

**TALKING TOGETHER YEAR 6
KEY STAGE 2**

INTRODUCTION: this unit is aimed to give year 6 children knowledge of religious beliefs other than Christianity represented in their community and equip them to talk to other people, particularly those they will meet in their secondary schools, about religion and the part it plays in people's lives.	
AT1 LEARNING OBJECTIVES FOR THIS UNIT	AT2 LEARNING OBJECTIVES FOR THIS UNIT
To understand the concept of "inter faith dialogue" as talking together with people of different religious beliefs. To recall existing knowledge of religions. To identify religions represented in the school community and wider area.	To talk about religious background and influences in own lives.
To understand the differences between culture and religion. To be aware of what "stereotype" means.	To foster interaction and trust between pupils.
To find out about the different religions of people in the local community and visit their places of worship.	To pose questions to religious leader/adherent about how they live out their religion in the community.
To know some ways religious people and groups work together in the local community	To think about how the religious people and groups they have learnt about inspire and challenge them.
ASSESSMENT: I Can statements for higher and lower achievers are included in the lesson plans for formative assessment. The I Can statements below are based on the eight level scale of the Non Statutory National Framework for Religious Education. Teachers are encouraged to refer to these at the end of each unit and make a summative assessment of the level pupils are working at. This information can be used by the class teacher for end of year reporting to parents and by the RE coordinator for monitoring the effectiveness of pupils' learning in RE as part of the school's ongoing self-evaluation.	

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AT1 (B) PRACTICES & WAYS OF LIFE

LEVEL 3: Describe some of the things that are the same and different for religious people.

LEVEL 4: Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups.

LEVEL 5: Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.

AT2 (A) IDENTITY AND BELONGING

LEVEL 3: Tell you about a conversation I have had with someone with different religious views pointing out some of the differences our religion makes to what we do or think or say.

LEVEL 4: Explain some of the reasons for the differences in the above.

LEVEL 5: Explain what inspires and challenges me and the person I had a conversation with.

END OF UNIT CLASS RECORD YEAR EXPECTATION

*Use this space to record the majority of pupils working at name those pupils above and below expected level, make any comments useful to self, next teacher,
RE Coordinator.*

In addition to this end of unit record, work samples, individual pupil 'I can' statement sheets highlighted to indicate attainment or other records could be used. Please refer to A model for assessing RE in primary schools produced by SDBE and found on www.southwark.anglican.org for recommended practice of assessing for formative and summative purposes.

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LEARNING OBJECTIVES	DIFFERENTIATED I CAN ACHIEVEMENT CRITERIA	SUGGESTED TEACHING AND LEARNING ACTIVITIES	RESOURCES	EVALUATION AND CROSS CURRICULAR LINKS
<p>AT1; To understand the concept of “inter faith dialogue” as talking together with people of different religious beliefs.</p> <p>To recall existing knowledge of religions.</p> <p>To identify religions represented in the school community and wider area.</p> <p>AT2:To talk about their own religious background and commitments.</p>	<p>lower I can talk about my own religious background and know what religions are represented in my school.</p> <p>higher I can describe some of the things that are the same and different for religious and non - religious people and know what religions are represented in my local area</p>	<p>Do “Quick Quiz” Recall knowledge of other faiths from learning in school and through family and friends. Share knowledge about different places of worship in the local and wider community. Make plans to visit/receive visitors. For this unit it is helpful to establish links between children of different faith backgrounds. If you do not have representation of many other faiths within your school, consider setting up E mail links with another school. Various models for doing this are given on the attached information sheet. See Building E Bridges for detailed guidance.</p> <p>Share things they would like to find out about others’ faith. Share the objective of this unit: to talk to people from different religions and understand some of the religious things that make a difference in their lives. Meet the characters used in Before the Register Chapter 1 of Talking Together book. Give each group all the characters from one religion including their name, description of where they are from and a copy of the world map from Meet the Characters pages 2/3. The group introduce their characters and pupils</p>	<p>Quick Quiz sheet attached</p> <p>Í H U ` _] b [` H c [Y h \ Y U V c i h ` f Y `] [] c b î ` pub. John Hunt. ISBN 1-84298-110-2</p> <p>Building E Bridges, Interfaith dialogue by E mail by Julia Ipgrave, pub. RE today services ISBN 1-904024-54-8. A model for schools to establish electronic dialogue in religious education.</p>	<p>Geography: knowledge and map of local area. ICT: Information from websites</p>

