



Ealing Agreed Syllabus: guidance for teachers

Unit: Belief and practice, overview



Learning objectives	Suggested activities	Suggested resources
<i>General overview, 1</i>		
<p>AT1 Pupils are reminded of some key facts of the five major religions.</p> <p>AT2 Pupils think about the sources of their own beliefs.</p>	<p>Starter: List the five main religions on a board and brainstorm with the class a few facts about each that they think is important. Vote on what the class thinks is the most important aspect of the particular religions.</p> <p>Development:</p> <p>The main activity will be “The Origins of Religion, Tasks 1 and 2.</p> <p>In task one, they will find themselves in a classroom in a Sikh gurdwara. They will meet individuals from each of the five major faiths, who will tell them a bit about their faith. They will also have to collect a series of books which will contain questions about what they have been told. To complete the task they have to answer six questions correctly in the time allotted.</p> <p>The second task also takes place in the gurdwara classroom. The various religious leaders will tell key facts about their religion, the religious leaders, the place of worship and the holy book. In addition you will find other information in books. You will then be presented with a series of pictures which you have to label correctly with the information that you will have collected in the books.</p> <p>Conclusion: Go back to the lists on the board and re-evaluate. Would they have a different opinion about what is important about their faith from that expressed by the people they have met in the game?</p>	<p>For this 12 lesson unit the class will need access to an ICT suite where the computers have been loaded up with the Thinking Worlds RE Module, which is being distributed to all high school network managers. (The Thinking Worlds RE Module was developed by a team at Ealing City Learning Centre. For further enquiries, please contact Alim Shaikh at the City Learning Centre, 0208 752 3240.)</p> <p>Thinking Worlds RE Module: The Origins of Religion, Tasks 1-2</p>

Learning objectives	Suggested activities	Suggested resources
<i>General overview, II</i>		
<p>AT1 Pupils will learn about the calendars, some festivals and sacred texts used by the various religions.</p> <p>AT2 Pupils consider what days and books they hold to be special.</p>	<p>Starter: Get pupils to draw a timeline of the places and times when the five major religions originated.</p> <p>Development:</p> <p>The main activity will be “The Origins of Religion, Tasks 3 and 4.</p> <p>In Task 3 you will again meet representatives of the five major faiths, who will tell you information about, among other things, religious calendars, festivals, and sacred texts. You will then be asked to answer true or false questions based on the information or diagrams you’ve been given.</p> <p>Task 4 is a review task. You will meet Mohan Grewal, a Sikh boy who is preparing a paper on the origins of religion. He will ask you to help him, which you can do by gathering the information he requires from the books. You will need to discriminate when you gather the information, choosing some of the pieces of information, and deleting others that are less relevant.</p> <p>Conclusion: How accurate was the timeline you constructed at the beginning of the lesson. For homework, pupils write a few paragraphs on one aspect that they have studied, e.g. dates and places of origin of the faiths, religious calendars, festivals or sacred texts.</p>	<p>Caspian Thinking Worlds RE Module: The Origins of Religion, Tasks 3-4</p>

Learning objectives	Suggested activities	Suggested resources

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<i>Hinduism, I</i>		
<p>AT1 Pupils are reminded of some key facts about Hinduism, including the concepts of smirti and sruti.</p> <p>AT2 Pupils compare the Hindu concept of dharma with their own idea of doing one's duty.</p>	<p>Starter: Tell class they are going to review some of the key aspects of Hinduism. Make a list of things they already know, such as place of worship, sacred texts and religious figures.</p> <p>Development:</p> <p>The main activity will be "Hinduism, Tasks 1 and 2.</p> <p>In task 1, pupils will visit the Hindu temple, where they will meet two characters who will give them information. They will be asked questions about this information; the questions are collected from the books. The task is completed when they answer six questions correctly.</p> <p>In task 2, they will return to the temple, where the two characters will present more detailed information about the Hindu sacred texts. Pupils will then be required to answer a set of true or false questions.</p> <p>Conclusion: In pairs, get pupils to prepare a short quiz based on the information. These will be collated and used as the basis for the starter in the next lesson.</p>	<p>Thinking Worlds RE Module: Hinduism, Tasks 1-2</p> <p><i>Please note:</i> a technical glitch means that it can be difficult to actually enter the temple, but please persevere!</p>

