

5 year old Bethan made this picture. Do you agree with her?

God is everyWhere
He makes things and
HELPS them grow and
be lovely.



**How can we find out about a Christian belief?
Talking about God**

Year 1

I think God lives in heaven and has lots of Angels. I think he sits in a big chair and the clouds are the floor.



**Wolverhampton RE Syllabus
Support Unit of work**

Wolverhampton RE Syllabus: Non-statutory exemplification

UNIT TITLE: How can we find out about a Christian belief? Talking about God

YEAR GROUP: 1

About this unit:

This unit enables pupils to explore the concept of God for themselves and to consider what this concept might mean for Christians.

The focus is on pupils exploring the concept of God for themselves through using metaphors to help understand characteristics of God. There should also be an element that enables pupils to explore what Christians believe about God and how they respond to God. Different ideas about God are positively welcomed in this unit: it is thoughtfulness, not any particular stance that makes good RE here. A visit to a Church or from a Christian is a good thing to plan in this unit.

Pupils are encouraged to consider what can be learned from beliefs about God by listening to stories and referring to their own experiences, beliefs and values.

Where this unit fits in:

This unit will help teachers to implement the Wolverhampton Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of Talking about God, by using the concepts of belief, story and prayer and examples of how believers express their feelings about God through images in the Bible and through prayer.

This unit contributes to the continuity and progression of pupils' learning by developing pupils awareness of what it means for believers to talk about God – in this case in a Christian context, but this could be widened to other faiths – and how Christian believers understand God. It will also provide opportunity to explore how religious people might respond to God. The unit anticipates a further study of Christianity and of what it means for believers to talk about God in study of units in key stage two.

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

- Beliefs, Values and Teaching
- Ways of expressing meaning
- Questions of Meaning, Purpose and Truth

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly aware of their own beliefs
- **Open mindedness** by engaging in positive discussion and debate, considering the beliefs of others

The unit will provide these opportunities:

- Pupils have opportunities to consider the concept of God
- Pupils have opportunities to consider a diverse range of views about the characteristics of God from the study of Christianity with some reference to other faith traditions.

Background information for the teacher:

This is an area of RE which adults often shy away from. However, children are often more than willing to discuss their ideas about God! A useful resource for teachers to get ideas about some of the topics which children might tackle in this area is 'A Child Sees God' by Howard Worsley 2009 – publisher Jessica Kings Lee. Various ideas and approaches are suggested to allow for individual teachers to use those with which they feel most comfortable. The aspect of sights, sounds etc

could be explored through other world faiths and through varied Christian traditions e.g. High Anglican, Greek Orthodox. This unit could be linked to multicultural enrichment days. This unit could use a local church for some learning outside the classroom. Many Wolverhampton churches welcome visits from children doing RE.

Prior learning	Vocabulary + concepts	Resources
<p>It is helpful if pupils have been introduced to the idea that there are many religions.</p> <p>It is helpful if pupils know that some people believe in God</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>A specific religion: Christianity Trinity</p> <p>Religion in general: Reflection Prayer God</p>	<p>Web:</p> <ul style="list-style-type: none"> • The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people. • The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/learningzone/clips • The BBC also offers lots of information and material on its main religion site: http://www.bbc.co.uk/education/subjects/zxnygk7 • The best gateway for RE sites is: www.reonline.org.uk • You can find and use searchable sacred texts from many religions at: www.ishwar.com • Good quality information and learning ideas on Christianity: http://request.org.uk/restart/ • There is some more TV material at: www.channel4.com/learning • The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk <p>RE Today Services: RE Today Services (www.retoday.org.uk) publish relevant items:</p> <ul style="list-style-type: none"> • Developing Primary RE: Stories About God (Edited by Joyce Mackley) • RE Ideas: God (Edited by Fiona Moss) • RE Ideas: Literacy (Edited by Fiona Moss) • Picturing Creation – Pictures for IWB on CD and posters showing each day of creation. ISBN 1904024580 <p>Teachers might use:</p> <ul style="list-style-type: none"> • 'Children's Letters to God The New Collection' compiled by Stuart Hample and Eric Marshall ISBN 978-1-85626-910-0 • 'Step into the Story' by Margaret Spivey and Anna Jean pub. Barnabas ISBN 9 781841 010021 • 'Best Loved Parables: Stories Jesus Told' by Lois Rock pub Lion Children's Books ISBN 0 7459 4638 0 • PCET, Folens and Nelson publish some useful photo / picture packs on particular religions that can be used to raise questions. Please note that PCET products are supplied by Wildgoose Education Ltd. • 'In the beginning' Steve Turner (Poem about creation) • The World that God Made – Jan Godfrey and Peter Adderley – A.D. Publishing • 'Learning about God' Lois Rock & Maureen Galvani pub LION ISBN 0745947328 & 0745947352 • Godly Play is a creative way of telling Bible stories. For more information see www.godlyplay.org.uk • 'Gift to the Child' CD Rom – available from 'Articles of Faith'

