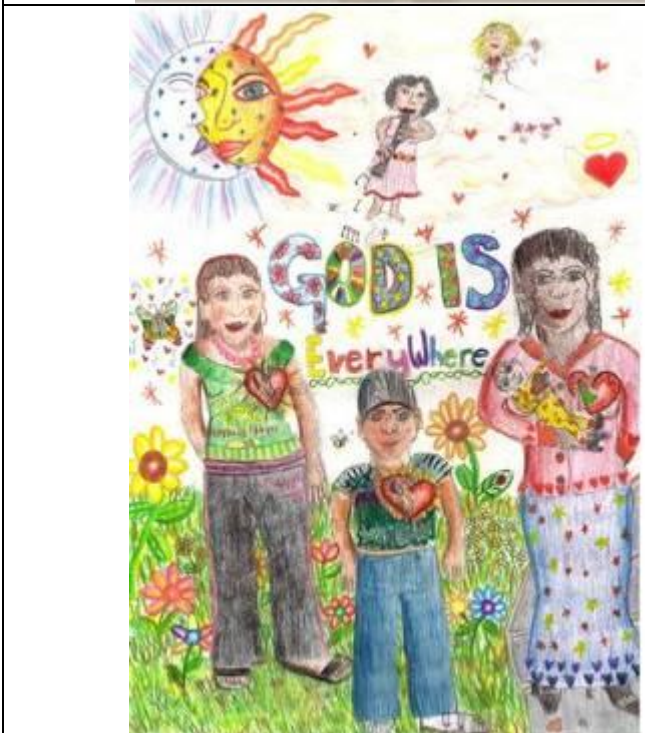




**Why believe in God?**  
**YEAR GROUP: Year 7**



**Nottingham City and  
County City SACRE  
RE Syllabus:  
Non-statutory  
exemplification**

## **Nottingham City and County SACRE RE Syllabus: Non-statutory exemplification**

**TITLE: Why believe in God?**

**YEAR GROUP: 7**

### **About this unit:**

**Year Group: 7**

This unit enables pupils to explore reasons why people believe in God and others find it hard to accept.

The focus is on understanding religious beliefs about God's existence and reasons people have for rejecting this. It also explores different views as to the nature of God.

Pupils are encouraged to consider what can be learned from different people's beliefs about God, referring to their own experiences, beliefs and values.

### **Where this unit fits in**

This unit will help teachers to implement the Nottingham City and County Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of the nature and existence of God. As pupils raise questions and explore different answers they will encounter concepts such as belief, identity, and commitment, as well as examining how such beliefs can have an impact upon lifestyle.

This unit contributes to the continuity and progression of pupils' learning by recognising the complexity of the question and the variety of answers about God, by considering different kinds of truths and understanding how their importance to religious believers can vary.

The unit builds upon the previous learning in KS2 about stories and traditions concerning God from different traditions. The unit anticipates a further study of beliefs concerning God in KS4, where a more thorough theological and philosophical approach may be pursued.

**Estimated teaching time for this unit: 7 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 7 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

### **KEY STRANDS ADDRESSED BY THIS UNIT**

#### **AT 1: Learning about Religion**

- Beliefs, Values and Teaching
- Religious practices and ways of life
- Ways of expressing meaning

#### **AT 2: Learning from Religion**

- Questions of Identity, Diversity and Belonging
- Questions of Meaning, Purpose and Truth
- Questions of Values and Commitments

**ATTITUDES FOCUS:** Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly able to articulate their own viewpoint.
- **Respect for all** by developing a willingness to listen to learn from different points of view.
- **Open mindedness** by engaging in positive discussion and debate about the existence and nature of God

**The unit will provide these opportunities :**

- Pupils have opportunities to consider the concept and nature of God as expressed in different religions.
- Pupils have opportunities to consider a diverse range of views about questions of the existence of God from the study of **Christianity, Islam, Judaism and Humanism**.
- Pupils will be able to think about their own experiences and views in relation to questions of how belief influences ways of life.
- Experiences and opportunities provided by this unit include dialogue, reflection and thinking based upon evidence used in arguing for / against the existence of God.