Learning objectives	Suggested activities	Suggested resources
<i>Hinduism, II</i>		
<p>AT1 Pupils learn about the mandir, the Hindu place of worship. They also learn about features of Hinduism that are also true of Christianity and Sikhism.</p> <p>AT2 Pupils compare their own beliefs with that of their friends, finding similarities and differences.</p>	<p>Starter: Give class a quick quiz based on the questions they themselves prepared at the end of the last lesson.</p> <p>Development:</p> <p>The main activity will be two tasks in the Thinking Worlds RE module.</p> <p>In Hinduism Task 3, they will be looking at the design of a Hindu place of worship. They will have another conversation with the priest, who will give them information about the temple. They will then have to label a diagram with words that they have gathered from the books, and from their experience of the virtual environment.</p> <p>In Religious symbolism, task 2, pupils will have to gather information from the books about three religions (Christianity, Sikhism and Hinduism). They will then be asked to give the information to the person representing the relevant faith. <i>It is important to explain</i> that in cases where the information is relevant to more than one of these three religions it needs to be copied so that it can be given to the requisite number of individuals.</p> <p>Conclusion: On the whiteboard, prepare a Venn diagram that shows the three religions, and correctly place the information that is relevant to all three of the religions, to two of them and just to a single religion.</p>	<p>Thinking Worlds RE Module: Hinduism, Task 3 and Religious symbolism, Task 2</p>

Learning objectives	Suggested activities	Suggested resources
<i>Judaism, I</i>		
<p>AT1 Pupils are reminded of some key facts about Judaism, including the importance of the Torah and the key figures of Abraham and Moses.</p> <p>AT2 Pupils think about events in their own lives that they commemorate in some way.</p>	<p>Starter: Tell class they are going to review some of the key aspects of Judaism. Make a list of things they already know, such as place of worship, sacred texts and religious figures.</p> <p>Development:</p> <p>The main activity will be “Judaism, Tasks 1 and 2.</p> <p>In task 1, pupils will visit the synagogue, where they will meet two characters who will give them information, including the events behind the festival of Passover. They will be asked questions about this information; the questions are collected from the books. The task is completed when they answer six questions correctly.</p> <p>In task 2, they will return to the synagogue, where the two characters will present more detailed information about the Jewish sacred texts. Pupils will then be required to answer a set of true or false questions.</p> <p>Conclusion: In pairs, get pupils to prepare a short quiz based on the information. These will be collated and used as the basis for the starter in the next lesson.</p>	<p>Thinking Worlds RE Module: Judaism, Tasks 1-2</p>

Learning objectives	Suggested activities	Suggested resources
<i>Judaism, II</i>		
<p>AT1 Pupils learn about the synagogue, the Jewish place of worship. They also learn about features of Judaism that are also true of Christianity and Islam.</p> <p>AT2 Pupils think about their favourite buildings and why they have a special impact.</p>	<p>Starter: Give class a quick quiz based on the questions they themselves prepared at the end of the last lesson.</p> <p>Development:</p> <p>The main activity will be two tasks in the Thinking Worlds RE module.</p> <p>In Judaism Task 3, they will be looking at the design of a synagogue. They will have another conversation with the rabbi, who will give them information about the synagogue. They will then have to label a diagram with words that they have gathered from the books, and from their experience of the virtual environment.</p> <p>In Religious symbolism, task 1, pupils will have to gather information from the books about three religions (Christianity, Judaism and Islam). They will then be asked to give the information to the person representing the relevant faith. <i>It is important to explain</i> that in cases where the information is relevant to more than one of these three religions it needs to be copied so that it can be given to the requisite number of individuals.</p> <p>Conclusion: On the whiteboard, prepare a Venn diagram that shows the three religions, and correctly place the information that is relevant to all three of the religions, to two of them and just to a single religion.</p>	<p>Caspian Thinking Worlds RE Module: Judaism, Task 3 and Religious symbolism task 1</p>