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<p>AT1 and AT2 To understand the differences between culture and religion. To be aware of what “stereotype” means.</p> <p>To foster interaction and trust between pupils.</p>	<p>lower I can say a difference between religion and culture.</p> <p>higher I can give reasons why it is important to understand the difference between religion and culture.</p>	<p>suggest some of the things that they may be involved in and interested in because of their religious backgrounds. Pupils make up questions to ask the characters and suggest Quiz to recall last lesson’s introduction to the characters in Before the Register Chapter 1 of Talking Together book:</p> <ul style="list-style-type: none"> ◁ Say each child’s name and religion. ◁ Point out on world map where they/family come from. <p>Discuss the term ”stereotype” and how we may wrongly stereotype people. Discuss how religious and non-religious people come from all different countries and cultures and there are many different ways in which they practise their religion. There are differences within one religion as well as between different religions. Find out more by reading “Before the Register” Chapter 1 of Talking Together book.</p> <p>Make a list of the things that were different from what pupils thought before (identifying stereotypes eg only Sikhs wear turbans –see the Muslim picture).</p> <p>Discuss what issues the class want to find out more about. Some possibilities:</p> <ul style="list-style-type: none"> ◁ Pupils find out how they got their name and whether it has a special meaning for their family or in their religion ◁ Watch videos of a Hindu naming ceremony and Sikh thanksgiving ceremony and Muslim naming ceremony. Pupils prepare questions to ask experts on visits planned. ◁ Investigate Christian, Hindu and Sikh symbols for God see page 27 Talking Together. Find out more about different 	<p>Í H U ` _] b [` H c [Y h \ Y U V c i h ` f Y `] [] c b î `</p> <p>pub. John Hunt. ISBN 1-84298-110-2</p> <p>Resource sheet attached</p> <p>RE Ideas: Christianity, RE Today ISBN 1-904024-69-6</p>	
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<p>AT1: To find out about the different religions of people in the local community and visit their places of worship.</p> <p>AT2: To pose questions to religious leader/adherent about how they live out their religion in the community.</p> <p>To know some ways religious people and groups work together in the local community.</p>	<p>lower I can say a difference between religion and culture.</p> <p>higher I can give reasons why it is important to understand the difference between religion and culture.</p>	<p>religions' concept of God. For example, Creed (Christian), Mool Mantra (Sikh) Shema (Jewish) Call to Prayer (Islam)</p> <p>Prepare focus for visit and questions to ask. Use digital camera to record visits. Collect pictures and information to produce a presentation or information leaflet to inform others:</p> <p>The following could be included:</p> <ul style="list-style-type: none"> < How and when people meet to worship. < The activities that take place through the week and community involvement. < Special events and celebrations. < Questions and replies. < Pupils' impressions and feelings about identifying places of worship, feeling welcome, meeting strangers and asking questions. <p>Pupils individually express thoughts on:</p> <ul style="list-style-type: none"> < How to find out about places of worship different from your own in your local area. < Things I have learnt about practising religion from this unit. < Things that have inspired me about being involved in my community. <p>Explore the term "inter faith". Discuss information from website, such as the following quote:</p> <p>"Until different religions take a step back to understand each other, religious conflicts will go on. This is why it is increasingly important for members of different faiths to get on together and to understand the differences between their beliefs and practices and, more importantly, to</p>	<p>Í H U ` _] b [` H c [Y h \ Y U V c i h ` f Y `] [] c b î `</p> <p>pub. John Hunt. ISBN 1-84298-110-2</p>	
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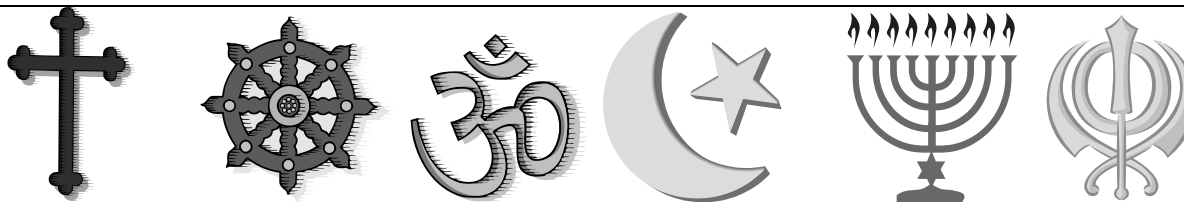
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<p>SUMMARISE LEARNING FROM THE UNIT</p>	<p>POSSIBLE ASSESSMENT STATEMENTS:</p> <p>AT1 (B) PRACTICES & WAYS OF LIFE</p> <p>LEVEL 3: Describe some of the things that are the same and different for religious people.</p> <p>LEVEL 4: Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups.</p> <p>LEVEL 5: Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.</p>	<p>acknowledge the similarities and work side by side to achieve their shared goals.” <i>Ashmi</i> , Hindu</p> <p>Visit places of worship identified in lesson 1. Invite a speaker from local interfaith group.</p> <p>◀ Find out about the work of interfaith groups – prepare questions to ask a speaker from your local interfaith group.</p> <p>As a class think of extra things the characters could say to expand on the written scripts in light of the new information the class have found out. Individually pupils write a sentence about what they would personally like to add to this new conversation.</p>	<p>Í H U ` _] b [` H c [Y h \ Y about religio b Í ` V m ` G U f U pub. John Hunt. ISBN 1-84298- 110-2</p>	
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	<p>AT2 (A) IDENTITY AND BELONGING</p> <p>LEVEL 3: Tell you about a conversation I have had with someone with different religious views pointing out some of the differences our religion makes to what we do or think or say.</p> <p>LEVEL 4: Explain some of the reasons for the differences in the above.</p> <p>LEVEL 5: Explain what inspires and challenges me and the person I had a conversation with.</p>			
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RELIGION	PLACE OF WORSHIP	FESTIVAL	SCRIPTURES
Buddhist	mosque	Easter	Torah
Christian	synagogue	Eid	Bible
Hindu	gurdwara	Hannukah	Guru Granth Sahib
Jewish	church	Diwali	S w t ø c p
Muslim	mandir	Baisakhi	Dhammapada
Sikh	temple	Buddha Day	Vedas
Ramadan is	C " E j t k u v k c p " l q w t p g { " ÷ l q k p k p i .		
Singh is	The Hindu sacred sound for God		
Baptism is	The Muslim month of fasting		
A tallit is	Lives in a Buddhist monastery		
÷ Q o ø " k u " 0 0 0 0 0	A name given to all Sikh men		
A bikkhu (monk)	The prayer shawl worn by Jews		

