

DOWN AMPNEY PRIMARY SCHOOL
RE TERM 2 UKS2: WHY DO SOME PEOPLE BELIEVE IN GOD AND SOME PEOPLE NOT?

<p><u>Gloucestershire Agreed Syllabus for RE</u></p> <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 these 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. some differences in interpreting Genesis). 	<p><u>Substantive knowledge</u></p> <p>Pupils will know that:</p> <ul style="list-style-type: none"> ❖ For many people, the issues around life’s big questions can be explored through their religions and worldviews. ❖ We can use data to look at trends in what people believe in the World, the UK and locally. ❖ Generally, people can be classed as theists, atheist, or agnostic. ❖ Not all Christians agree on every part of their faith. ❖ People can get their ideas from about God from many sources such as family, friends, places of worship. ❖ What people believe about the existence of God can make a difference to how they live. <p>Covering the Pillars of Progression by looking at traditions, artefacts, rituals and concepts.</p>	<p><u>Vocabulary</u></p> <p>Theist: a person who believes in the existence of god Atheist: a person who disbelieves the existence of god Psychology: the study of how people think Evidence: the available facts about something Psychologist: a person who studies how the mind works and how people think Agnostic: a person who believes that nothing can be known about the existence of God Humanist: a person who seeks natural explanations to answer life’s big questions and for events in the world around them Philosophy: the study of the nature of knowledge and existence Reason: the power of the mind to think, understand, and form judgements logically Theologian: a person who studies religion and the existence of god</p>	
<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 it can be challenging. ❖ Consider and weigh up different views on theism, agnosticism and atheism, 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. 	<p><u>Christian Values</u></p> <ul style="list-style-type: none"> ❖ Respect – Love and value everyone as God does. We value everyone’s opinions and beliefs, celebrating our differences. ❖ Trust – Trust is the very essence of faith. When we work together, trusting others, everyone can be enriched and celebrated for their uniqueness. ❖ Courage – Do not be afraid. 	<p><u>British values</u></p> <ul style="list-style-type: none"> ❖ Mutual respect and tolerance for those with different faiths. ❖ Rule of law – all people are equal before the law. ❖ Democracy – everyone has the right to give their own opinion. ❖ Individual liberty – We are free to make choices about our own beliefs and values. 	<p><u>Bible Links</u></p> <p>Luke 4: 1 Luke 5: 17-39 Luke 15: 1-7 John 15:9–17 Matthew 19:13–15 Luke 23: 33-34 John 20:19-23 Names and metaphors for God used in the Bible</p>

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	<p>We have the courage to keep going and take risks as we learn about the faith of others and our own beliefs.</p> <p><i>Belonging, Empowering and Succeeding Together – being the BEST we can be every day!</i></p>		
<p><u>Prior learning and knowledge required</u></p> <ul style="list-style-type: none"> ❖ Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains. ❖ Offer suggestions about what texts about baptism and Trinity mean ❖ Give examples of what these texts mean to some Christians today. ❖ Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. ❖ Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<p><u>Key questions</u></p> <ul style="list-style-type: none"> ❖ Belief in God: what patterns can we see in our local area, our country and our world? ❖ What do we mean by agnostic, atheist or theist? ❖ How can psychology help us understand what people mean when they think about the idea of God? ❖ What can we learn from theology about the idea of God? ❖ Why do some people believe that God does not exist? ❖ Why do some people believe in God and some people not? Where do I stand? 	<p><u>Further application and connections</u></p> <ul style="list-style-type: none"> ❖ Explain what is meant by the terms ‘atheist’ and ‘agnostic’, and give reasons for the range of views that can be covered by these terms (e.g. SBNR, ‘nones’, Humanists, etc.). ❖ Explain what sources of authority non-religious people might use and why, to decide how to live. ❖ Give reasons and examples to explain how and why non-religious people put their beliefs into action in different ways (e.g. from indifference through to hostility to religion; from seeking riches to activism). ❖ Show how Humanist beliefs/principles guide some non-religious people in making moral decisions. ❖ Offer an account of the significance and impact of non-religious beliefs in the changing religious landscape of the UK. 	
<p><u>SEN Support</u></p> <ul style="list-style-type: none"> ❖ Key vocabulary given and explained in every lesson (My turn your turn). ❖ Help desk for any children requiring adult support. ❖ Targeted paired work and groupings which support learning when needed. ❖ Scaffolded writing frames/examples to support writing so that children can show their understanding of RE. 	<p><u>Deeper thinking</u></p> <p>Children can discuss and present their own ideas about the importance of religious and spiritual beliefs.</p> <p>Pupils can research, explore and explain varied ideas about how and why religious teachings, values and ideas make a difference to people in the UK today.</p>		

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