

## Unit 2.2: Believing (S)

## Key Question: How do people demonstrate their beliefs?

<p><b>About this unit</b></p> <p>This unit builds directly on children’s learning in the previous Unit 2.1 <i>Belonging</i>, focusing on beliefs and how those are expressed. Introduce key figures from Old and New Testaments, alongside stories from other religious traditions; focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs.</p> <p><i>Resources: key religious figures and the key beliefs of chosen faiths, faith visitors, holy books, stories, film clips of stories and faith members</i></p>		
<b>Programme of study</b>	<b>Teaching and learning outcomes (AT1)</b>	<b>Teaching and learning outcomes (AT2)</b>
<p><b>Beliefs and practices</b> explore beliefs and find out what people of faith believe</p> <p>explore and discuss sacred stories</p>	<p>name some beliefs of two different faiths</p> <p>recognise beliefs that are the same for different faiths</p> <p>name the holy books of different faiths</p>	<p>talk about what some faith members believe</p> <p>respect what other people say about their beliefs</p> <p>respond to stories from holy books</p>
<p><b>Meaning and purpose</b> Identify different ways in which people of faith express their beliefs through use of artefacts, symbols and actions</p>	<p>identify precious things for people of faith</p> <p>say how some religious artefacts and symbols are used</p> <p>explore how religious people may express their beliefs in actions and gestures</p>	<p>reflect on what is special to themselves and others</p> <p>consider what religious artefacts and symbols mean to people of faith</p> <p>show how they think a belief links to an action or gesture</p>
<p><b>Prepare for learning</b></p> <p>Connections – school and home rules, rules of uniformed groups, clubs Think, pair, share - groups pupils belong to, recapping work covered in Unit 2.1 <i>Belonging</i></p>		
<p><b>Engage the learner</b></p> <p>Badges, artefacts, food, stories, visits and visitors; look at these linked to Christianity and another faith; what do they say about what a faith member believes?</p>		

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### Identify learning questions – shape enquiry – make connections

What is a 'belief'? What do I believe in?  
Do others believe the same as me?  
What do Christians believe?  
What do members of a different faith believe?  
What do people of faith do or wear because of what they believe?  
What is important to me? (my values as well as objects)  
How do I treat objects that are precious to me?  
How do people of faith treat objects that are precious to them and their faith?  
Where are sacred stories found?  
How are sacred texts treated?

### Provide new information – think about religion and belief – burning core of knowledge

What are our rules?  
How do they compare to rules of a person of faith?  
Interview a local faith member; what do they believe? What are they committed to?  
Look at the Bible and another sacred text to explore key beliefs (*see Key Content*)  
Explore the life of religious people, including key religious figures. What do they mean to believers? What might they mean to us?  
Talk about how some artefacts linked to the beliefs of the Christian (and one other) faith are used  
In person or online, visit a church and a place of worship linked to the other faith to see those artefacts in their context and/or in worship

### Search for meaning – investigate and interpret – authentic sensory experiences

Listen to a story of/meet a person of faith and find out about what they do because of what they believe  
Taste foods which are used to show belief  
Look at symbols people wear to show their beliefs, find out about these beliefs  
Make links between key beliefs of two faiths  
Identify belief and commitment in faith stories  
Explore how beliefs are expressed through actions and gestures in worship and celebrations  
Look at how key artefacts are used in daily and weekly religious life; what beliefs do they symbolise?

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### Share new understanding – communicate and evaluate – using symbols

Create a class book on belief and artefacts/ symbols  
Match symbols and festivals to religions and religious believers  
Make a book about a person of faith and the things they do/did  
Explain why a piece of sacred writing is important to a believer

### Reflect on learning

Reflect on the rules we live by  
Think about where these rules come from  
Communicate our 'most important rule for living'  
Where do faith members get their beliefs and values?  
Where do pupils' beliefs and commitment come from? How do they show them?

## THIS UNIT WILL CONTRIBUTE TO THE ACHIEVEMENT OF THESE END OF KEY STAGE STATEMENTS

Highlighted text indicates how this unit contributes to overall End of Key Stage attainment

AT1	AT2
Recognise some different symbols and actions, including prayer, attending a place of worship and reading from a sacred text, which express faith communities' ways of life	Appreciate some similarities between faith communities
Pupils present ideas about two different religions using key words for each faith studied, including naming the place of worship, two symbols or artefacts found there, one key figure and one core belief	Notice and respond sensitively to some similarities between different religions and worldviews