Together, we place children at the heart;
nurturing love, respect and life-long learning.

RE Unit Year 1	Ways of Knowing (icons)	Builds on	Curriculum Rationale	Leads on	National Statement of Entitlement:
1.9 How do stories and art express worldviews?	**Interviews** **Reflect on own position** **Observations** **Looking at stories** **Examining texts** **Coming to conclusions** **Expressing ideas**	**EYFS –** F6 What stories are important in our school community/local area and why?	In this unit, we are exploring the importance that art and stories play for people with Christian, Hindu, Muslim and Non-religious worldviews, and how they shape and express people's worldviews. To do this we naturally need to delve into stories and observe art from each of the different worldview backgrounds studied, recognising that 'art' can mean many things from 2D representational art, to dance and calligraphy. As we do this, we will think about the part that stories and art play in our own lives, comparing these to the way in which they can impact people from Christian, Hindu, Muslim and Non-religious worldviews.	**Year 2 –** How can someone's worldview be seen in the choices they make? **Year 3 – 2:**11 What is the 'Golden rule' and how might it be put into practice by people from different religious and non-religious worldviews? Year 4 – L2.12 – What brings people meaning and purpose in life? **Year 5 –** U2.10 How do organised and individual worldviews help people when times get hard? **Year 6 -** U2.11 How might someone's worldview affect how they view and treat the natural world?	a: nature, formation and expression d – meaning and purpose e – values, Commitments g – ways of knowing j- personal worldviews

Lesson Sequence and Key Question	What will pupils learn?	Activities	Vocabulary

Lesson 1 What similarities and differences can we see when we look at pictures of Jesus?	People who follow religious worldviews sometimes create **artwork** about their religion and beliefs. These artworks often show the **artists'** viewpoint. Artists from the same religion might create artworks that look different for many reasons, including their culture and global roots. Artworks depicting Jesus do not all show him looking exactly the same. How this artwork shapes people's worldviews; how it expresses people's worldviews (e.g. what matters to them).	**Looking at stories, observation** Pupils describe what they think Jesus looked like and where their ideas come from. Look at several artworks depicting Jesus, showing a range of cultural and ethnic backgrounds. Pupils make educated guess at who the artworks show, then tell them and help them locate Jesus in each. Explore at least three artworks showing the same biblical scene from different cultural and ethnic backgrounds – set pupils challenge of finding certain elements before discussing similarities and differences. Talk about how many people globally create art depicting Jesus and why the artworks have differences in terms of culture and global roots, and similarities. Note how worldviews are shaped by context, e.g. Black Africans present Jesus as Black African. Compare to our initial ideas about what Jesus looked like. Recap known stories linked to the artworks. Note ways of knowing used.	'Artwork Artists
Lesson 2 and 3 What are meanings behind the Lost Son and how do some Christians show what the story means to them through their words and art?	Deepen knowledge of Jesus' story of the **Lost Son** (from Unit 1.1) and its **meaning** for Christians (including the idea of **forgiveness). Christian** artists sometimes create artworks linked to **Bible stories**; pupils should explore and encounter at least one example. The meaning of the Lost Son for at least three different Christians (using concrete examples) and similarities and differences between how different Christians say they view this **parable**. How this story shapes people's	**Looking at stories and interviews, observation,** Explore left hand panel of Triptych of the Prodigal Son's Return by Dinah Roe Kendall – colours, feelings, emotions etc. Give pupils chance to say which Christian story it is from before explaining it is by a Christian artist and shows the part of the Lost Son where the son has spent all his money. Recap story from Unit 1.1 (including Father being seen by many Christians as representing G-d), ask pupils to decide what Dinah Roe Kendall should put in the other two spaces on the triptych, and give reasons. Compare with the real version. Look at other depictions of the story, see	Lost son Meaning Forgiveness Christian Bible stories Parable