- Contributions to spiritual, moral, social and cultural development of pupils**
- Opportunities for **spiritual development** come from the opportunity to reflect on their understanding of God
 - Opportunities for **moral development** come from thinking about stories linked with God that may have moral messages as well as religious ones eg stewardship
 - Opportunities for **social development** come from listening to the ideas and thoughts of others
 - Opportunities for **cultural development** come from examining artefacts linked to prayer from more than one religion
 - Opportunities for the development of **British values** comes from discussing beliefs of others which may differ from their own in an atmosphere of respect and tolerance.

EXPECTATIONS: At the end of this unit

<p>All pupils can:</p> <ul style="list-style-type: none"> • Talk about experiencing something that they can't see • Identify one way in which Christians 'see' God • Handle religious artefacts sensitively and know that some are linked with praying. 	<p>Many pupils can:</p> <ul style="list-style-type: none"> • Use their senses to explore and ask questions about religious stories, pictures, artefacts • Identify simply some of the ways in which Christians describe the characteristics of God • Express in simple terms their own thoughts about God 	<p>Some pupils can:</p> <ul style="list-style-type: none"> • Retell a story from the Bible that helps Christians understand a characteristic of God • Describe what messages and meanings are expressed through some religious symbols • Express some reasons for their current thinking about God
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ASSESSMENT SUGGESTIONS

A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.

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.

The most likely form of assessment for this unit will be done verbally in discussion and through the way pupils are enabled to express their ideas about God, especially in the last session. Assessment towards the end of the unit could be in the form of question and answers, art or choosing some words from a list / simple written work.

G&T: To extend this work, ask pupils to consider **why** Christians might attribute various characteristics to God and how they express their beliefs about God.

Key questions	LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	<i>Points to note</i>
Can we see everything?	<p>To show understanding of belief in things that cannot be seen</p> <p>To consider for themselves what they know and understand about God</p>	<p>Many different ideas and beliefs</p> <ul style="list-style-type: none"> • Talk about everyday examples of belief in things, which cannot be seen, and the grounds for such beliefs. • Choose one or two of the following examples of things which cannot necessarily be seen although their effects can: <ol style="list-style-type: none"> 1) Blow up a balloon – pupils will be able to see it getting bigger – talk about the air being there but not being able to see it. 2) If it is a windy day go outside and fly a kite, or watch the trees moving in the wind. 3) Blowing bubbles – what are they? What is inside them? 4) Explore electricity by making simple circuits, switching on lights and electrical equipment. 5) Use a hair dryer to make something warm or to make it move. 6) Discuss how water travels inside plants even though we can't normally see this and demonstrate by putting a plant (daffodils work well) into water that has food colouring added – pupils will be able to see in quite a short time how the water is moving in this plant as parts of it change colour over the course of a few hours. <p>There are many real things which we cannot see.</p> <ul style="list-style-type: none"> • Help the pupils understand that we believe in the existence of lots of things we cannot see. Emphasise the point that just because we can't see things doesn't mean they are not there – we know they are there because their effect can be seen or felt. • Ask the pupils for their ideas, descriptions and beliefs about God. Do pupils think that God can be seen? Do pupils think that God can be felt? Do they know that some people do not believe in God? 	<p>All pupils can talk about experiencing something that they can't see</p> <p>Many pupils can talk about their understanding of God</p> <p>Some pupils can talk about their understanding of God, linking it to their understanding of believing without seeing.</p>	<p><i>Cross-curricular links to science</i></p> <p><i>Please be aware that some pupils may not believe in God or be unsure of God's existence. These are valid viewpoints and pupils should be both allowed and encouraged to discuss them.</i></p>