How many of the following are there?

Jewish/Christian commandments?
Pillars of Islam?
Sikh symbols?
Days in Lent?

Disciples chosen by Jesus?
Books in the Jewish Torah?
The Buddhist () fold path?

1. BEFORE THE REGISTER

Christopher. It's my baby brother's baptism on Sunday.

Maryam. What *happens* at a baptism?

Christopher. It's when we take the baby to church, all dressed in white and the priest will bless him and splash water on his head and give him his name. Joseph.

Judith. Joseph? That's like in our Hebrew Bible. Joseph and the coat of many colours.

Christopher. And Joseph the father of Jesus – in our Bible.

Maryam. Do you always have names from the Bible?

Christopher. No. I don't think there's a Christopher in the Bible. But there's a *Saint* Christopher. He's supposed to protect people when they go on journeys.

Judith. Let's think who there is in our class who's got a 'Bible' name. There's Sarah, Naomi, Ezekiel, Adam... what about Clare?

Christopher. Not sure. But James is one and Anna and the new boy is Moses isn't he? My Mum's Christian name is Mary; that's the name of Jesus' mother. What's your Mum's Christian name, Simran?

Simran. Her first name is Sukhvinder. But it's not a *Christian* name. Think about it. Only Christians can have Christian names!

Christopher. I never thought of that before! I guess you're right. Are your names from *your* Bible or whatever you call it?

Simran. Our holy book is called the Guru Granth Sahib.

Olivia. I didn't know that. But tell me something else. You know Satvir in class 2B? Well how come he's a boy and there's that girl in 3T and she's called Satvir too?

Simran. That's just how it is. All Sikh names can be for girls or boys. Why not when you think about it?

Christopher. Actually a few of our names are the same too. Like Lesley can be for a girl or a boy and Chris can be short for Christopher or Christine.



