

## Unit 3.2: Faith founders

## Key Question: Who are the faith founders and what did they teach?

<p><b>About this unit</b></p> <p>Investigate the lives of key figures and founders in the major world faiths, looking at how faith members follow the teachings of those founders in the modern world. Explore the key beliefs of two or more world faiths (Unit 2.2 <i>Belonging</i>). There is opportunity to explore the values that guide believers and influence the way in which they live their life.</p> <p><i>Resources: stories of Jesus and one or two other faith founders (see Key Content), film clips, interviews, holy books</i></p>		
<b>Programme of study</b>	<b>Teaching and learning outcomes (AT1)</b>	<b>Teaching and learning outcomes (AT2)</b>
<p><b>Beliefs &amp; practices</b> investigate key teachings of faith founders and make links with key religious beliefs</p>	<p>identify key events in the lives of faith founders</p> <p>give examples of the teaching of a faith founder</p>	<p>reflect on the impact of the faith founders on those around them</p> <p>express thoughts and feelings about why the teaching of a faith founder influences followers</p>
<p><b>Identity &amp; values</b> explore how values provide rules for living and may be influenced by religious belief</p>	<p>give examples of beliefs and values from different faiths and consider how they influence rules for living</p>	<p>consider the beliefs, values and rules in their lives which may be similar to religious rules</p>
<p><b>Prepare for learning</b></p> <p>Who are special or influential people in school, their homes and the community?            What does it mean to be the founder of something, such as a group, a team or an organisation?            What responsibilities might you have if you started a club or group (devising rules, codes of behaviour and the aims of the group)?            Explore why groups have rules and what would happen if they didn't have them</p>		
<p><b>Engage the learner</b></p> <p>Identify who the founders are of Christianity and one or two other world faiths</p>		

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Explore what pupils already know about those founders

### Identify learning questions

What makes a good leader? What makes a good follower?

What inspires people to found a religion?

Who are the founders of Christianity and the other chosen faith?

What did they teach their followers to believe and to do? How do we know this?

What did those founders do in their lifetime? How did people respond to their deeds and words in their lifetime?

How do modern followers of those religions respond to that teaching?

How does a person's faith influence the way that they behave in their daily lives?

How do faith members distinguish between what they want to do and what they ought to do?

### Provide new information

Explore the life, actions and key teachings of Jesus through key stories from the Bible, Christian artwork and music from different cultures

Explore the lives, actions and key teachings of the faith founders of one or two other world faiths in a similar way

Explore how faith members live their lives according to the teachings of their faith founders

Look at religious rules and values including the Ten Commandments and Jesus 'Greatest' commandment (see Key Content); talk about how these rules show fairness and guide the life of the community

Using videoclips, interviews with faith members and other resources, find out how faith members live their lives according to the teachings of faith founders

### Search for meaning

What are the characteristics of a good leader? Consider how a faith founder influences and inspires faith members

Explore the life of Jesus, his incarnation and resurrection

Consider a key teaching of Jesus (see Key Content); how did it impact on followers?

Investigate the lives of other faith founders to learn of their teaching; make links with the teaching of Jesus

How do faith values give the believer rules for living?

Consider the ways in which they live out their beliefs and dilemmas they may face

### Share new understanding

Write a job advert for a faith founder

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Sort key beliefs and teachings and identify which faith and founder they are from; consider why there similarities and differences between faiths  
Create a depiction of a faith founder as a stained glass window, a picture or a model to reflect a teaching of a faith founder  
Storyboard an aspect of the life and work of Jesus and another faith founder; sequence key events to illustrate their teachings  
In the role of a faith founder, create a diary, a blog or Tweets, or freeze-frame a life-changing moment for a faith founder and discuss its impact  
Dramatise a parable in a modern context; explain its moral or message  
Set up a dilemma for a faith follower ('Conscience Alley'); explore how key teachings influence the decision between what a person wants to do, what they ought to do and say what may help them decide  
Identify sources of authority in a person's life and how they influence decision-making; look at ultimate sources of authority and identify the place of God in religious codes for living  
Create a 'golden rule' for their community; try to identify a common 'golden rule' for 2 or three faiths

### Reflect on learning

Share thoughts and feelings when hearing a story about a faith founder's story from a holy book; explain its meaning to a believer  
Express thoughts about how the teachings of faith founders can change lives for the better and be a source of guidance for faith followers  
What is the point of having rules? Are religious rules the same as secular rules?  
What aspects of living a faith are the hardest and why?

### 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 (Knowledge & Understanding)	AT2 (Reflection & Response)
<b>Describe and show understanding of links between stories, beliefs and practices of faith communities</b> <i>specified in the key content</i>	<b>Respond thoughtfully to a range of sacred writings and the beliefs, teachings and practices of different faith communities</b> <i>specified in the key content</i>
<b>Describe a range of beliefs, symbols and actions showing links between different religions including rules for living</b> and forms of worship <i>specified in the key content</i>	<b>Demonstrate understanding of different ways of life and ways of expressing meaning including rules for living</b> and forms of worship <i>specified in the key content</i>