

Talking About God- Y5/6 Unit

About the Unit

This unit is designed to give pupils the opportunity to reflect upon the idea of God. It begins by considering the many kinds of relationships which exist between people, including the possibility of God. It goes on to consider the qualities which people find admirable and to relate these to names which may be given. There is an opportunity to research the symbolic names given to God by Christians and the 99 Beautiful Names of Allah, and what these might tell about God. Finally, pupils own views are sought and they have the opportunity to respond to the idea of God in words or through the arts.

Key Concepts

1.1 Beliefs, teachings and sources

- a) Finding out about teachings, sources, authorities and ways of life in order to develop some understanding of religions and beliefs
- b) Understanding and responding to beliefs

1.3 Expressing meaning

- a) Exploring different ways people express beliefs and values

1.5 Meaning, purpose and truth

- a) Exploring some of the ultimate questions that confront humanity

1.6 Values and Commitments

- b) Reflecting on their own values in relation to those of others

Key Processes

2.1a	Importance/impact of religion & religious diversity	(ii) identify and begin to describe similarities and differences within and between religions.
2.1b	specialist vocabulary	use specialist vocabulary in communicating their knowledge and understanding
2.1e	Religious/spiritual expression	interpret a range of forms of religious expression and understand why they are important in religion
2.1f	ultimate & ethical questions	describe and begin to understand religious and other responses to ultimate and ethical questions
2.2a	reflection on feelings, experiences and values	Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas
2.2d	responses to ethical and philosophical issues	Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives
2.2e	Respect	Accept that other people have different views

Range and Content (traditions and themes)

This unit focuses on the Christian and Muslim traditions.

Themes for this unit:

- a) **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives.
- e) **Symbols and religious expression:** how religious and spiritual ideas are expressed

Curriculum opportunities:

During the course of this unit children may use:

Art- To produce one of the Beautiful Names of Allah using Islamic Calligraphy.

Literacy- To explore similes and metaphors for ideas about God.

DT- To make a class set of Islamic prayer beads.

PSHE- To discuss admirable qualities in themselves and other people.

ICT- To make presentations about their own ideas about God.

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

	Year 5	Year 6
Basic	Talk about the possibility of a transcendent being. They can describe something of the Christian and Muslim beliefs about the nature of God. Level 2	Reflect upon possible images and ideas of God, giving reasons and making judgements to support their own ideas. They explain some of the beliefs held by Christians and Muslims. Level 3
Developed	Reflect upon possible images and ideas of God, giving reasons and making judgements to support their own ideas. They explain some of the beliefs held by Christians and Muslims. Level 3	Reflect on a personal level about the concept of God. They can relate their own ideas to those of another faith or philosophical group, and compare similarities and differences, giving a logical explanation of these. Level 4
Extended	Reflect on a personal level about the concept of God. They can relate their own ideas to those of another faith or philosophical group, and compare similarities and differences, giving a logical explanation of these. Level 4	Reflect on a personal level about the concept of God and discuss this in terms of what inspires and influences them. Use a wide religious vocabulary to talk about beliefs about God from other traditions and explain how religious sources contribute to beliefs about God. Level 5

Possible assessment tasks:

- Concentric circles sheets with people children feel close to plotted on them and their discussions about these with a partner.
- Group sheets with Christian names and ideas about God.
- Decorated Beautiful Name of Allah and child's explanation for their choice.
- Pupil presentations about their own ideas about God (using ICT or otherwise).

Resources

You may find the following resources useful when teaching this unit:

- Paper with concentric circles drawn on.
- A selection of names and their meanings (including western, Hindu, Sikh, Hebrew, Muslim names). Use websites such as : <http://www.indianhindunames.com/index.html>, <http://www.sikhwomen.com/SikhNames/>, <http://www.behindthename.com/nmc/jew.php>, <http://www.muslim-names.co.uk/>
- Paper bricks or cardboard boxes to be used as bricks for writing chosen names on.
- Large sheets of paper.
- A selection of Christian hymns, prayer books, psalms and creeds.
- Water, ice and steam (or images of these) for explaining the Trinity.
- Muslim prayer beads- tasbih
- DVD: *Pathways of Belief: Islam*, BBC.
- Islamic Calligraphic patterns. You could use a website such as: http://www.salaam.co.uk/themeofthefmonth/march02_index.php?l=6 or do a Google Image search.
- Beautiful Names of Allah on cards. See website such as: <http://www.sufism.org/society/asma/> for names
- Names for God used by Christians and Muslims.
- A useful resource for ideas about the existence of God: *Teaching About God*, CEM

Vocabulary

God	quality	hymns	prayers	creeds	Christian	Trinity
Muslim	Allah	beautiful names		Islamic	calligraphy	existence

