



Y3 Spring

Key Question: L2.1 What do different people believe about God?



THE INVESTIGATION

This investigation enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.

Trips: St. Dunstan's Church, Stepney
BAPS Shri Swaminarayan Mandir, London
East London Mosque

Web Links: Introduction to Christianity: <https://www.bbc.co.uk/bitesize/topics/zdykjsx>
Introduction to Hinduism: <https://www.bbc.co.uk/bitesize/articles/z43v382>
Introduction to Islam: <https://www.bbc.co.uk/bitesize/topics/zpdtbkb>

STEP 1: THE KEY QUESTION Key Question: L2.1 What do different people believe about God?

STEP 2: SELECT LEARNING OUTCOMES Being clear about these outcomes will help you to decide what and how to teach.

EMERGING

Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).
Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).

EXPECTED

Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).
Ask questions and suggest some of their own responses to ideas about God (C1).
Suggest why having a faith or belief in something can be hard (B2).
Identify how and say why it makes a difference in people's lives to believe in God (B1).

EXCEEDING

Identify some similarities and differences between ideas about what God is like in different religions (B3).
Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).

STEP 3: SUGGESTED CONTENT FOR LEARNING

This plan has selected the following content to exemplify the learning outcomes. Pupils will:

- Talk about ways in which we exercise trust and faith in our everyday lives, linking to the idea of believing in God.
- Find some examples of how we know about something we have not seen or experienced for ourselves.
- Consider the question: What do people believe about God?
- Explore some of the ways in which Christianity expresses ideas about God, including how Christians think of God as Trinity – Father, Son and Holy Spirit; how Christians create art expressing ideas about God, how Christians reflect on biblical stories to develop ideas about God and how religious experiences help believers to understand God.
Examples will include Moses and the Burning Bush (Exodus 3.1–15), and Paul's conversion (Acts 9. 1–19).
Explore some of the ways in which Islam expresses ideas about Allah / God including how Muslims use the 99 Names of Allah; calligraphy to express ideas, stories which help Muslims understand the nature of God e.g. the story of first revelation of the Qur'an to Prophet Muhammad [PBUH].
- Explore some of the ways in which Hindus express ideas about ultimate reality and the gods and goddesses including beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer);
- Examine similarities and differences between varied ideas about God.
- Explore the influence believing in God has on the lives of believers.
Explore the fact that many people do not believe in God.
Reflect on pupils' own questions and ideas about God in light of their learning.
This unit of work offers around 8-10 hours of classroom ideas. Teachers will need to choose whether you are going to look at 2 or 3 religions in this unit.



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STEP 4: ASSESSMENT: Write specific learning outcomes.

Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements.

You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you...?' statements (for next steps or challenge)

EMERGING (A)	EXPECTED (B)	EXCEEDING (C)
<p>I can...You can...Can you...?</p> <p>Find out more about Christian metaphors for God.</p> <p>Think of reasons why some people believe in God.</p> <p>Identify that the Qur'an guides Muslims in their daily life and teaches them about Allah / God.</p> <p>Identify beliefs about Hindu gods and goddesses.</p> <p>Retell and suggest meanings for the story of when Moses was called by God to be a leader.</p> <p>Look for similarities and differences between two Bible stories about encounters with God, discussing and explaining their ideas.</p> <p>Retell the story that the Qur'an was revealed to the Prophet from Allah by the Angel Jibril.</p>	<p>I can...You can...Can you...?</p> <p>Describe some things we cannot see but do believe in.</p> <p>Give simple reasons for their own ideas and metaphors about God.</p> <p>Consider questions such as: what is God like? If God is invisible, can we imagine what God is like?</p> <p>Give simple reasons for their own views and ideas about God.</p> <p>Think of reasons why some people believe in God and some do not.</p> <p>Discover what Christians mean when they say 'Father, Son and Holy Spirit' for God</p> <p>Describe some simple Muslim beliefs about God based on 12 of the 99 Names of Allah</p> <p>Describe the Shahadah, the Muslim statement of faith in one God</p> <p>Describe the symbolism of Hindu murtis / statues of the gods and goddesses.</p> <p>Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses.</p> <p>Know some of the artefacts religious people might use when they talk to God or pray.</p> <p>Understand that prayer is a way religious believers believe they can communicate with God.</p>	<p>I can...You can...Can you...?</p> <p>Look for similarities and differences between different ideas about God</p> <p>Compare some simple Muslim beliefs about God based on 12 of the 99 Names of Allah with beliefs about God held by Christians and/or Hindus</p> <p>Look for similarities and differences between different murtis of the gods and goddesses.</p> <p>Describe and compare the beliefs of different religions and of atheists</p> <p>Give reasons for different beliefs about God, e.g. that ultimate reality is like a prism.</p> <p>Consider questions such as: does God help people to be good? How can you be good without God?</p> <p>Express their own understanding of God</p>



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Please refer to the following link <https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p>

An Introduction to Hinduism



The Concept of Ahimsa

Ahimsa is often translated simply as non-violence, but its implications are far wider; it is more than not doing violence, it is more than an attitude, it is a whole way of life. And for modern Jains the concept also includes the positive elements of working for justice, peace, liberation, and freedom, if doing so does not involve violence.

[Mahatma Gandhi](#) was a famous advocate of Ahimsa, as it informed his policy of passive resistance, *satyagraha* (combining the Sanskrit terms for 'truth' and 'holding firmly') - which he adopted towards the occupying British forces during the period leading up to Indian independence. Some Jains have criticised this as being a subtle form of violence.

You may think that there is a high degree of self-interest in the doctrine of ahimsa, because in Jainism harm done to other beings is considered harm to oneself since it attracts much [karma](#) and thus hinders the [soul's](#) journey to [liberation](#). But this is merely an appearance - the level of detachment that a Jain seeks to cultivate eliminates self-interest.



An Introduction to Christianity

Please refer to the following link <https://www.bbc.co.uk/bitesize/topics/ztkxpv4>



Grace

The Spiritual Meaning of Grace

Common Christian teaching is that **grace** is unmerited mercy (favor) that God gave to humanity by sending his Son, Jesus Christ, to die on a cross, thus securing man's eternal salvation from sin. Within Christianity, there are differing concepts of how **grace** is attained.

The Biblical Meaning of Grace

In Western Christian theology, **grace is** "the love and mercy given to us by God because God desires us to have it, not necessarily because of anything we have done to earn it". It is not a created substance of any kind. ... It is an attribute of God that is most



An Introduction to Islam

Please refer to the following link <https://www.bbc.co.uk/bitesize/topics/zpdtspb>



Ummah

Ummah is an Arabic word meaning "community". It is distinguished from which means a nation with common ancestry or geography. Thus, it can be said to be a supra-national community with a common history.

Why Is Ummah Important to Muslims?

As a theological concept, the **ummah** is meant to transcend national, racial, and class divisions to unite all Muslims. The concept of the **ummah** dates to the time of the Prophet Muhammad and stresses the **importance** of the organization of society along ethical (and Islamic) lines.

Zakat

Zakat is an **Islamic** finance term referring to the obligation that an individual has to donate a certain proportion of wealth each year to charitable causes. **Zakat** is a mandatory process for Muslims and is regarded as a form of worship

Zakat is a form of alms-giving treated in Islam as a religious obligation or tax, which, by Quranic ranking, is next after prayer in importance. As one of the Five Pillars of Islam, zakat is a religious duty for all Muslims who meet the necessary criteria of wealth.