



All Saints CE Primary School and Nursery

Medium Term Planning



Class teacher: Mrs Korzeniewski

Year group: 4

Term: Spring 1

Subject: RE- L2.5 What or who is god and how is the divine understood in theistic worldviews?

Lesson	Learning Goal (L.G.)	Brief outline of lesson content	Key Vocabulary covered
		This unit focuses on the concept of authority and power and how these may be represented by different things in different worldviews.	
1	LG: what do most Christians believe about God?	Starter question: In a worldview, who holds power? Use dictionaries to explore words of power and authority. Use existing knowledge to try and answer 'What do most Christians believe about God?', record thoughts. Invite Christian member of staff into class to share what they believe about god. Discuss: do all Christians believe the same thing about God?	Worldview, power, authority
2	LG: what do most Muslims believe about God?	Share the Shahadah (the Muslim declaration of faith). Invite a Muslim member of staff into class to share the importance of it in their lives and respond to the question: there is only One God but why are there 99 names for Allah? Task: children write about what the 99 names say about what God is like. Are some characteristics more important than others? Illustrate with art.	Prophet, Shahadah, Allah
3	LG: what might Jewish people believe about God?	Watch NATRE and BBC clips to show Jewish worldviews and belief in God. Discuss. Explore quotes from Maimonides, a Jewish philosopher and scholar where he talks about belief in God being a powerful and wise foundation for life (SACRE resource). Task: summarise what would people with Jewish worldviews says and do towards others if they understand God in this way (as a loving God who is the source of everybody and everything)?	Philosopher, scholar.
4	LG: Who is the divine in the Sikh worldview?	Explore Sikh concept of the divine (Waheguru) (SACRE resource). Invite a Sikh member of staff to talk about their concept of the divine and/or visit to local Gurdwara. See video resources to explain how to behave and information about the Guru Granth Sahib.	Divine, Waheguru, Gurdwara, Guru Granth Sahib, genderless.

		Discuss: how might the concept of Waheguru as genderless make God easier for people with Sikh worldviews to understand the divine and feel connected to it. Task: make a leaflet explaining the Sikh understanding of the divine.	
5	LG: How do Hindus worship God?	Explore the Sanatan Dharmic concept of puja (worship) (SACRE resources) and the belief in one God (Brahman) but that Brahman is worshipped in many forms (SACRE resources). Watch video (resources) showing Hindu puja taking place. Explore artefacts within the classroom. Task: pupil to draw/design a 'home shrine' for puja suitable for a family with Hindu worldviews to use. Label and annotate and say which God(s) it is suitable for.	Sanatan Dharmic (formerly Hinduism), puja, Brahman, deity, avatar.
6	LG: Does every world view have a God or deity?	Discuss: are all deities male? Clarify term 'deity' - a god or goddess (in a polytheistic religion) or the creator and supreme being in a monotheistic religion). Explore Buddhist worldview (NATRE film) and that they show respect and adoration for the Buddha and try and follow his teachings. <i>If pupils know nothing about Buddhist worldviews, use Buddhist Worldview Layover Unit here.</i> End unit by discussing 'What do non-religion people think about God?' Use terms theist, atheist, agnostic. Let children share their own beliefs and the existence/non-existence of God and how it affects their own personal worldview.	Deity, polytheistic, monotheistic, Theist, atheist, agnostic.