| Vocabulary + concepts  | Resources  |
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| <p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p><b>Atheist</b><br/> <b>Agnostic</b><br/> <b>Theist</b><br/> <b>Humanist</b><br/> <b>Argument from design</b><br/> <b>Spiritual experience</b><br/> <b>Suffering</b><br/> <b>Evil</b><br/> <b>miracle</b><br/> <b>upbringing</b></p> | <p><b>Teachers might use:</b></p> <ul style="list-style-type: none"> <li>▪ Robert Kirkwood <i>Looking for God</i> Longman ISBN 978-0582202559 and <i>Looking for Proof of God</i> Longman ISBN 978-0582203099</li> <li>▪ <i>Questions about God: Some perspectives</i> Developing Secondary RE series ed. Rosemary Rivett RE Today ISBN 1-904024-48-3</li> <li>▪ <i>Assessed RE</i> Engaging with Secondary RE series ed Pamela Draycott; RE Today ISBN 1-904024-48-3</li> <li>▪ <i>Active Resources for Christianity</i> by Phil Grice (Heinemann) ISBN 0 433 30372 4</li> <li>▪ <i>Thinking through RE</i> Vivienne Baumfield 2003 Chris Kington Publishing</li> <li>• <i>Introducing Philosophy of Religion</i> by Dilwyn Hunt, Nelson Thornes, 2005.</li> <li>• <i>This is RE!</i> Cath Large, Hodder Murray</li> <li>• <i>Looking Inwards, Looking Outwards</i>, J. Mackley, RE Today, 1997</li> <li>• <i>Developing Secondary RE: Evil and Goodness</i>, Ed. Rosemary Rivett, RE Today Services, 2003.</li> <li>• <i>Steps in RE: Onwards and Upwards</i>, Lesley Beadle, RE Today 2006 provides activities and learning strategies for SEN pupils.</li> <li>• <i>A Beginner's Guide to Ideas</i>, Reaper and Smith, Lion</li> <li>• <i>Beginning Philosophy</i>, P. Mullen, Hodder</li> <li>• <i>Matters of Life and Death: Suffering</i>, C. Wright and S. Haines, Lion.</li> <li>• <i>One World, Many Voices</i>, ed Bernard Williams</li> <li>• <i>Thinking about God</i> (Harrison and Kippax)</li> <li>• <i>Religion in Focus: Christianity in Today's World</i>, (Second edition, 2005) Orchard, Wright, Clinton, Lynch and Weston (Pub. John Murray)</li> <li>• <i>One World Many Voices</i>, ed Bernard Williams</li> <li>• <i>Key Christian Beliefs</i>, Chris Wright, Pub: Lion</li> <li>• <i>Questions about God</i> Developing Secondary RE Series RE Today</li> <li>▪</li> </ul> <p><b>Video and DVD</b></p> <ul style="list-style-type: none"> <li>• <i>Belief file: Christianity</i></li> <li>• <i>BBC RE Curriculum Bites: Series 1 (2003) Hotline to heaven? Prayer in contemporary Christian life.</i></li> <li>• <i>Curriculum Bites Series One (2003) and series 2 (2005) BBC/RE Today</i> Distributed by RE Today + Activities pack available.</li> <li>• <i>Why Atheism? DVD and resource pack</i></li> <li>• <i>Tackling Tough Questions</i> DVD by Prof Russell Stannard, from RE Today (for higher achieving pupils)</li> <li>▪ <i>Taking Issues</i> Videos "Does God Exist?" BBC</li> </ul> |