<p>What do I think about God?</p>	<p>Show awareness of the possibility of 'seeing' with an inner eye.</p> <p>Be aware that not everyone sees things in the same way</p> <p>Begin to express their own reactions and ideas about 'God'</p> <p>Begin to show awareness that different people 'see' God in different ways</p>	<p>Discovering children's own ideas about God. Play some quick games to get across these two key ideas:</p> <ol style="list-style-type: none"> 1) That sometimes we can 'see' things in our heads which we can't always see with our eyes 2) that sometimes using the same information people 'see' different things. <p>Games could include:</p> <p>'Shut-eye I-spy' in which children close their eyes and try to 'see' what they think is being described by the teacher</p> <p>'Barrier game' where the teacher describes an object and all pupils try to draw it from the description alone. Afterwards compare drawings to each other and with the real object.</p> <p>Ensure that the two key ideas are discussed with pupils before, during and after the games.</p> <p>Our ideas about God Pose children the question 'What is God like?' and allow pupils some personal thinking time to reflect on this (perhaps with peaceful music playing in the background). Then ask pupils to discuss the question and explore their thoughts in pairs or small groups.</p> <p>For further investigation, pupils can be shown children's entries to relevant sections of NATRE's spirited arts competition such as http://www.natre.org.uk/about-natre/projects/spirited-arts/art-in-heaven/2014/?ThemeID=57, or http://www.natre.org.uk/about-natre/projects/spirited-arts/art-in-heaven/2013/?ThemeID=4 (the language of some of the explanations of the art work here might be too complicated for children to understand but are often key to fully understanding the piece of art, so could be paraphrased by teachers).</p> <p>Ask pupils to write or choose describing words (depending on ability of group) to show their idea of who God is or what they think he might be like. They could be helped with the starter sentence: "I think God...." A list of simple words that others use about god and ask them to choose some: loving / puzzling / mysterious / great / kind / not real / everywhere / kind / scary / interesting. Pupils could then be encouraged to talk about their work and explain it where possible.</p>	<p>All pupils can experience 'seeing' things in different ways to others.</p> <p>Many children can express something of what they think God might be like.</p> <p>Some children can express something of what they think God might be like and give opinions about whether they agree or disagree with others' ideas.</p>	<p><i>A creative approach to the use of language is good here.</i></p> <p><i>Classes may enjoy hearing what other children have said 'to God' through sharing appropriate parts of 'Children's Letters to God' (for more information, please see resources section).</i></p> <p><i>Please be aware that some pupils may not believe in God or be unsure of God's existence. These are valid viewpoints and pupils should be both allowed and encouraged to discuss them.</i></p>
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		<p>“If God were a What would he be?” (Teachers should choose whether to carry out this activity with the whole class or just higher ability pupils)</p> <ul style="list-style-type: none"> • In circle time, pose children the question: If God was a type of food, what would God be? If necessary, have pictures of a few foods in the circle so that children can choose one and give reasons. • This can be extended to :If God was a flower / colour / plant / animal what sort of flower (etc) would God be? Again, some pupils might need pictures or word banks to help. • Pupils could draw the item of clothing / building / food and give 2 adjectives to describe God e.g. ‘God is like a soft, woolly jumper’. This doesn’t have to be a written activity, could be a discussion using circle games. • Encourage pupils to say why they have used their chosen adjectives. (This enables pupils working at level 2 to show their understanding) e.g. “If God were an item of clothing, God would be a woolly jumper because God is all around you keeping you warm.” 		
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<p>What do Christians say God is like?</p> <p><i>If your school has a link with a local church in Wolverhampton, this is a great lesson to do at the church where there are likely to be lots of symbols and reminders of these ideas about God. Even better if a local Christian can be present to answer the children's questions.</i></p>	<p>To know what Christians think about God</p>	<p>Explore these as separate themes relating to Christian beliefs about God.</p> <p>i) God as Love. Talk with the pupils about the people in their lives who love them. What evidence do they have that someone loves them? How does it make them feel? How do they act and what do they do? Can we see love? How do we know it is there? Read the book 'Guess how much I love you?' and discuss if love can be measured. Use the story of the lost sheep to look at how Jesus explained the love and care of God.</p> <p>ii) God as Father. Show the pupils a bag with a collection of items a parent would use with a baby. Take the items out of the bag and discuss each in turn. How do parents care for their babies? Make a list of things that a baby needs. As well as the practical items move pupils on to talking about babies needing love and care. Talk about Christians believing that God looks after them like a loving father (or parent). Use the story of the prodigal son to illustrate that God never gives up on people. The story can be started by showing pupils the first part of Dinah Roe-Kendall's triptych of the prodigal son's return. Focus in on the mountains, sky, son and swine – what are they? What colours has the artist used? Is it a happy or sad image? Allow pupils to draw what they think will be in the rest of the picture, before revealing the middle and third parts of the triptych to them and sharing the story. The story can be sequenced, retold in drama, freeze framed or hot seated and pupils should be helped to understand its true meaning.