	worldviews (e.g. the importance of forgiveness); how it expresses their worldviews (e.g. idea of G-d as loving Father)	where they are similar to/different from Dinah Roe Kendall's – which do pupils think show the story well? Explain story is a parable, so has a hidden message (use analogies to help explain). Give some messages that Christian people take from the story, locate the part(s) of the story that might teach people about each. It may be helpful to delve into the concepts behind each message (e.g. for the concept of forgiveness, define this, think of times when pupils have needed someone to forgive them, role play saying sorry and forgiving). Hear from Christians about what the story means to them. Pupils create a hidden meaning box, using artwork and writing to put a different main event from the story on each of the six sides. Reflect upon an incredibly important message for Christians in the story – hide this inside the box. Compare and contrast with meanings of stories important in their lives. Note ways of knowing used.	
Lesson 4 How do Hindus use dance to show what is important?	Many Hindus use **dance** as an art form to tell stories, such as stories about Krishna. **Actions** within **Hindu** dance can have different meanings and show different parts of the stories. How this story and dance can shape and express people's worldviews. NB This has a direct link with earlier learning about Holi in F6 and is intended to deepen learning about this festival.	**Looking at stories, observations,** . Revise Hindu festival of Holi, including practices and associated story of Krishna and Radha. Watch a film involving traditional Indian dance (ideally linked to a story about Krishna), help pupils to identify the different hand gestures used to help with the story telling. Try out some mudras that are often used in Indian dance and link them with their meanings, then find out some mudras associated with Holi and try these out too. Pupils might like to perform mudras in their own Holi dances. Consider how important the art form of dance is for many Hindus to show important stories and ideas and whether pupils have ever used	Dance Actions Hindu

		dance themselves in this way. Note ways of knowing used.	
Lesson 5 and 6 Why is the story of Rama and Sita important to many Hindus? How have Hindus shown the story of Rama and Sita shown in artistic ways?	A story told by many Hindus is that of **Rama** and **Sita.** The plot of Rama and Sita and the one of its messages is of **good** defeating **evi**l. This story has been told in many art forms (e.g. poetry, shadow puppets, theatrical retellings, 2D art); pupils should explore and encounter at least two examples. How this story shapes Hindu worldviews (e.g. characters set moral example to follow); how it expresses a Hindu worldview (e.g. idea of karma)	**Looking at stories, observation** Together, recall known stories where good wins out over bad. Share the story of Rama and Sita. Provide pupils with lots of opportunities to sequence and retell this story so that they learn it thoroughly. Explore where the story carries the message of good winning over bad, light over dark. Compare some artworks showing the Ramayana from Hindu traditions – discuss parts of the story shown and differing styles of art. Taking inspiration from the style of at least one artist, pupils should draw a part of the story that demonstrates good winning over evil. Introduce the idea that the Ramayana was originally a poem and has been shown using lots of different types of arts, allowing pupils to encounter at least one other artistic style. At this mid-point in the unit, take time to recap the stories learnt, meanings behind them for members of their associated religious worldviews and the wealth of ways in which pupils have seen that people from Christianity and Hindu Dharma express their worldviews through art.	Rama Sita Good Evil
Lesson 7 and 8 What might Muslims learn from stories about Muhammad and the story of Bilal?	The **Muslim** story of **Bilal**, the first **muezzin**. Bilal's story helps to show many Muslims the importance of belief in **one G-d** (tawhid). A muezzin calls Muslims to prayer by using the **Adhan**, which states the belief that **G-d** is one. How this story shapes Muslim	**Looking at stories, examining texts** Share the Islamic story of Bilal, the slave who became the first muezzin. Discuss what Bilal believed about G-d (Allah) and why pupils think he would not say anything he thought to be untrue about G d. Think pair share what this shows about belief in Allah in Islam	Muslim Bilal Muezzin One G-d