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|  | <p><b>Web:</b></p> <ul style="list-style-type: none"> <li>• The city and county of Nottingham supports this unit with some resources at <a href="http://www.rsresources.org.uk">www.rsresources.org.uk</a> Loans of artefacts and resources are easily arranged.</li> <li>▪ The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people.</li> <li>▪ Online searchable sacred texts from different religions at: <a href="http://www.ishwar.com">www.ishwar.com</a></li> <li>▪ Try <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> for a good general gateway to RE materials.</li> <li>▪ <a href="http://www.humanismforschools.org.uk/">www.humanismforschools.org.uk/</a></li> <li>▪ Big Questions explored at <a href="http://www.abc.net.au/science/bigquestions">www.abc.net.au/science/bigquestions</a> (Paul Davies)</li> <li>▪</li> </ul> |
| <p><b>Contributions to spiritual, moral, social and cultural development of pupils</b></p> <ul style="list-style-type: none"> <li>• Opportunities for <b>spiritual development</b> come from raising ultimate questions that might cause pupils to pause and reflect on their place in the universe</li> <li>• Opportunities for <b>moral development</b> come from identifying how our beliefs have an impact upon our behaviour, and consideration of how we respond to others with different beliefs.</li> <li>• Opportunities for <b>cultural development</b> come from peer appreciation of religious background and upbringing.</li> </ul> |   |

| <b>EXPECTATIONS: At the end of this unit</b>  |  |   |
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| <p><b>Pupils working at level 3 will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe the teaching of a religion concerning God (AT1).</li> <li>Use religious or spiritual vocabulary such as conversion, religious experience, agnostic, humanist (AT1).</li> <li><i>Make links between two faiths and compare their ideas concerning God (AT2).</i></li> </ul> | <p><b>Pupils working at level 4 will be able to</b></p> <ul style="list-style-type: none"> <li>Use a widening religious vocabulary to show that they understand different terms for people's views concerning God. (AT1).</li> <li>Use the vocabulary learned in RE, to show their understanding of why people believe in God (AT1)</li> <li><i>Apply ideas from different points of view to establish their own stance about God (AT2).</i></li> <li><i>Can show how such beliefs influence a person's lifestyle (AT2).</i></li> <li><i>Express their own beliefs and ideas using a variety of expressions (AT2)</i></li> </ul> | <p><b>Pupils working at level 5 will be able to:</b></p> <ul style="list-style-type: none"> <li>Explain the impact of belief in God on a person's lifestyle. (AT1)</li> <li>Explain some similarities and differences between Christian and Muslim views of God (AT1)</li> <li><i>Express thoughtful views about what God is like and whether he exists</i></li> <li><i>Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about whether God exists or not(AT2)</i></li> </ul> |

| <b>ASSESSMENT SUGGESTIONS</b>   |
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| <p>A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.</p> <p>Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range. (This box should summarise what appears for assessment in the teaching and learning section below)</p> <p>a) Schools have OFSTED inspections. Imagine that there is a God and that God is going to do an OFGOD inspection of your local area next week. What would need to be done to get ready? What changes would have to be made? How would people behave up to and during the inspection? (Front page – local, national and international news in OFGOD Preparation Times)</p> <p>b) Compare this to how believers' lives are affected by their belief in God, whom they believe to know all their actions and thoughts. (Leader column comment)</p> <p>c) Imagine that there is no God. With no OFGOD inspections ever, what difference does that make? Would humans have to make their own OFHUMAN inspectorate? What would your reaction be to each scenario? ("God is dead!" Shock! Now what?)</p> <p>See <i>Questions about God: Some perspectives</i> Developing Secondary RE series ed. Rosemary Rivett RE Today ISBN 1-904024-48-3 pages 7-8 for detailed version of this task.</p> |

