

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: RE	Unit: 2:11 Why do some people believe in God and some people not?	Term/Duration: Spring 2	Year Group 5		
Prior Learning:		Key Vocabulary: atheist, agnostic, theist, belief, prayer, faith, creation, evolution, Big Bang			
By the end of this unit...					
<p>Make sense of belief:</p> <ul style="list-style-type: none"> define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect those beliefs identify and explain what religious and non-religious people believe about God, saying where they get their ideas from give examples of reasons why people do or do not believe in God <p>Understand the impact:</p> <ul style="list-style-type: none"> make clear connections between what people believe about God and the impact of this belief on how they live give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. differences in interpreting Genesis) <p>Make connections:</p> <ul style="list-style-type: none"> reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways in which it can be challenging consider and weigh up different views on theism, atheism and agnosticism, expressing insights of their own about why people believe in God or not make connections between belief and behaviour in their own lives, in the light of their learning 					
	Learning Objectives	Content	Assessment	Resources	SMSC
1	LO: To understand how many people believe in God and what non religious views may be	<p>Starter: Begin with a guessing game in groups. Imagine the world was a village of 100 people, how many would belong to each religion and how many non-religious people would there be? (Display names of 6 big religions plus non-religious people.) You could give each table 100 counters or you could bring in 100 jelly babies to demonstrate numbers. Compare answers with factual answers: Christians 32, Muslims 24, non-religious 16, Hindus 15, Buddhists 7 Other 6 (includes Sikhs 0.4, Jews 0.2, folk religions 5)</p> <p>Were there any surprises? How many believers compared to non-believers?</p> <p>Compare the same activity imagining the UK.</p>		<p>ppt</p> <p>headings</p> <p>worksheet</p> <p>(counters?)</p>	<p>Social: Can you work as a team member/partner?</p> <p>Moral: Why should we study the beliefs of others?</p> <p>Spiritual: Think how</p>

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	<p>UK 2011 Census: Christians 59, no religion 25, Muslims 5, Hindus 2, other 9 (includes Sikhs 0.8, Jews 0.5, Buddhists 0.4) answer not given 7. Why are there...more Christians in this data... less Muslims in this data... more Sikhs and Jews? Were there any surprises? How many believers compared to non-believers? Why did some people not answer? Main: Introduce vocabulary: theist - a person who believes in God, atheist - a person who says there is no god, agnostic - a person who says they don't know or cannot know if there is a god or not. (NB. non-religious numbers in first activity are both atheists and agnostics.) Sorting activity: Split page into 3 columns, headed 'theist', 'agnostic' and 'atheist'. stick statements in appropriate column and be prepared to justify your choices. OR stick up 3 posters - 'atheist', 'agnostic', 'theist'. Read out statements and ask children to stand by the poster which most agrees with statement - ask for verbal justification.</p> <ul style="list-style-type: none"> • I believe there is a Creator who speaks to humans through his prophets and messengers • I think there is more to life than what is here on earth but I can't quite decide what it is • I know there is more to life than just the physical universe and my faith guides me • I need more evidence to make any decisions about God • I think we don't get guidance from beyond the universe; I rely on reason and science to guide me • I have thought about God and haven't made my mind up; to be honest I'm not all that bothered about it • God is hard to define and unknowable • I need evidence and no-one has shown me evidence of God yet <p>(This activity could be done first and then the cut and stick.) Talk about these ideas. They are not hard and fast - people change their minds. This unit will explore ideas further.</p>		<p>many people in the world have a spiritual belief Cultural: Does it matter which part of the world you come from as to which faith you follow?</p>
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		Plenary: Exit ticket - post it or spoken - What has surprised you this lesson? Which belief would you say most links with your ideas at the moment?		
