founder, list some of their key teachings. Some information to support teachers can be found here: <http://dailysikhupdates.com/teachings-guru-nanak/> [www.bbc.co.uk/religion/religions/sikhism/people/nanak.shtml](https://www.bbc.co.uk/religion/religions/sikhism/people/nanak.shtml)  and here: [www.bbc.co.uk/bitesize/guides/zwxm97h/revision/4](https://www.bbc.co.uk/bitesize/guides/zwxm97h/revision/4) [www.bbc.co.uk/bitesize/guides/z43f3k7/revision/1](https://www.bbc.co.uk/bitesize/guides/z43f3k7/revision/1)  What similarities and differences do we notice? Both of these people lived a very long time ago – why do many people find their teachings still relevant today? How might Christians and Sikhs choose to act in their lives if they are following these teachings? Bring out the point that different Sikhs and Christians may respond in different ways (e.g. prayer, charity work), and ask if they think non-religious people might do the same (e.g., they might not pray, but they might do charity work).  Watch the video about sewa: [www.bbc.co.uk/bitesize/clips/z36tvcw](https://www.bbc.co.uk/bitesize/clips/z36tvcw). More information is available here: [www.natre.org.uk/resources/termly-mailing/inspiring-re/sikhs/What-is-sewa-Going-beyond-the-langar/](https://www.natre.org.uk/resources/termly-mailing/inspiring-re/sikhs/What-is-sewa-Going-beyond-the-langar/)  **Independent task**  RE Today sewa sorting activity  SEND – sort limited examples of sewa  GDS – what similarities are there between the teachings of Jesus and Guru Nanak?  **Vocabulary**  Guru, Sikh, Sikhism, Christianity, founder, sewa, langar, Gurdwara, Guru Granth Sahib.  **Resources**  [Res6 Lesson 3 PPT](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091L-Res6-Lesson3.pptx).  Pictures of Jesus and Guru Nanak.  RE Today sewa cards in the ‘Learning from Religion’ series: ‘Opening Up Community’, pp.10f. (Available online to subscribers. Search “Introducing seva”.) Alternatively, make your own cards, featuring such helpful activities as vegetable peeling, shoe cleaning, serving dinner, packing shopping, watering flowers, helping a younger child with their homework. Other cards could feature helpful activities more connected to Sikh practice such as praying every day, helping in the Gurdwara, following the teaching of the Guru Granth Sahib. | | |
| **Lesson 4 LO: consider how we can be inspired by others to live our lives**  Look back to last lesson’s learning about Jesus and Guru Nanak. Christian and Sikh communities have national and international aid organisations that have raised money during the pandemic – as do other religions e.g. Islamic Relief. But do we have to be part of a community to help? Can just one person make a difference? Whatever our beliefs, we can all do something to help others.  Introduce Malala Yousafzai – a Muslim – and watch the video of her talking about her book, *Malala’s Magic Pencil* <https://www.puffinschools.co.uk/resources/ks2-video-malalas-magic-pencil-malala-yousafzai-2-mins/> (If possible, read a copy of the book or watch it being read online.) What would you do if you had a magic pencil?  During the COVID-19 pandemic, many people found ways to help others. What were some of the difficulties that people faced? (e.g. loneliness, lack of routine, less money, can’t go out as much.)  Give groups a story about a local initiative to connect or help others during the pandemic:  <https://bishopstonmum.com/2020/08/09/church-clocks-up-the-kms-to-beat-lockdown-lethargy/>  <https://www.bcfc.co.uk/news/bristol-sport-delivers-10-000-meals-to-the-local-community/>  <https://www.bbc.co.uk/news/uk-england-bristol-52588622>  <https://uk.gofundme.com/f/Cotham-School-Face-Shields-for-the-NHS>  Point out that different people found different ways of responding; and that some may have been inspired by people like Malala, Captain Tom Moore, or by others from different religious/worldview traditions. Be prepared for children to ask about the value of prayer in difficult situations.  **Group task:**  Plan a project/event to help others that meets current guidelines. Create a poster to advertise it.  SEND – create poster about one of the actual events.  GDS – How could this event be used to raise money for charity? Which charity would be an appropriate one to collect for?  If appropriate, the class could select one of the ideas to carry out at some point in the term.  **Vocabulary**  Inspire, inspiration, community, aid, charity.  **Resources**  [Res7 Lesson 4 PPT](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091L-Res7-Lesson4.pptx).  *Malala’s Magic Pencil* (hardcopy of book or online video)  Copies of news articles (see links above)  Plain paper for posters. | | |
| **Lesson 5: Assessment opportunity**  Who are our heroes? Who do we admire? Who would be like to be like? Why? During the pandemic, who were the groups of people that we needed the most? Are these the people who earn the most money or who are most famous? Look at the examples of key workers from Bristol and discuss the jobs that these people do and their experiences. Your class may have key worker parents who could contribute too. Or you could use the book *A Superhero like You* by Ranj Singh (Dr Ranj).  **Independent assessment task:**  Design a ‘Thank You’ card incorporating the rainbow symbol (see lesson 1) in some way. Write a message inside for an individual or group of local people who have been good role models during the pandemic. Include:   * Explanation of what that person/group did * How it helped others * Relate to personal experiences in lockdown * Relate to teachings of one or more religions/worldviews.   SEND – use writing frame with sentence starters  GDS – Explain how this person/group’s positive actions will inspire them in their own life.  **Vocabulary**  Hero, role model, key worker.  **Resources**  [Res8 Lesson 5 PPT](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091L-Res8-Lesson5.pptx).  [Res9 SEND writing frame](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091L-Res9-SEND.docx).  *A Superhero like You* by Ranj Singh. | | |

**ASSESSMENT**

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| **Big Idea 1 (KS2)**   1. **Pupils understand that:** different religions / worldviews have someshared characteristics. 2. **Pupils understand that:** the name 'religion' or ‘worldview’ is commonly given to systems of belief, practices and values, which share some common features. 3. **Pupils understand that:** for some people their religion is more important to them than it is for others.   **Big Idea 3 (KS2)**   1. **Pupils understand that:** most religions / worldviews have stories about people from the distant past or from recent times who set a moral example to their followers. 2. **Pupils understand that:** religions / worldviews provide guidance for their followers on how to live a good life. | |
| **Assessment task**  The purpose of this task is to establish whether all or most pupils have grasped: **how local religious communities responded to the COVID-19 pandemic and lockdown restrictions.** Elements of the assessment can be carried out in earlier lessons, by looking at pupils’ work or through Q&A with the whole class, small groups or individuals. | |
| **COGNITIVE PROCESSES** | **ACTIVITIES** |
| 1. Remembering: | 1. Give examples of some changes that communities faced during coronavirus pandemic. |
| 2. Understanding: | List both positive and negative results of the lockdown restrictions. |
| 3. Applying: | 1. Relate their own experiences and feelings during lockdown to those of members of religious communities. 2. Give examples of how they are inspired by the beliefs and actions of others. |
| 4. Analysing: | 1. Consider the qualities and actions of good role models and say which ones can be linked with modern responses to the pandemic. |
| 5. Evaluating: | 1. Give an example of someone they admire, explaining reasons for this related to the person’s position and actions. |
| 6. Creating | 1. Design a symbol of hope, inspired by a rainbow, and say what they have learnt about different people’s ways of responding to the pandemic. |