</p> <p>iii) God as creator. Read one of the many versions of the creation story now available for KS1. Pictures can be used from the Picturing Creation pack from RE Today. Reflect on the pictures – encourage pupils to ask questions about what they see – write questions on 'sticky notes' and attach them to the pictures. Explore the pupils' questions. If possible explore some of the wonders of the world outside. Collect some items together and bring them into the classroom. Each pupils could produce a 'Reflective Palette' (A shape like an artists palette on a sheet of A3 and then pupils place the items they have brought from outside onto their palette). Play some music and reflect on their items. Pupils may want to talk about environmental concerns. Talk about Christian belief that God has given people the job a stewards (carers) of the earth.</p> <p>Share the book 'Thinking about God' with pupils. This summarises Christian views about the nature of God in a way key stage one pupils can appreciate. Different people seeing God in different ways can be explored through the story: 'The telly and the elephant story'.</p>	<p>All pupils can identify one way in which Christians 'see' God</p> <p>Many pupils can talk about one or more characteristics of God as Christians understand them</p> <p>Some pupils can identify and talk about two ways in which Christians describe what God is like</p>	<p><i>It would be inappropriate and impossible to explore all of these – the suggestion is that teachers consider one or two of these images of God.</i></p> <p><i>The concept of dealing with God as a loving Father might be particularly difficult in some schools so it might be more appropriate to use the term 'parent' or 'carer'.</i></p> <p><i>'The Telly and the Elephant' – originally published by One World Week.</i></p> <p>http://www.ely.anglican.org/education/schools/collective_worship/documents/TheTellyandtheElephant.pdf</p>
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<p>What do Christians mean by 'Trinity'? How can God be three and one?</p>	<p>To understand the Christian belief of God as three in one</p> <p>To reflect on their lives and the relationships they have</p>	<p>Knowing in different ways: what does it mean?</p> <ul style="list-style-type: none"> Teacher bring in photographs or objects that illustrate how they are known in 3 different ways – maybe Aunt, Mum and Sister. Pupils could draw themselves and say how they are known in 3 different ways. Explain that the person is only one person even though they are known in different ways to different people. Illustrate this concept with water, steam and ice – one and the same but seen in 3 different ways. RE Today – Teaching God 5-11 p15/16 has artwork that can be used with classes to explore this idea further and some accompanying activities that can be adapted for children of this age. 	<p>All pupils can enter a discussion about how a person can be seen in 2 or more ways</p> <p>Many pupils can show awareness of Trinity by expressing some images of '3 in 1' and show some understanding of the concept through discussion.</p>	<p><i>Although the Trinity is a difficult concept to grasp pupils at key stage one can easily be introduced to the idea of something being one yet seen in 3 different ways.</i></p>
<p>How do Christians believe they can talk with God?</p>	<p>To know some of the artefacts religious people might use when they talk to God</p> <p>To understand that prayer is a way religious believers can communicate with God</p>	<p>What is praying? Why do Christians like to pray?</p> <ul style="list-style-type: none"> Explore all the ways people communicate with others and have as many examples as possible to show pupils. e. g. talk, sign language, telephone, letters, postcards, e-mail, videos, text messages etc. Talk about why people want to communicate with others. E.g. when they have good or bad news to share, to tell people what they are doing or where they are going etc Explain that Christians and other religious people want to talk to their God. Have a collection of artefacts available – e.g. rosary, candles, prayer mat, prayer books, incense etc. These could include items from other faiths too e.g. Muslim prayer mat as this is a useful lesson to show that prayer is an important activity for people of many religions. Place 3 or 4 artefacts linked to prayer on different tables around the room and allow pupils in small groups to visit each table. Allow them to explore the artefact using all their senses. As they move around ask them to think of questions to ask about the artefact. Bring pupils together along with the artefacts. Answer their questions where possible or explore the answers together. Talk about how each one is used to help people pray. How might they be helpful? What do they do for people? Arrange a visit to a religious building to explore the way believers worship God and the artefacts used or arrange a visit from a religious leader to talk about their worship and artefacts used. 	<p>All pupils can handle religious artefacts sensitively and know that some are linked with praying.</p> <p>Many pupils can recognise that prayer is a way in which people talk to God and talk about how specific artefacts are used to help people pray.</p> <p>Some pupils can ask good questions about prayer during their visit to a religious building and respond sensitively to the answers.</p>	<p><i>RE Ideas: Literacy (published by RE Today Services) has a range of activities based on learning about prayer in different faiths with children of this age.</i></p> <p><i>Have a range of prayer artefacts available – even from religions other than Christianity. Make it clear in the plenary activity which religion the different artefacts come from and how/why they might be used. This provides pupils with opportunity to explore a range of prayer artefacts. Good for Thinking Skills as pupils explore artefacts and decide how they think they might be used.</i></p>