2	LO: To understand why people believe that God is real	<p>Activities: This session gives pupils the opportunity to play the role of detectives. Their boss (teacher) gives them the big investigation question, 'Is God real?' The class then need to undertake a series of activities to give the detectives evidence they gather. Pupils are not focussing on their personal beliefs today.</p> <ul style="list-style-type: none"> ❖ Ask pupils to list all the questions that they think they will need to answer if they are going to solve the Big Question, 'Is God real?'. You could give them a selection of questions to choose from e.g. who is this God? What kind of God are we/aren't we talking about? Are there any witnesses for/against this God? Can I trust them? ❖ Focus the investigation on Christianity and explore what Christians believe God is like. Discuss with pupils how they are going to find out about this. What are they going to need to do? ❖ Share some metaphors and similes about God from the Bible. What do each of these tell us about God? Provide pupils with quotes or ask them to look them up to see what they say about God. Discuss with pupils what simile and metaphor are. Passages to use; Father (Psalm 103:13), Creator (Genesis 1:1), Rock (Deuteronomy 32:3-4), Shepherd (Psalm 32), Fortress (2 Samuel 22:2-3), Light (1 John 1:5, Jesus (Colossians 1:15;2-9, Spirit (John 4:24), Eternal (1 Timothy 1:17), Everywhere (Jeremiah 34:24), Almighty (Matthew 19:26) Different tables could be given different passages to research and an -evidence board could be made with post-it notes. ❖ Ask pupils to create a wanted poster for the God of Christianity - they wouldn't be able to draw an image, but what would the wording be? What is this God like? ❖ As a class, talk about who you would like to have as witnesses in this investigation. Make a list of people from history and today. Who would make the best witnesses and why? (You may be able 	Envelope with Big Question Bibles/quotes sheet A3 paper/GNB to make notes	Social: Can you think of good questions to solve the prob/their prophets?lem? Moral: Can you take your turn and be a good role model in your team? Spiritual: How do Christians view God? Cultural: Do other religions have similar or different views of God

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		<p>to ask an atheist and theist into the classroom to interview.) What sort of questions would you ask?</p> <p>Plenary: Ask pupils to collect evidence from home - can they get 3 or 4 quotes from friends and family about whether or not they believe in God and why this affects their life. Responses could be sorted in each group from God is real to God is not real - this could be done as a starter for next lesson. Try to encourage a variety of people (football coach, parent, teacher, relative their age, older relative etc) .</p> <p>(This information will be needed for the final task of the unit - a report for the boss!)</p>			
3	LO: To find out why people believe and don't believe in God	<p>Starter: Feedback answers/ results from last lesson and perhaps sort them and give examples to the class.</p> <p>Activities: talk in pairs/tables about their answer to the question, 'Why do people believe or not believe in God?'. Encourage use of vocabulary (atheist, agnostic, theist). What reasons can they come up with? They could record their ideas in GNB or on squares of paper so they can use them in sorting activity.</p> <p>Give groups worksheet with ideas. They can also use their own ideas. Perhaps use a colour scheme and shade boxes in one of 3 colours for atheist, agnostic and theist.</p> <p>Which of these ideas is the most/least persuasive? Who might say these? Point out that some people start with a faith and lose it - why? (Personal disaster/loss of loved one etc); some people start without a religion and convert to faith - why? (finding out more, experience where God helped, meeting someone - loved one, influential person).</p> <p>If pupils have information from the people they spoke to during the week how do their experiences compare with the examples here?</p> <p>Hot seating: Can pupils act out a discussion between an atheist and theist giving reasons for their beliefs? Or class could hot-seat any confident pupils who can give reasons (not necessarily their own, but from the ideas discussed in the lesson.)</p>			<p>Social: Can I contribute to discussion from my research?</p> <p>Moral: What are other people's views? Does age make a difference?</p> <p>Spiritual: Is a spiritual life appealing?</p> <p>Cultural: Does it matter where in the world you come from if you are an</p>

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	Plenary: What is the most persuasive argument you have heard for believing/not believing in God?			atheist or agnostic?