| <b>Key questions</b>   | <b>LEARNING OBJECTIVES</b>   | <b>TEACHING AND LEARNING</b>  | <b>LEARNING OUTCOMES</b>  | <b>Points to note</b>                                     |
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| <p>What do you believe is true?</p> <p>How can you prove it?</p> | <p>To identify important personal beliefs</p> <p>Consider evidence to support these beliefs.</p> | <p><b>Starter</b><br/>(individual activity)<br/>Which one of these is true? 7 Stimulus statements for pupils to consider to be true - then discuss as a pair.<br/>Stimulus for starter statements (or pictures) could include:<br/>- The world is round - There is a God - Iceland is cold - Smoking is bad for you<br/>- 12<sup>th</sup> March follows 11<sup>th</sup> March - It's raining today - Custard is horrible<br/>(at least 1 fact, opinion, belief)<br/>They could also rank them in importance and offer evidence to support whether they are important</p> <p><b>Development</b><br/>Pupils to be asked if they could find words (give first letter clue) that fit the statements.<br/>"Something we can prove is true" "something we know or trust is true"<br/>"a view we hold"</p> <p>Paired pupils given a further 7 statements and this time are given 'O', 'F' and 'B' cards to hold. Again the teacher asks pupils to explore why they have chosen a particular card for each statement</p> <p>Introduce the idea of <b>interpretation</b>. How we interpret apparently neutral "facts" can affect how we view them. For example, the intricate nature of the universe according to the findings of science may be seen as a fact. However, different people interpret these facts in different ways e.g. Richard Dawkins and Francis Collins (Human Genome Project) see the same information but interpret the significance of them in different ways.</p> <p>Pupils then to record their findings and provide 1 fact, 1 belief and 1 opinion statement of their own. How might someone else interpret their statements?</p> <p><b>Plenary</b><br/>Pupils to share their examples</p> | <p>Pupils will have established a definition of fact, belief and opinion.<br/>Also developed reasons to support points of view<br/>Fact = something provable<br/>Belief = something held to be true<br/>Opinion = a view we hold</p> <p>They will begin to recognise the importance of interpretation in these definitions.</p> | <p><i>Hodder Education Publication: Connections A</i></p> |