	worldviews (Bilal sets an example) and how it expresses Muslim worldviews (the importance of tawhid). In Islam, **Muhammad** is regarded as a model of perfect behaviour. At least one story of Muhammad that Muslims use to understand how to conduct themselves and ways in which Muhammad's conduct in the story teaches Muslims to behave. How stories of Muhammad shape Muslim worldviews (the importance of following the prophet's example) and express Muslim worldviews (the importance of akhlaq).	(importance of having faith in one G-d). Hear the Adhan, explaining when a muezzin might say this and many Muslims might hear it. Look together at a translation of the Adhan to find out what it says about G-d (with especial focus on there being one G-d). Think about people we look up to as they show us how to live and behave well. Link to how Muhammad is viewed by many Muslims. Offer pupils some food – e.g. grapes cut in half/ something sour such as lemon slices. Ask pupils to describe classmates' faces as they eat/consider eating the food. Introduce the story of Muhammad and the Sour Grapes. Consider lessons for Muslims about being kind, thankful, and not hurting others' feelings – explore through role play. Discuss pupils' ideas of what makes a good leader and how Muhammad is a leader in the story. Look at examples of calligraphy from the Muslim world, reminding pupils many Muslims use beautiful calligraphic writing to display their important words. Pupils take at least one message Muslims may learn from a story of Muhammad or that of Bilal. Write it artistically and beautifully as if for display in a Muslim home. Compare and contrast meanings of stories with those in their own lives. Note ways of knowing used. [Story, text] NB You could use many stories of Prophet Muhammad here, e.g. The Prophet and the Thirsty Camel or the Ants. This plan uses Prophet Muhammad and the Sour Grapes – NOTE, this story is not regarded as an authentic hadith but it is a popular story that has emerged within the tradition.	Adhan G-d
Lesson 9	Many Muslims use **prayer mats**, these are not obligatory but are widely used,	**Observations**	Prayer mats

Why do many Muslims use prayer mats and what does the art on mats show about Muslim worldviews?	providing a clean place to **pray**. Many prayer mats have popular artistic representations on them, such as a mihrab (as a reminder of the direction of prayer) or the Kaaba and some have a compass so that the person praying can be certain they are facing **Makkah** (the holiest city for Muslims). Arabesque designs and geometric patterns are common in the Islamic world, and many Muslims use prayer mats with these on. Prayer mats (and much Muslim art) tend not to contain images of living creatures. (NB sowing seeds for Unit L2.8)	Watch a short clip about prayer in Islam to find out about prayer mats and the direction in which Muslims pray. Explore several prayer mats together (ensure a diverse enough range are used and relevant features discussed that pupils will be able to grasp the substantive knowledge). Scavenger hunt - give pupils a list of relevant items and patterns (or lack of them!) to search out on the prayer mats. Allow pupils to explore the mats closely and sketch items and patterns seen. Using their learning and sketches, pupils should each create a prayer mat on A3/sugar paper they think a Muslim might like to use – discuss who is putting on lots of patterns/ picture/ compass/ keeping things quite plain etc and why. Think about when pupils do the same movements at the same time (e.g. going into assembly, in PE). Reflect on and discuss on how it might feel to be praying in rows, shoulder to shoulder as many Muslims do. Note ways of knowing used.	Pray Makkah
Lesson 10 What lessons might Humanists learn from important stories?	Many **non-religious** people have stories which are important to them. These stories are not seen by **Humanists** as **sacred**. Lots of Humanists find that Aesop's fables contain important teachings that can help them (and everyone else) know how to behave and live. Meaning(s) that a Humanist might take from one of Aesop's fables.	**Looking at stories** Recall stories pupils have learnt which have a meaning for followers. Introduce how and why some stories are important to non-religious people and that some Humanists find Aesop's fables to be useful, due to them having some valuable messages about how to live. Share some Aesop's fables in a creative way, allowing pupils to work out their meanings (you might give three meanings, at least one of which is a red herring to start pupils' thinking here). You could draw links with The Lost Son: similarities - stories with hidden meanings, have messages that teach people, differences – fables not told by Jesus or seen as sacred. Note ways of	Non-religious Sacred Humanist

