



## KS2 Religious Education Year 4 Summer 1 – 7.5 hours

**Theme/Unit:** Perception of God

**Key concept:** Interpretation

**Enquiry:** *How do people perceive God?*



### Unit Summary:

Children will understand how there are different interpretations of the same scenarios as we can all look at things in slightly different ways. This will be applied to Christian's interpretations of God and how other's also interpret this.

### Prior Knowledge:

Children will have look at various readings from the Bible and will have an understanding of who God is and how Christian's use the Bible to understand his teachings.

### Year 3/4 Objectives:

- Communicate** Children can describe their own responses to the human experience of the concepts studied.
- Apply** They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
- Enquire** They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
- Contextualise** They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
- Evaluate** They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.

### Key Vocabulary:

<b>Trinity</b>	God is one God but encompasses three beings.
<b>Holy</b>	dedicated or consecrated to God or a religious purpose; sacred.
<b>Holy Spirit</b>	The third person of the trinity.

**Spiritual:** providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

**Moral:** developing an ability to understand and appreciate the viewpoints of others on these issues.

**Social:** sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

**Cultural:** willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

### Text drivers/Resources:

- *God talk* RE teaching pack, available from the RE Centre (Tel: 01962 863134).
- Magazine pictures.
- Bible stories.

5-Step Enquiry: <i>How do people perceive God?</i>		Assessment
Step 1	<b>Communicate</b> Distribute a variety of statements about God (see God talk teaching pack). In groups, pupils sort according to Strongly agree → Strongly disagree. Discuss the many interpretations of God (including non-belief).	<b>Basic:</b> <ul style="list-style-type: none"> <li>• Role play a scenario where there are two witnesses. Do not let each witness hear how the other one has interpreted it.</li> <li>• Each witness can say what happened</li> <li>• Each witness can note the similarities/differences between the two accounts</li> </ul> <b>Learned:</b> <ul style="list-style-type: none"> <li>• Create posters for display around the school for literal and figurative language</li> <li>• Discuss everyday examples</li> </ul> <b>Deeper:</b> <ul style="list-style-type: none"> <li>• Create definitions for each example</li> <li>• Compare to another group.</li> <li>• Identify which definition is the most accurate</li> </ul>
Step 2	<b>Apply</b> When do people think about God? Do people's interpretations change over time or according to circumstances? Pupils, in pairs, consider their responses and discuss/ debate. Pupils produce before and after labels or pictures.	
Step 3	<b>Enquire</b> Discuss situations where interpretation is needed – eg: two witnesses with different interpretations of the same event (eg: football match), how meanings change when interpreted from one language to another. Discuss difference between figurative and literal language and think of everyday examples (eg: it's raining cats and dogs). Pupils suggest dictionary definition and research several dictionary definitions to compare.	
Step 4	<b>Contextualise</b> A Using colour-coded statement cards about God from different faiths (see God talk) arrange on Venn diagram noting different interpretations – how they differ and where they are the same. Ask the pupils to think of some common ways that a Christian might describe God – father, light, shepherd, are good examples. Discuss idea of trying to describe the indescribable by using things we know. Not literal language. Why is God like a Father? or like a light? Share ideas. Supply new metaphors, eg: mother, water. Unpack. Do they work? B Explore the idea of three in one (Trinity). Pupils explore Bible stories that illustrate God as Father, Son and Holy Spirit. Create music or a picture to depict each ... compare different interpretations. C Pupils in groups, research how believers in the other religion in focus interpret their ideas of God. Present and compare findings.	
Step 5	<b>Evaluate</b> Why do believers need to interpret God? Does this sometimes cause problems? How does the idea of Trinity help Christians? How do the images/descriptions (interpretations) of God in the other religion studied help people? Would it matter if someone introduced an entirely different interpretation? Why/why not? Pupils choose variety of adjectives and make them into similes, eg: God is as big as the universe, as small as a full-stop. Make a simile poem. God collage: use pictures from magazines. Stick on a sheet headed God is on one half and God is not on the other. Say why you chose to put it on one side or the other. Discuss: How useful are other people's interpretations of God?	