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| <p><b>Why do some people believe in God ?</b></p> <p><b>Why is it hard to believe in God?</b></p> | <p>To identify terms and some reasons why people do or don't believe in God.</p> <p>To decide what their view of God is.</p> <p>To share and debate this ideas with others.</p> | <p><b>Starter</b> (<i>paired activity</i>)<br/> <b>Sorting exercise of keyword and definitions</b><br/> Pupils are shown 3 people with different views about God. To match three definitions (atheist, theist and agnostic) to the particular belief.</p> <p><b>Introduction</b><br/> Class 'thought shower' some reasons why people do or don't believe in God (<b>do</b>: upbringing, argument, experience. <b>Don't</b>: science, suffering etc.)</p> <p><b>Development</b><br/> Human bar chart: pupils to write on a piece of paper where they stand on a continuum from 1 (Certain God exists) to 10 (Certain God does not exist). Teacher collects in numbers and redistributes randomly. Pupils stand along edge of classroom to indicate number on their piece of paper. This gives an indication of the spread of views in the class whilst allowing them space to think for themselves.</p> <p>Agnostic, atheist, theist 'stations' set up around room. Information from representatives of each view available, including, if possible, one pupil (perhaps from higher up in the school) who is prepared to explain their belief and reasons for believing. Pupils explore the information and ask questions. They should be prepared to listen to what others say and why<br/> They then move to other stations, listen and share other views.</p> <p>Then to record on prepared sheet:<br/> - what they believe about God and why<br/> - another reason someone of the same persuasion gave for their belief<br/> - reasons others gave for believing differently<br/> - what they felt was most convincing argument (for and against)</p> <p><b>Plenary</b><br/> Pupils to feedback. Repeat human bar chart activity. Was there any change? If anyone is prepared to explain a change of mind, they might like to say now.</p> | <p>Pupils will have</p> <ul style="list-style-type: none"> <li>• Understood key terms</li> <li>• Identified their own stance</li> <li>• Collected a range of reasons for this stance</li> <li>• Outlined reasons why a particular view is convincing</li> <li>• Appreciated reasons for an alternative viewpoint</li> </ul> | <p>This is a 'moving about' lesson. 'Stations' in class should be accessible and clearly labelled. Resources might be needed to help with thought shower.</p> |
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| <p><b>Is there a designer behind the world ?</b></p> | <p>To consider how the design of:<br/>                 1) ourselves<br/>                 2) other creatures<br/>                 3) what William Paley says might support a belief in God. To know that believers have developed <u>arguments</u> to prove that God exists.</p> | <p><b>Starter</b><br/>                 Pupils to be given a ‘word’ (or picture) each and to say how well designed it is to help us function (e.g. nose, eye, ear, flower, picture of animal, or other natural process ). Include a picture of a watch mechanism and other human artefacts alongside things from the world of nature. Pupils to feedback answers.</p> <p><b>Introduction</b><br/>                 Pupils to read about how theists believe God reveals himself through design in the world. Pupils to look at examples of plants/animals that are designed for the job they do e.g. cactus, pelican, polar bear.</p> <p>Pupils given a scorecard to record<br/>                 a) 2 animals and plants already identified and 4 more of pupils’ choice (favourites are spider, rabbit, snakes, dogs etc.)<br/>                 b) their good design features<br/>                 c) a score from 0 to 5 (0: poorly designed for purpose, 5: perfectly designed for purpose).<br/>                 Pupils share records with each other.</p> <p><b>Development</b><br/>                 Pupils to read about William Paley’s design argument. What do pupils think of his idea? In speech bubbles pupils record William’s ideas about his watch and God. Pupils could record their opinion. Is William right? Why? Is he ‘out of date’?</p> <p>Present some criticisms of the design argument – such as the leap from saying things must be designed to concluding that there is a God; such as the way that evolution suggests that we and other creatures are <i>adapted</i> to our environments rather than <i>designed</i> for them.</p> <p><b>Plenary and homework</b><br/>                 Recall the importance of interpretation of facts. Descriptions of nature may be neutral but interpreted differently. If Paley already believes in God, that explains his interpretation of the appearances of design in nature. Ask pupils to try and express what a Designer must be like simply from the product that has been designed. i.e. given the way the world actually is, what sort of designer <b>could</b> there be? (for example, large enough to create a universe; intelligent; imaginative, male/female; at least as advanced as humans – i.e. more human than mineral. Good...??)</p> | <p>Pupils will have</p> <ul style="list-style-type: none"> <li>• Identified examples of good design in humans, animals and plants</li> <li>• Consider the nature of design in our world</li> <li>• Evaluated the relevance of Paley’s design argument</li> <li>• Outlined the challenges of any design process</li> </ul> | <p><i>Could bring a live animal / pet to consider its design features.</i></p> <p><i>Connexions A – where do we look for God – can God be seen in nature</i></p> <p><i>Text on William Paley</i></p> |