Baptism (or christening) is the joyful ceremony when a baby is blessed and welcomed into the Church family. Parents and 'godparents' promise to bring up the child in the Christian faith. Adults may be baptised; they make their own decision to follow Jesus.



The Hebrew Bible, written in the Hebrew language, contains the thirty-nine books of the Jewish scriptures. The first five books are called the *Torah*. They are written on a scroll. The first part of the Christian Bible known as the 'Old Testament' is the Hebrew Bible.



A Sikh baby is brought to the *gurdwara*. During the thanksgiving ceremony, the Guru Granth Sahib is opened at random. The first letter of the passage on the left-hand page is the first letter of the name that will be chosen for the child.

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Simran. We can tell if it's a girl or a boy because Sikh girls have Kaur after their name and boys have Singh. So I'm Simran Kaur. It comes from a famous story about one of our Gurus, Guru Gobind Singh. I'd better ask my Dad tonight, to make sure I get it right.

Olivia. Let's ask Himmat if there's anything special about Hindu names. Himmat, how did you get your name?

Himmat. Well my name means 'courage'. The priest said my name should begin with H. So all the family thought of names beginning with H and it was my Auntie who decided on Himmat. In Hindu families it's usually a special aunt who chooses. My sister's name, Asha, means 'hope'.

Olivia. That's nice. Maryam, is it right that Muslims can be called Muhammad after your Prophet Muhammad?

Maryam. Yes. Two of my uncles are called Muhammad. And my father is Isa which is Jesus in Arabic.

Christopher. Really? A Muslim called Jesus?

Maryam. Of course. Your Jesus is a prophet in our holy book too, you know, in the Qur'an.

Christopher. No, I didn't know that.

Maryam. Why do so many people use Jesus or Christ or God as a swear word?

Christopher. I don't know. But my Mum and Dad get really upset by it. Do Muslims ever swear using the word Allah or Muhammad?

Maryam. I've never heard it. But I'd be shocked if I did. Muslims, out of respect, say the words "Peace be upon him" when they say Prophet Muhammad's name. I'm surprised there isn't more fuss about people using God and Christ as swear words. What do you think Judith?

Judith. I suppose it started as something like "Oh God help me" – maybe people really meant it. Do you believe that Allah and God are the same God?

Maryam. Yes I do. Allah is the Arabic word for God. Same God.

Christopher. I'm not so sure. We certainly all have different *ideas* about God. Simran, is there a Sikh name for God?

Simran. Satnam is one of our words for God.



Many Hindu names are the names of gods or goddesses from the Hindu scriptures. Often a priest will make a horoscope (according to the position of the stars at the time of the birth), to help find a name which will bring blessings to the child. Usually there is no special naming ceremony. In the child's first or third year, Hindu families may have a ceremony called 'mundan' when the child's hair is cut for the first time; it is all shaved off.



Soon after a Muslim baby is born, the words of the Adhan prayer are whispered into the baby's ear. It begins "Allahu Akbar" which means "God is great." The naming ceremony usually takes place at home and most names given come from the Qur'an, the Muslim holy book.

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Christopher. What do you mean 'one of your words for God'?

Simran. Well, like you call God Almighty or Lord or Father, we have different names for God. Another one is Waheguru.

Maryam. We have 99 names for God in the Qur'an! In fact if you count my prayer beads, you'll find there are 99 beads. Each one is for a word to describe God, like Kind or Mighty.

Judith. What about all the gods and goddesses the Hindus worship? My Dad says they're idols and Jews aren't allowed to worship idols. It says so in the Second Commandment in the Torah. We don't have statues in our synagogues.

Himmat. I wish people wouldn't say that. It's not really like that. We do believe in one God. We can't see God but we believe God is everywhere. We call God 'Bhagwan'.

Judith. So what about all the statues of gods and goddesses in your temples then?

Himmat. Well, God is far greater than any one of those. God is so great he can't be described by any one word really. Each god and goddess is a way of seeing God, of helping us to understand a part of what God is like.

Christopher. We say we can understand about God by following Jesus and his teaching. We believe that Jesus is God's Son, so if we look at Jesus, that is how we can know God.

Himmat. Maybe that's a bit similar, though we don't say that any one person is God's *son*. We believe that God is in every human and every creature and all of life. We are all part of God's creation, to be honoured and respected.

