

## Topic: National, regional, ethnic and religious cultures

<b>Lesson 1: Beliefs about religion</b>	<b>KS or Year Group: Y8</b>
<b>Resources:</b> <ol style="list-style-type: none"><li>1. Resource 1 – Table</li><li>2. Resource 2 – Headings</li><li>3. Resource 3 – Statements</li></ol>	<b>Objectives:</b> <ul style="list-style-type: none"><li>• Pupils explore diverse religious cultures/atheism.</li><li>• Pupils discuss the connections between people with different religious beliefs.</li></ul>

### National Curriculum

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Key Concepts: 1.3a, 1.3b, 1.3c

Key Processes: 2.1a, 2.2a, 2.2b, 2.2c, 2.2d, 2.3d

Range and Content: 3i

Curriculum Opportunities: 4a, 4b, 4c, 4h

### Lesson

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Pupils look at a table that summarises the main beliefs of atheism and six well-known religions. They then do a group activity based around the daily lives of seven characters (each of which corresponds to one of the seven belief sets). Afterwards, through a drawing activity, pupils investigate their own opinions on religion/atheism.

### Starter

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- Lesson objectives are shared with pupils.
- Pupils are put into mixed-gender groups of four or five and given copies of **Resource 1 – Table**.
- The following questions are put onto the board. Pupils discuss them.
  - Why do you think that atheism has been included on the sheet?
  - Do all of the religions have at least one god?
  - Do all of the religions have the same number of followers in the world? In the UK?
  - Which of the beliefs do you find the most interesting? Explain.
  - How many people do you know that are Sikh, atheist, Muslim, etc?

## Beliefs about religion

- Groups are invited to choose a spokesperson and to give feedback to the whole class.
- Groups are asked to comment on how well they worked together and what they could improve upon next time in terms of communication skills.

## Main activity

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- In preparation for Activity 1, the seven headings from **Resource 2 – Headings** are stuck up in seven distinct areas of the classroom and the statements on **Resource 3 – Statements** are cut out.

### Activity 1:

- The seven statements from **Resource 3** are handed to seven volunteers. All the pupils are asked to stand up.
- The seven volunteers read out the statements in turn.
- After each statement has been read, pupils choose which ‘heading’ to stand next to. For example, if they feel that the statement is from a Sikh teenager then they stand next to the ‘Sikhism (Sikhs)’ heading.
- Answers:
  1. Judaism
  2. Islam
  3. Atheism
  4. Buddhism
  5. Hinduism
  6. Sikhism
  7. Christianity

### Activity 2:

- Pupils return to their seats.
- Pupils are asked to comment upon the following questions in their books:
  1. Why did the teenagers’ beliefs sometimes create difficult choices? Give an example.
  2. Were any of the teenagers’ difficult choices similar to each other’s? Explain.
  3. Can you think of a situation in which an adult who is religious/an atheist might have to make a hard choice?
- A few volunteers are asked to share their answers and are praised for doing so.

## Beliefs about religion

### Plenary

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- Pupils are asked to turn to a blank page in their book and to get a pencil.
- Pupils are asked to draw an image (in silence) in response to each of the following words. Pupils are reminded that *all images must be respectful*.
- Teacher reads out:
  - Religion
  - Atheism
  - God
  - Rights
  - Society
  - Choice
- Pupils are invited to share some of their images and to describe them.
- In front of the class, the teacher should probe several pupils. For example:
  - ‘You drew a sad face for Choice and you put a happy face for Religion. Can you explain why you chose opposite faces for these two words?’
  - ‘Your drawings show that you do not believe in God but that you want everyone in society to get along. Do you believe that people can get on well if they believe different things about God?’
  - ‘You drew a soldier with blood on him for God and you drew a big tick to represent Rights. Does this mean that you believe that people have a right to go to war about religion?’

### Aim high

- During the starter, high-achieving pupils should volunteer to be the spokesperson.
- During the main activity, high-achieving pupils should write detailed and carefully justified answers.
- During the plenary, high-achieving pupils should respond confidently to the teacher’s questions about their images.

## Beliefs about religion

### Assessment

In order for pupils to achieve certain levels within the lesson, the following should be considered:

#### Level 5:

- Pupils can present clear arguments about the differences between atheists and religious citizens.
- Pupils can give reasons for the fact that there are lots of religions in the UK.

#### Level 6:

- Pupils can describe ways in which people's religious cultures can be influenced by family and friends.
- Pupils can provide a persuasive case about why people with different religious beliefs should live in harmony in the UK.