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| <p><b>Why do some people believe they 'know' God personally in their lives?</b></p> | <p>To consider what different types of 'experience' people have of God. To 'step inside' one of these experiences and understand how it can affect someone</p> | <p><b>Starter</b><br/>                 Small group looking at a stimulus experiences of people who have met God introduces vision, conversion experience, meditation, healing, being close to God</p> <p><b>Introduction</b></p> <p>Pupils to look at some brief 'profiles' of people who have felt God's presence in their lives through visions, guidance, conversion, meditation, holy place, prayer. Such as Paul on the Damascus Road, Prophet of Islam in the cave, Bernadette of Lourdes, Buddha, call of Abraham / sacrifice of Isaac</p> <p>Pupils to:</p> <ul style="list-style-type: none"> <li>Share what they have gained from the profile above</li> <li>a) comment on whether they or someone they know has ever had such experiences</li> <li>b) say which experience could convince them that God exists.</li> <li>c) to identify what a non-believer may say has caused this experience</li> </ul> <p><b>Development</b></p> <p>To focus on a particular religious experience and to see why it happened and what affect it had on the person.<br/>                 E.g. a video from the BBC's 'Issues of Belief' series 'Does God exist?' is about Billy McCurry who has a powerful life-changing conversion experience (duration of video:15 minutes)</p> <p>Pupils to write an account of Billy's story from his perspective. On his journey Billy experiences anger, elation, indignation, guilt, shame, redemption, from disbelief to belief. This exercise could be a possible homework.</p> <p><b>Plenary and homework</b></p> <p>Pupils to feedback their thoughts on Billy's (or other profile) experience.</p> | <p>Pupils will have:</p> <ul style="list-style-type: none"> <li>- shared, where appropriate, an experience (of their own or someone else) that they can attribute to God.</li> <li>- Looked at a range of religious experiences and:                         <ul style="list-style-type: none"> <li>a) said how persuasive they find them</li> <li>b) identified alternative causes</li> <li>c) Empathised with a particular religious experience and its effects on the person involved.</li> </ul> </li> </ul> | <p><i>Stimulus material for small groups to read.</i></p> <p><i>Video / DVD clip to show someone whose life has been changed by God</i></p> |
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| <p><b>What do you think God is like?</b></p> <p><b>What do Christians think God is like?</b></p> | <p>To explore commonly held views of God and to know and understand the Christian belief of God as Trinity.</p> <p>To appreciate how pupils themselves fulfil their own 'trinity' (or more!) in their relationships</p> | <p><b>Starter</b> (<i>in pairs</i>)<br/>Pupils to answer question: "When people talk about 'God', what do you think they mean?"<br/>Teacher to provide 5 statements (or pictures) of popular ideas:</p> <ol style="list-style-type: none"> <li>God as magical rescuer</li> <li>God as policeman in the sky</li> <li>God as benevolent old man in sky</li> <li>God as a powerful force</li> <li>God as a judge</li> </ol> <p>Do pupils find any of these images helpful/real? Are these views the way Christians actually understand God? This lesson will try and answer that question.</p> <p><b>Introduction</b><br/>Pupils to be asked what they know already of what Christians think God is like? Pupils to be shown '3-in-1' items., e.g. H<sub>2</sub>O (ice, steam, water), a young person (son, student, friend). How are the 3 components in each picture the same/different?</p> <p><b>Development</b><br/>Pupils to identify how they fulfil different roles in their own lives and what challenge and joys come from each. They are to identify 3 roles as the same. Christians believe that God is Father (Creator), son (redeemer) and Holy Spirit (enabler). What makes a good Father, son and supportive 'other'?<br/>Biblical passages to outline idea of God:<br/>Father – Genesis 1:2-4, Son – John 1:1-14, Holy Spirit – Acts 2:1-4 or Mark 1:10-11. What attributes do these passages reveal about a Christian understanding of God?</p> <p><b>Plenary</b><br/>How far do the popular images of God from the starter activity match the beliefs and teachings of Christianity about God? (e.g. God as Spirit rather than physical being "in the sky"; God as creator and sustainer; God as personal, immanent and transcendent; God as Trinity.)</p> | <p>Pupils will have an understanding of the Christian idea of God as Trinity.</p> <p>Pupils will have an appreciation of their own roles in their lives.</p> <p>Pupils will have identified what qualities are necessary for each divine part of the trinity.</p> | <p><i>Alternative starter</i></p> <ol style="list-style-type: none"> <li><i>RE Today Children's ideas of God -</i></li> <li><i>create a data bank of the ideas of God from the class.</i></li> </ol> |