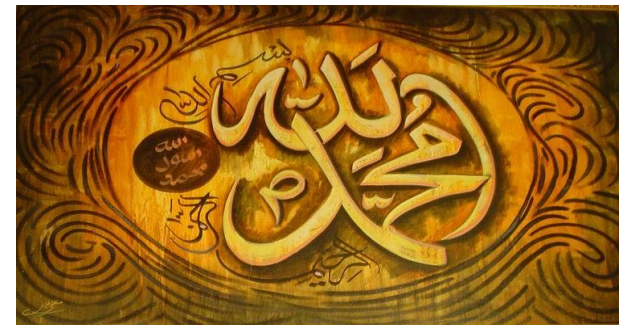
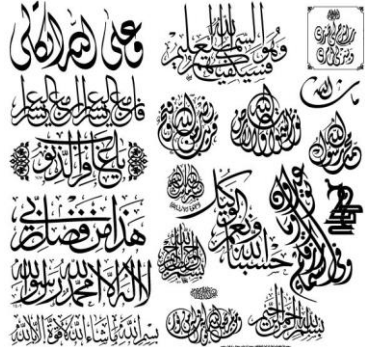
Glossary of Key Terms

Creed

A creed is a formal statement of religious belief, a confession of faith. The most definitive creed in Christianity is the Nicene Creed, formulated in AD 325 at the First Council of Nicaea. It affirms the divinity of Jesus and speaks of the Holy Spirit as worshipped and glorified with the Father and the Son. Muslims declare the shahada, "there is no God but God, and Muhammad is his prophet."

Islamic Calligraphy

The art of artistic handwriting, and by extension, of bookmaking. Calligraphy is especially revered among Islamic arts since it was the primary means for the preservation of the Qur'an. The work of calligraphers was collected and appreciated.



99 Beautiful Names of Allah

The 99 Beautiful Names of Allah are the names of God (specifically, attributes) by which Muslims regard God and which are traditionally maintained as described in the Qur'ān, and Sunnah, amongst other places.

Trinity

The word "trinity" is a term used to denote the Christian doctrine that God exists as a unity of three distinct persons: Father, Son, and Holy Spirit.

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

This unit could look at the Hindu tradition instead of Islam. Here you would need to look at the idea of images of God and how Hindus use the idea of one God with many 'faces' (avatars).

You might choose to look at the Theravada Buddhism where there is no idea of God since humans cannot know from experience whether there is or is not a God.

The Sikh tradition has a description of God beginning 'Ek Onkar' (God is One), which could be explored as an alternative. This is called the Mool Mantar.

This topic should be approached with great sensitivity because of the nature of its subject matter.

Teaching the Unit:

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><i>To be able to identify someone you are close to and to share the qualities that make you want to be close to them</i></p>	<p>What kind of relationships do I have?</p> <p>What qualities make me want to be close to someone?</p>	<p>Personal relationships of differing degrees of closeness</p> <p>Personal qualities of individuals</p>	<p>Provide pupils with a sheet of paper with a series of concentric circles drawn on it. Ask them to write their own names in the centre and to place the names of people they know, knew or know of in the various circles, to show who is closest to them and who is most loosely linked to them.</p> <p>Discuss the question of whether God should appear in the diagram or not and if so, where?</p> <p>Ask the pupils to share their sheet with a partner and talk about who is on it and where. They should share only what they feel comfortable with.</p> <p>Now ask the children to make a list of 5 qualities which make them want to be close to particular people.</p>	<p>Children are able to identify people they are close to and people they are not so close to.</p> <p>Children are able to share qualities that make them want to be close to someone.</p>	<p>Paper with concentric circles drawn on.</p>