Judith. Interesting. In the story of creation in our Torah it says that humans were 'made in the image of God'. And by the way two of our names for God are Elohim and Adonai!

Olivia. It seems to me that *if* there is such a thing as God, there has to be only one God. Nothing else would make sense.

Himmat. I think it has to be the same God. Our priest explains it this way. "Think of your aunt. You call her Auntie. Her children call her Mum. Her sister and her mum call her Romila, our neighbour calls her Mrs Patel. They all call her different names and think of her in different ways, but she is still the same person.

Olivia. Mmm... makes you think! Well Christopher, I hope the baptism goes OK. Tell us about it on Monday. Yes?



These are Muslim prayer beads. The Merciful, The Compassionate, The Mighty and The Wise are four of the 99 names for God in the Qur'an. Muslims can say each of the names moving their fingers along the beads as they pray.



A statue of a goddess or a god in a Hindu temple and on shrines in Hindu homes, is called 'murti'. A murti is not worshipped instead of God. A Hindu may worship and pray to a murti as a way of coming closer to God (called Bhagwan). God who is in all of creation and yet also beyond everything.



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NAMES. Names are very personal. They identify who we are. There is nothing more likely to start a fight than to call somebody a bad name! Many names come from religious scriptures. There is a book called 'God has many names'. Religious people do not all agree about God. Indeed some wars are fought because of disagreements about God, which is sad when most religions teach that God is a God of Love and Peace. Are we all talking about the same God but calling God by different names?

- Some religious people say *no*. They may sincerely believe their way to God (as they understand God) is the only true way and they want everyone else to believe the same as they do.
- Some religious people say *yes*. They may believe that people follow different paths towards the same God or the same Truth and whichever religion you sincerely follow, that's alright.
- Other people do not belong to any religion. Some may believe there is no God. Some people may not have given it much thought. Some people may have their own ideas about God which don't fit in with any particular religion.

What do you know? What do you think?

1. What is a Christian 'baptism'?
2. What do you know about how you got *your* name. Who chose it? Does it have a meaning? Was there a special ceremony?
3. Describe any other naming ceremony you have been to.
4. Why do Christians and Jews and Muslims have many of the *same* names? (They may vary slightly – like Mary, Miriam, Maryam.)
5. How do Sikhs choose names for their children?
6. a) *Why do you think* that Muslims whisper the Adhan prayer to their new-born child? b) *Write a prayer (or a poem)* of your own, to welcome a new baby into the world.
7. In the Bible, in Exodus chapter 20, the second Commandment says 'You shall not take the name of God in vain.' *Why do you think* people swear using God's name? How do Christopher's parents feel about it? *What do you think?*
8. *Think of two questions* you would like to ask a priest or other religious leader about belief in God.

Now what?... Find out more!

- Origins and meanings of our own names: our first names and family names. Connections with religion, places or jobs.
- Do our names cause us any problems? If our names show our identity? our religion? our nationality? our social class or caste? Pronunciation or spelling difficulties for others?
- Ceremonies for babies in different religions.
- Names for God: sacred letters and symbols for the name of God. Is it helpful to think of God in different roles? As Almighty... Creator... Father... Spirit... Love... Healer... Protector...
- Sacred prayers and hymns on the name of God.
- Blasphemy and irreverence: why does it matter? What do the religions have to say about it?

SYMBOLS FOR GOD

Nobody can draw a picture or make a statue of God. Nobody can say what God looks like. If someone says "God", what do you think of? A prayer? A church? Music? Something beautiful in creation? A feeling of peace – or love? Here are four symbols which are ways to represent God.



Christians think of God as being the 'Trinity' or three-in-one. They talk of 'God the Father' who created the world. 'God the Son', Jesus, who came into the world to show the way to God. And 'God the Holy Spirit' who is the invisible 'breath' of God in the world. These are not three different gods, they are three aspects of one God. Just as a triangle has three sides but is one triangle.



OM or AUM is the sacred sound for the Hindu idea of God. This is how it is written in Sanskrit, the ancient language of the Hindu scriptures. It is uttered slowly and deeply with great reverence. (Say it like home, very slowly, without the h.)



This is the Sikh symbol for God. It means, in the Panjabi language: IK ONKAR – 'One God'. The morning prayer, the Mool Mantra, begins: 'There is but One God Whose Name is Truth...'