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| <p>Why do Christians feel God had to take human form as the son?</p> <p>How could we improve the world?</p> | <p>To understand that Christians believe that Jesus came to earth to provide a way to <u>improve</u> the world by <u>saving</u> us from our sins (wrong-doings that cause distress and disharmony in our/God's world)</p> | <p><b>Starter</b><br/>                 Pupils given 5 images (war, bombing, greed, starvation, global warming) showing the nature of a broken/'sinful' world.<br/>                 - What is happening in each picture?<br/>                     - Is this the world God wanted?<br/>                     - How could God put things right?</p> <p>Birth Story of Jesus showing how Jesus was born of Mary but was from God – Luke's Gospel. What situation is Jesus born into – poverty<br/>                 Why was Jesus born in this way? Incarnation Emmanuel<br/>                 Text with questions for knowledge and understanding</p> <p><b>Development</b> (<i>small groups</i>)<br/>                 Pupils to look at 5 poster messages that may help to improve the world we live in today. 'Equal Shares' 'Five Steps to World Peace' 'Rules for Living' 'How to Love your neighbour' 'Food for All' 'Keep the Earth Intact'.<br/>                 1) Messages ranked according to importance. Reasons given as to why.<br/>                 2) Pupils to imagine they are working for a company called 'World Improvements' at an international trade fair. They are to design an advertising poster to show (using stimulus messages, Jesus' messages and own ideas) how they would make the world a better place. Homework task</p> <p><b>Plenary</b> (<i>small groups</i>)<br/>                 Present posters to rest of the class. Class vote on best poster and why.</p> | <p>Pupils will understand the words Emmanuel, incarnation</p> <p>Will understand why God became a human being</p> <p>Can articulate ways of improving the world</p> | <p><b>Introduction</b><br/>                 Christians feel that Jesus was God showing us the high standards at which people should live. They should show universal love, altruism and forgiveness (the parable of the good Samaritan, the parable of the sheep and the goats, the 2 great commandments).<br/>                 Question: would these activities improve our relationships around the world?</p> |
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| <p><b>What is God like for non-Christians?</b></p>           | <p>To understand who God is from the beliefs of at least one other faith other than Christianity.</p> <p>To appreciate a range of ideas of God.</p> <p>To consider how follows of a particular faith will respond to his/her views of God</p> <p>To develop inter personal and enquiry skills</p> | <p><b>Starter</b> (<i>groups – of mixed faith if possible</i>)<br/> Pupils to allot faiths between themselves in preparation for research (choice: Islam, Judaism, Sikhism, Hinduism). Groups of 4: some faiths will have two research groups</p> <p><b>Introduction</b><br/> By using a possible combination of library, departmental and ICT resources, pupils to become ‘group expert’ in allotted faith. Following questions to be addressed:<br/> - What is God like?<br/> - How is God revealed ?<br/> - How do followers present their ideas of God?<br/> - How should a follower live to have a good relationship with God?</p> <p>NB Prohibition on images of God in Judaism and Islam – ensure that focus is not on visual presentations in these faiths.</p> <p><b>Development</b><br/> Pupils share expertise with original group.<br/> God in .....<br/> Contribute to produce a group presentation (oral or written (brochure, poster))<br/> Peer evaluation ?</p> <p>What are the similarities and differences between beliefs?</p> <p><b>Plenary</b><br/> Class to consider which faith’s views of God they find helpful, surprising, daunting etc.</p> | <p>Pupils will have:</p> <p>1) undertaken research about God in chosen faith</p> <p>2) presented research to their class and contributed to group presentation</p> | <p>Key ideas for each faith:<br/> - <b>Islam</b> – Allah, 99 names, his prophets, his book, his angels, his will, patterns<br/> - <b>Hinduism</b> – Brahman (Upanishads), Atman, gods and goddess (personalities of Brahman), symbols of Brahman (lotus flower, Aum), statues<br/> - <b>Judaism</b> – God’s law (10 commandments), Messiah, the Shema<br/> - <b>Sikhism</b> – Mul Mantra, God’s name, Guru Granth</p> |
| <p><b>How well have I understood these ideas of God?</b></p> |   | <p>a) Schools have OFSTED inspections. Imagine that there is a God and that God is going to do an OFGOD inspection of your local area next week. What would need to be done to get ready? What changes would have to be made? How would people behave up to and during the inspection? Apply different beliefs in God from a range of faiths.<br/> (Front page – local, national and international news in OFGOD Times)</p> <p>b) Compare this to how believers’ lives are affected by their belief in God, whom they believe to know all their actions and thoughts. (Leader column comment)</p> <p>c) Imagine that there is no God. With no OFGOD inspections ever, what difference does that make? Would humans have to make their own OFHUMAN inspectorate? What would your reaction be to each scenario? (“God is dead!” Shock! Now what?)</p>   |  |   |