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<p>2.2d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><i>To be able to identify qualities you would like to possess</i></p> <p><i>To be able to research the meaning of your name</i></p> <p><i>To be able to choose a new name for yourself that reflects the qualities you would like to have</i></p>	<p>What am I like?</p> <p>What name would I choose for myself?</p>	<p>Personal qualities of individuals</p> <p>Meanings behind names</p>	<p>Ask pupils to draw a 5-pointed star with their name written at the centre and a different quality they would like to have in each point.</p> <p>Explain that often names have meanings which may express what parents hope their children will be like. Use a selection of western names alongside Hindu, Sikh, Muslim and Hebrew names to explore meanings. Native American names would also be interesting to look at. Perhaps share the Sikh practice of naming a new baby by opening a page of the Guru Granth Sahib and choosing a name beginning with the same letter as the first word on the opened page.</p> <p>Research the meanings of their own names (this could be a homework activity)- How do they match the qualities they admire?</p> <p>Ask the children to choose an extra name for themselves which expresses something they would like to be (again, this could be researched at home).</p> <p>Write the chosen names onto bricks and build these into a wall for display in the classroom.</p>	<p>Children are able to identify qualities they would like to possess.</p> <p>Most children are able to research the meaning of their own name.</p> <p>Children can choose a new name for themselves which reflects the qualities they would like to have.</p>	<p>A selection of names and their meanings (including western, Hindu, Sikh, Hebrew, Muslim names).</p> <p>Paper bricks or cardboard boxes to be used as bricks.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1b use specialist vocabulary in communicating their knowledge and understanding</p> <p>2.1f describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p><i>To know some Christian names for God</i></p> <p><i>To begin to understand the Christian idea of the Trinity</i></p>	What do Christians think God is like?	<p>Symbolic language used of God in Christian writings.</p> <p>The idea of the Trinity.</p>	<p>Talk to the children about how sometimes language is used beyond its literal sense. Provide pupils with hymns, prayers, creeds and ask them to list words which are used by Christians to tell about God e.g. King, Shepherd, Shield, Lord, Father. Children could do this in groups using large sheets.</p> <p>Discuss what the names say about how Christians think of God, especially drawing out the idea of the three persons of the Trinity who are one God.</p> <p>Using the analogy of water, ice and steam is quite a simple way of explaining the Trinity to children.</p>	<p>Children can identify some Christian ideas and names for God.</p> <p>Some children understand the Christian idea of the Trinity.</p>	<p>Large sheets of paper.</p> <p>A selection of hymns, prayer books, psalms and creeds.</p> <p>Water, ice and steam (or images of these) for explaining the Trinity.</p>

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<p>2.1b use specialist vocabulary in communicating their knowledge and understanding</p> <p>2.1f describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p><i>To know some of the 99 Beautiful Names of Allah</i></p> <p><i>To be able to select one of the Beautiful Names to reproduce</i></p>	<p>What do Muslims believe Allah is like?</p>	<p>Allah.</p> <p>The 99 Beautiful Names of God in Islam.</p>	<p>Show the pupils a set of Muslim prayer beads, explaining that each of the 99 beads acts as a reminder of one of the beautiful names of Allah. You could make a class set of beads.</p> <p>Provide the children with a selection of the beautiful names written in Arabic and English on cards. Ask the children to choose one they can relate to and discuss what the names might mean to a Muslim.</p> <p>Reproduce one of the names and decorate it using Islamic patterns or Islamic calligraphy. Children will need to see examples of these. They should not draw God or created beings as Muslims would not do this. If done on circular paper, these could then be displayed as a string of beads.</p>	<p>Children can name some of the Beautiful Names of Allah.</p> <p>Children can choose one of the names to reproduce.</p>	<p>Muslim prayer beads- tasbeeh</p> <p>DVD: <i>Pathways of Belief: Islam</i>, BBC.</p> <p>Islamic Calligraphic patterns.</p> <p>Beautiful Names of Allah on cards.</p>

Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.1a (ii) identify and begin to describe similarities and differences within and between religions.</p> <p>2.1e interpret a range of forms of religious expression and understand why they are important in religion</p> <p>2.2e Accept that other people have different views</p> <p><i>To be able to identify similarities and differences in names/ideas for God in Christian and Muslim traditions</i></p> <p><i>To be able to discuss an idea about God that is</i></p>	<p>Do Christians and Muslims share some ideas about God?</p>	<p>Comparing and contrasting Christian and Muslim ideas about God.</p>	<p>Look at the names for God used by Christians and Muslims. Are there similarities? Are there differences?</p> <p>Choose one of the names/ideas about God that is prominent in both traditions and spend some time discussing this with the children. Muslims cannot draw God but perhaps the children could design a symbol to represent that idea about God.</p>	<p>Children are able to name similarities and differences in names/ideas for God in both traditions.</p> <p>Some children can select an idea about God that is prominent in both traditions to discuss further.</p>	<p>Names for God used by Christians and Muslims.</p>

<i>shared by both Muslims and Christians</i>					
Learning objectives	Key questions	Content	Teaching and Learning Activities	Learning Outcomes	Resources
<p>2.2a Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas</p> <p><i>To be able to present your own ideas about God to the class</i></p>	<p>What do you think God might be like?</p> <p>Does God exist?</p>	<p>Pupils' own symbolic ideas about God.</p> <p>Arguments for the existence of God.</p>	<p>Ask children to think about their own ideas about God based on what they have learned and any previously-held ideas about God.</p> <p>Encourage children to express their ideas through writing or drawing (Muslim children must not draw God).</p> <p>Present the children with some of the basic arguments for the existence of God and allow them to write their own responses and opinions on the subject. Perhaps children could work in pairs to make a presentation (using ICT or otherwise) about their ideas about God to the class.</p>	<p>Children are able to present their own ideas about God.</p>	<p>A useful resource for ideas about the existence of God: <i>Teaching About God</i>, CEM</p>