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4	LO: To discover what the scientific views are about belief in God	<p>Starter: Can you be a theist and believe in scientific theories about creation and the universe? Discuss! Can you be an atheist and believe in scientific theories about creation and the universe? Discuss!</p> <p>Activities: Look at the summaries of different types of view. Match quotes to the headings.</p> <table border="1" data-bbox="465 727 1438 1369"> <tr> <td>The Bible is right, science is wrong</td> <td>Science and the Bible are doing two different things</td> <td>Science is right about the way the world works; the Bible is right about human relationships with God</td> <td>Science is right, the Bible is wrong</td> </tr> <tr> <td>'I think the Bible is God's word. It is completely true. When the Bible says God created the universe in six days then it must be true.the science story must be wrong.'</td> <td>'I believe God created the universe, but the Bible is not a scientific textbook. It tells us truths about humans and our purpose in life - to follow God. Science is one way we can follow God - it tells us all kinds of things about how the world works.'</td> <td>'As a scientist, I think the scientific method can bring us the evidence for the Big Bang and evolution, but I believe that the fact there is an orderly universe a all is because there is a creator God behind it all. Knowing about God is outside science but very important.'</td> <td>'As a scientist, I want to be able to check and test whether ideas are right. The Bible is not testable in the same way. It may have some helpful ideas but it does not give us scientific knowledge.'</td> </tr> </table>	The Bible is right, science is wrong	Science and the Bible are doing two different things	Science is right about the way the world works; the Bible is right about human relationships with God	Science is right, the Bible is wrong	'I think the Bible is God's word. It is completely true. When the Bible says God created the universe in six days then it must be true.the science story must be wrong.'	'I believe God created the universe, but the Bible is not a scientific textbook. It tells us truths about humans and our purpose in life - to follow God. Science is one way we can follow God - it tells us all kinds of things about how the world works.'	'As a scientist, I think the scientific method can bring us the evidence for the Big Bang and evolution, but I believe that the fact there is an orderly universe a all is because there is a creator God behind it all. Knowing about God is outside science but very important.'	'As a scientist, I want to be able to check and test whether ideas are right. The Bible is not testable in the same way. It may have some helpful ideas but it does not give us scientific knowledge.'		Book computers and headphones? ppt worksheet list of websites	Social:Can you contribute to discussion this lesson? Moral: Is there a right or wrong view of the world? Spiritual:Is it important to some people that some things cannot be explained? Cultural:How has mankind's view changed through time/history?
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	<p>Find out about some scientists and how they have made sense of the relationship between science and religion. www.neverofftopic.com/re-topics/re-year-7/the-creation-sleuths/ and www.faradayschools.com/re-topics/re-year-7/creation-sleuths-continued/</p> <p>Faraday Schools project includes short video explanations: www.faradayschools.com/library/video-gallery/</p> <p>Interview clips with scientists who are Christians www.testoffaith.com/resources/subCategories.aspx?sub=true&id=13</p> <p>Jennifer Wiseman: www.testoffaith.com/resources/resources.aspx?resource=true&catid=13&id=156 http://bit.ly/1lv1o1G www.faradayschools.com/primary/different-types-of-explanation/</p> <p>Professor Denis Alexander talks about interpreting Genesis 1: www.testoffaith.com/resources/resource.aspx?id=510</p> <p>Book the computers (and headphones) and give a few sources to each group to watch and feed back on to the class. You could watch some examples together too and discuss. Don't feel you need to use all of these examples!</p> <p>Plenary: So what are the scientific views about beliefs in God? Can you compare your views to those of the scientists we have looked at?</p>			
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5	<p>LO: To understand how a belief in God has an impact on how people think and live</p>	<p>Starter: Use resource sheet to get pupils thinking about how belief affects action.</p> <p>Activities:List some ways in which believing in God would make a difference to how people live. For example, some people might do very little apart from offer an occasional prayer or thank God when they see a wonderful sunset, others might worship more regularly, join a community of believers (a church, mosque, synagogue..), they might choose to work for God full time as a priest, imam, rabbi, youth worker, missionary or try to make the world a fairer place or bring about peace.</p> <p>For some people, belief in God is a vague sense that there is some supernatural being, others give their whole life in service to God. Is there only one way beliefs can be put into practice?</p> <p>Gather some ideas about whether it is easier to believe in God or not believe in God in the 21st century. If someone believes in God, should they persuade others? If someone does not believe in a god, is it their right to persuade others? Why not?</p> <p>Use the writing frame for pupils to write their report. They should choose at least 3 sentence starters from each column as they put their report together, showing how much they understand about why some people believe God is real and others do not.</p> <p>Share writing in small groups around the class. Ask for a few ideas to be read aloud and ask pupils to comment on whether they agree.</p> <p>Sentences for discussion could include things like: I think God is watching us, feeling proud/upset, I think people who are religious believers and scientists have a problem, I think religion and science can fit well together, I think creation stories in holy books are symbolic, not literal.</p> <p>Instead of discussion, there could be a period of peer assessment.</p>		<p>ppt</p> <p>Beliefs sheet</p> <p>Report sheet</p>	<p>Social:Can I put forward my own point of view whilst accepting that other have different views?</p> <p>Moral:How are your morals shown by the way you live?</p> <p>Spiritual:How can a spiritual life affect the way you live?</p> <p>Cultural: Do you think things will change in the future? Will there be fewer believers?</p>
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SMSC: This links in with each lesson, but the ideas can be used at the start of a lesson or plenary and referred to within each appropriate part of the lesson.