Learning objectives	Suggested activities	Suggested resources
<i>Christianity, I</i>		
<p>AT1 Pupils are reminded of some key facts about Christianity, including the importance of the resurrection and how this is celebrated by Christians at Easter.</p> <p>AT2 Pupils think about the resources they can draw upon at times of crisis, such as seen in the stories of Mary and of Jesus.</p>	<p>Starter: Tell class they are going to review some of the key aspects of Christianity. Make a list of things they already know, such as place of worship, sacred texts and religious figures.</p> <p>Development:</p> <p>The main activity will be “Christianity, Tasks 1 and 2.</p> <p>In task 1, pupils will visit the church, where they will meet two characters who will give them information. They will be asked questions about this information; the questions are collected from the books. The task is completed when they answer six questions correctly.</p> <p>In task 2, they will return to the church, where the two characters will present more detailed information about the Bible, the Christian sacred text. Pupils will then be required to answer a set of true or false questions.</p> <p>Conclusion: In pairs, get pupils to prepare a short quiz based on the information. These will be collated and used as the basis for the starter in a future lesson.</p>	<p>Thinking Worlds RE Module: Christianity, Tasks 1-2</p>

Learning objectives	Suggested activities	Suggested resources
<i>Islam, I</i>		
<p>AT1 Pupils are reminded of some key facts about Islam, including the importance of the Qur'an and the Five Pillars of the faith.</p> <p>AT2 Pupils think about beliefs that they might consider to be pillars.</p>	<p>Starter: Tell class they are going to review some of the key aspects of Islam. Make a list of things they already know, such as place of worship, sacred texts and religious figures.</p> <p>Development:</p> <p>The main activity will be “Islam, Tasks 1 and 2.</p> <p>In task 1, pupils will visit the mosque, where they will meet two characters who will give them information. They will be asked questions about this information; the questions are collected from the books. The task is completed when they answer six questions correctly.</p> <p>In task 2, they will return to the mosque, where the two characters will present more detailed information about the Qur'an, the Muslim sacred text. Pupils will then be required to answer a set of true or false questions.</p> <p>Conclusion: In pairs, get pupils to prepare a short quiz based on the information. These will be collated and used as the basis for the starter in a future lesson.</p>	<p>Thinking Worlds RE Module: Islam, Tasks 1-2</p>

Learning objectives	Suggested activities	Suggested resources
<i>Christianity and Islam, II</i>		
<p>AT1 Pupils learn about the church, the Christian place of worship. They also learn about the mosque, the Muslim place of worship.</p> <p>AT2 Pupils think about actual and metaphorical cleansing.</p>	<p>Starter: Give class a quick quiz based on the questions they themselves prepared at the end of the previous lessons.</p> <p>Development:</p> <p>The main activity will be two tasks in the Thinking Worlds RE module.</p> <p>In Christianity Task 3, they will be looking at the design of a church. They will have another conversation with the priest, who will give them information about the church. They will then have to label a diagram with words that they have gathered from the books, and from their experience of the virtual environment.</p> <p>In Islam Task 3, they will be looking at the design of a mosque. They will have another conversation with the imam, who will give them information about the mosque. They will then have to label a diagram with words that they have gathered from the books, and from their experience of the virtual environment.</p> <p>Conclusion: Review the shared features of churches and mosques. What features are unique? Discuss the importance of water in key rituals of the two faiths.</p>	<p>Caspian Thinking Worlds RE Module: Christianity, Task 3</p>

Learning objectives	Suggested activities	Suggested resources
<i>Sikhism, I</i>		
<p>AT1 Pupils are reminded of some key facts about Sikhism, including the historical role of the gurus and importance of the Golden Temple.</p> <p>AT2 Pupils think about prayers, meditations or writings that have special meaning for them.</p>	<p>Starter: Tell class they are going to review some of the key aspects of Sikhism. Make a list of things they already know, such as place of worship, sacred texts and religious figures.</p> <p>Development:</p> <p>The main activity will be “Sikhism, Tasks 1 and 2.</p> <p>In task 1, pupils will visit the gurdwara, where they will meet two characters who will give them information. They will be asked questions about this information; the questions are collected from the books. The task is completed when they answer six questions correctly.</p> <p>In task 2, they will return to the gurdwara, where the two characters will present more detailed information about the Guru Granth Sahib, the Sikh sacred text. Pupils will then be required to answer a set of true or false questions.</p> <p>Conclusion: In pairs, get pupils to prepare a short quiz based on the information. These will be collated and used as the basis for the starter in the next lesson.</p>	<p>Thinking Worlds RE Module: Sikhism, Tasks 1-2</p>