#### Level 7:

- Pupils can question the stereotypes that some pupils have about people from certain religions.
- Pupils can evaluate the role of religion/Atheism in terms of influencing people's daily routines and decisions.

#### Level 8:

- Pupils can make perceptive observations about the types of choices that 21<sup>st</sup> century religious people have to make within the UK.
- Pupils can ask challenging questions about UK legislation surrounding religion.

### Summary of key learning

- Pupils can explain some of the differences between the seven belief-sets mentioned in the lesson.
- Pupils can talk about some of the ways in which a person's religion/atheism might influence his/her daily routine.

## Beliefs about religion

**Resource 1 – Table**

	<b>God(s)?</b>	<b>Followers?</b>	<b>Holy book?</b>	<b>Teacher?</b>	<b>Special occasions?</b>	<b>Examples of beliefs?</b>
<b>Atheism (Atheists)</b>	No god	No one is quite sure how many people don't believe in a god.	None	None	None	God does not exist.
<b>Buddhism (Buddhists)</b>	No god	376 million (world) 150,000 (UK)	The 'Wheel of Life'	Buddhist monk	The Wesak festival is when the temples are visited.	Buddhists do not believe in lying, gossip or drugs.
<b>Christianity (Christians)</b>	One god	1 billion (world) 6 million (UK)	Bible	Vicar	Easter is when Jesus is believed to have died and re-risen.	God's only son, Jesus, was sent to Earth.
<b>Hinduism (Hindus)</b>	One god but with many forms	900 million (world) 600,000 (UK)	There are four main Hindu scriptures.	Hindu priest	Raksha Bandhan is when people celebrate family.	People are reincarnated.
<b>Islam (Muslims)</b>	One god	1 billion (world) 2 million (UK)	Qur'an	Imam	Ramadan is when fasting takes place.	Muslims are asked to give money to the poor.
<b>Judaism (Jews)</b>	One god	12 million (world) 185,000 (UK)	Torah	Rabbi	Bar Mitzvahs are for 13-year-old boys. Bat Mitzvahs are for 12-year-old girls.	Some Jewish people believe in resting on a Saturday.
<b>Sikhism (Sikhs)</b>	One god	20 million (world). 500,000 (UK)	Guru Granth Sahib	Guru	Dastaar Bandi is when boys wear their first turban.	Sikhs aim to work honestly and to share with others.

Resource 2 – Headings

**Atheism (Atheists)**

**Buddhism (Buddhists)**

**Christianity (Christians)**

**Hinduism (Hindus)**

**Islam (Muslims)**

**Judaism (Jews)**

**Sikhism (Sikhs)**

Resource 3 – Statements

1.

My hobbies are football, swimming and fencing. I live in York in a small house with my dad.

I sometimes have to choose between whether to play in a football match on a Saturday or to go the synagogue.

I get really upset if people talk about concentration camps.

2.

My hobbies are calligraphy, eBay and street dance. I live in London with my mum, dad and three sisters.

I sometimes have to choose between fasting and going to McDonald's with my friends when it's the holy month.

I get really upset if people say that I'm like Bin Laden.

3.

My hobbies are drawing, MSN and watching reality TV shows. I live in Tipperary with my step-mum and my cats.

I sometimes have to choose between whether to pretend to pray in assembly or to keep my eyes open because I don't have a god.

I get really upset when people say that God created me.

4.

My hobbies are rugby, sailing and singing. I live in Tywen in a terraced house with my mum and my brother,

I sometimes have to choose between whether to walk away from my friends when they are gossiping or to join in.

I get really upset when people say that I do not have a proper religion just because I do not believe in a god.

5.

My hobbies are quad biking, reading and watching DVDs. I live in Edinburgh with my foster parents and my half-sister.

I sometimes have to choose between whether to pray at our shrine at home or to watch 'Friends'.

I get really upset if people make fun of the elephant god.

6.

My hobbies are tennis, painting and texting. I live in Lincoln in a detached house with my mum and my step-dad.

I sometimes have to choose between whether to have my hair cut into a bob or to leave it long for my religion.

I get really upset if people tease my brother about his bracelet.

7.

My hobbies are Xbox, shopping and web design. I live in Kent in a big bungalow with my gran.

I sometimes have to choose between whether to practise for the school gymnastics team or to go to Sunday school.

I get really upset when people say 'Oh my God!'.