<p>What have we learned in this unit of RE?</p>	<p>To express ideas and questions more deeply as a result of thinking about God and prayer.</p> <p>To be able to respond sensitively to Christian ideas about God and prayer.</p>	<p>Candles and meanings</p> <ul style="list-style-type: none"> ▪ Set the classroom out so that pupils can sit in a circle around a low table with some candles on it. Put one large candle in the middle and lots of smaller ones around it, unlit (some blu tac or plasticine is good to hold them). Battery powered candles are available for schools in which use of wax candles is not permitted. ▪ Recap with the children the highlights of the unit of work on talking about God, reminding them of the puzzling questions, the stories and the discussions they have had. ▪ Remind the class of the first thing God says in the Jewish and Christian Creation story: 'let there be light' and talk about how light helps us. Good ideas are like light: why is that? Remind the class of how many Christians see God as love, the father or the creator. Explain that many Christians see God as light – why might that be? ▪ Ask the children to think quietly for one minute, and try to think of their best ideas about God and prayer. After the minute's silence, receive the ideas one by one, without comment, and light a candle for each idea. ▪ Remind the children that people believe many different things about God, and all our thoughts are worth something. Finish the activity with a short time silent for pupils to look at the candles and be thoughtful. 	<p>All pupils can say one thing about God</p> <p>Many pupils can talk about some questions and ideas about God and prayer that they have thought of</p> <p>Some pupils can independently respond sensitively to other children's questions</p>	<p>Gathering evidence of achievement in RE should be professional, but not burdensome. Some units will include a formal task assessing pupils work, but not all.</p> <p>Unseen learning can be profound. Teachers in RE should welcome the possibility.</p>
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