Learning objectives	Suggested activities	Suggested resources
<i>Sikhism, II</i>		
<p>AT1 Pupils learn about the gurdwara, the Sikh place of worship. They review some of the elements that are unique to each of the five religions.</p> <p>AT2 Pupils begin to learn to discriminate with regards to various sources of information.</p>	<p>Starter: Give class a quick quiz based on the questions they themselves prepared at the end of the last lesson.</p> <p>Development:</p> <p>The main activity will be two tasks in the Thinking Worlds RE module.</p> <p>In Sikhism Task 3, they will be looking at the design of a Sikh place of worship. They will have another conversation with the granthi, who will give them information about the gurdwara. They will then have to label a diagram with words that they have gathered from the books, and from their experience of the virtual environment.</p> <p>In Religious symbolism, task 3, pupils will interact with the young Sikh boy they have met previously. He will tell them he's been gathering information for a report from the internet, some of which he thinks is wrong. They will gather information from books and use this to correct the false information that he has.</p> <p>Conclusion: Discuss with the class the necessity to discriminate when gathering information about a particular subject. How do you decide what sources to trust?</p>	<p>Thinking Worlds RE Module: Sikhism, Task 3 and Religious symbolism, Task 3</p>

Learning objectives	Suggested activities	Suggested resources
<i>Religious symbolism, I & II</i>		
<p>AT1 Pupils are reminded of the importance of symbols in religions.</p> <p>AT2 Pupils think of the nature of symbols and signs (e.g. map signs that are universally recognised).</p>	<p>Starter: Brainstorm on religious symbols. Which ones are you likely to find in places of worship; which symbols are believers likely to wear?</p> <p>Development:</p> <p>The main activity in the first lesson will be a task in the Thinking Worlds RE module.</p> <p>In Religious symbolism, task 4, pupils will interact with Mohan Grewal, the young Sikh boy they have met previously. He is working on a presentation and he asks for help in gathering relevant information which can be found in the books. He gives you the five aspects he is concentrating on, and the task is to keep the relevant information and delete the rest, and then return it to him.</p> <p>In the time remaining, pupils are split into pairs. They are asked to choose a symbol or sign, religious or otherwise, for a brief presentation. In the time remaining they can begin to do research on the internet, remembering that it is important to discriminate and check their sources.</p> <p>The second lesson will be devoted to their presentations. They will be required to note where they got the information (e.g. website addresses). They will also have to explain why they choose that particular sign or symbol, and why they think it is important.</p>	<p>Caspian Thinking Worlds RE Module: Religious symbolism, Task 4</p>

Key words	Mandir, church, synagogue, mosque, gurdwara, shruti, smirti
Points to note	There are a few glitches in the software, particularly in the approach to the Hindu temple. Perseverance is required.

Outcomes

At the end of this unit, most pupils will:

- Be able to reproduce a fairly accurate time-line and place of origin of the five main religions.
- Be able to identify the sacred texts of each of the religions.
- Be able to recognise the key features of the places of worship studied.
- Understand the importance of discriminating between sources of information.

Some pupils will have made less progress and will:

- Be able to say the order in which the five main religions came into being.
- Be able to name some sacred texts.
- Be able to name some features in each of the places of worship.
- Begin to understand that some things in books and on the internet are inaccurate.

Some pupils will have made more progress and, in addition to the above, will:

- Be able to give some details about the origin of the five main religions.
- Be able to discuss in detail specific features of the sacred texts, e.g. the distinction between smurtti texts and shruti texts in Hinduism.
- Be able to discuss the symbolism and ritual significance of key features in the various places of worship.
- Be able to discriminate and justify their chosen sources of information.