		knowing used. Reflect upon whether pupils have personally learnt anything from fables before today, or could take anything from today's lesson. Do they have to be Humanist to do so?	
Lesson 11 How did an artist who was non-religious show their worldview through their work?	**William Morris** as a local artist who was not religious. He wanted art to help people live happily on earth and be surrounded by **beauty**. He was inspired by some religious art, but also by **nature**.	**Looking at interviews, observations** **I**ntroduce Willam Morris and Kelmscott Manor. Share some of his geometric artworks and see whether pupils can link to those from any religions studied so far (the influence of Islamic art on Morris' own art should be apparent). Look at the natural themes in his artworks and pupils carefully try some of their own. Look at how his work is still being used by people today. Ensure pupils understand that William Morris' outlook and artwork was not based in religious belief and f ind out about his philosophy towards art bringing beauty and meaning to people's lives on earth. From what they have seen, do pupils think his artwork could help with this? Consider whether there are any artworks pupils have in their own lives that make them feel joy, wonder etc.	Willam Morris Beauty Nature
Lesson 12 How do stories and art express worldviews?	Sum up and reflect upon the substantive learning, vocabulary and ways of knowing throughout the unit. Give examples of how some art/stories express worldviews (how they show some ideas and ways of living that are important to people) and how they shape worldviews (the influence they have on how people choose to live).	**Reflecting on own position, expressing ideas, coming to conclusions** Recap the learning, and give simple answers to the unit question, with examples including ways in which stories and art are important for Christian, Hindu, Muslim and Non-religious people. Explain the class are going to make an art and stories in a worldviews exhibition. They will need to create artworks or retell stories inspired by their learning. Pupils will need to decide	

		upon which stories and types of art they have learnt about that are incredibly important to people of different worldviews and feature these. Discuss how art and stories shape people's worldviews and express them. Once pupils have done their creating, they should write/make a video inviting people to their exhibition, using the starter 'Please come and visit. Art and stories are really important for…' (answers should refer to learning in this unit).	

Learning Outcomes (what pupils know)	Links and resources
Understanding how worldviews influence people's lives: Pupils will know that: • Stories and art play an important part within many organised worldviews. • Stories and art from a particular worldview might show important beliefs linked to that worldview. • Not all pieces of art from a particular worldview necessarily look exactly the same, and there may be	Gloucestershire Agreed RE & WV Syllabus **L1** You can select many artworks portraying Jesus linked to range of cultural and ethnic backgrounds. For example, a piece of artwork from Vie de Jesus Mafa: https://diglib.library.vanderbilt.edu/act-processquery.pl?SID=20260324892999296&code=&code=act&SubjectLC=Christian+art+and+symbolism+--+Cameroon&SortOrder=Title&=phrase One of these Ethiopian images of Mary and the Infant Christ, or another of several images from the Walters Art Museum: https://art.thewalters.org/object/36.4/ , https://art.thewalters.org/object/36.12/ An artwork by Chen Yuandu such as Let the Little Children Come https://ccposters.com/en/poster/let-the-little-children-come/ Jesus as Good Shepherd by Priti Karn: https://www.memeraki.com/products/depiction-of-jesus-as-good-shepherd-mystic-blend-in-madhubani-painting-by-priti-karn#:~:text=About%20the%20Artwork%20%2B,with%20more%20sheep%20around%20him. Mystic Nativity by Sandro Boticelli: https://www.nationalgallery.org.uk/paintings/sandro-botticelli-mystic-nativity You might like to use *Picturing Jesus Fresh Ideas* by RE Today Services for more images: Picturing Jesus: Fresh Ideas » RE Teaching Resources Three nativity scenes from across the globe: Visit of the Shepherds by Sister Claire: Stand Up Then And Be Ready! - Christmas Story Art from India (Sr. Claire set 2) Yoruba Nativity Yoruba Nativity « ORTHODOX CHRISTIAN FAITH AND LIFE The Adoration of the Magi (from Italy) by Fra Angelico and Fra Filippo Lippi The Adoration of the Magi by Fra Angelico, Fra Filippo Lippi More information about these three images can be found in *Exploring Christian Worldviews* by RE Today Services, which is free to NATRE members. Exploring Christian Worldviews » RE Teaching Resources Three images of the last supper from across the globe:

reasons for this • The Lost Son is a parable (story with a hidden meaning) and some meanings behind it for a range of Christians. • Within Hindu Dharma, dance can be used as a way of telling stories and the hand gestures in the dances help with this. • The story of Rama and Sita and its associated message of good winning out over bad. • The story of Bilal in Islam and its link to	The Last Supper by Leonardo Da Vinci https://en.wikipedia.org/wiki/The_Last_Supper_(Leonardo)#/media/File:The_Last_Supper_-_Leonardo_Da_Vinci_-_High_Resolution_32x16.jpg The Last Supper by Sadao Watanabe https://www.artic.edu/artworks/99402/the-last-supper The Last Supper by Joseph Mulamba Mandangi https://uk.pinterest.com/pin/pinterest--124974958396872689/ **L2 and L3** Triptych of The Lost Son by Dinah Roe Kendall https://fineartamerica.com/featured/triptych-of-the-prodigal-sons-return-2005-acrylic-on-canvas-dinah-roe-kendall.html You might want to share other depictions of the story, eg https://diglib.library.vanderbilt.edu/act-imagelink.pl?RC=54662 (from Vie de Jesus Mafa) https://www.etsy.com/uk/listing/1515762512/prodigal-son-art-print-vicki-shuck (Prodigal Son by Vicki Shuck) https://diglib.library.vanderbilt.edu/diglib-viewimage.pl?SID=2026032411312826&code=&RC=56559&Row=&code=act&return=act (Story of the Prodigal Son by John August Swanson) https://www.heqiart.com/store/p153/19_Prodigal-Son_Limited_Edition.html (Prodigal Son by He Qi) Treasure Champs retelling of the story: https://www.bbc.co.uk/teach/class-clips-video/articles/z7trkhv Some meanings of the parable for Christians to be considered could be: G-d loves people, even if they have done something wrong. It is important to forgive people, like the father forgave the son. G-d is kind. It is never too late to say sorry when you have done something wrong. It is good practice to invite local members of the Christian community to speak to the class about the meaning of the parable to them. If you cannot find enough people, you may want to use some perspectives of Christians sourced from elsewhere. The *Real People, Real Faith* resources have three Christians who choose to talk about this story and what it means to them. Two are featured on the Baptist 'What

having faith in one G-d. • Muhammad is seen as an example of perfect behaviour in Islam, and ways in which a story of Muhammad can inspire Muslims to behave. • Humanists may use stories with meanings, such as Aesop's Fables, to learn about good ways to live. • Artists from non-religious worldviews may use art to express their important ideas.	stories are important to you?' film, and one on the Roman Catholic Church 2022 'What stories are important to you?' film: https://natre.org.uk/free-themed-resource/real-people-real-faith-ks1/ **L4** An excellent film from the Annapurna Indian Dance, that shows the story of Krishna stealing the Butter Curds through dance, and makes the hand gestures (mudras) very clear for pupils can be found at https://www.youtube.com/watch?v=J8dRFCXvLWM (only show from start until 1 minute 50 seconds in). If using this, you might want to emphasise that the butter stealing was a way of Krishna connecting with others and 'stealing their hearts', rather than a malicious prank. Please see the PPT for more mudras to explore with pupils that have been kindly shared with us by Annapurna Indian Dance (please note, at this age, fish and flower bud are often the easiest for children to replicate). A film showing a classical Indian Dancer showing the story of Radha and Krishna playing with colours at Holi, with explanations of the hand gestures (mudras) can be found at: https://www.bbc.co.uk/programmes/p011n38m An energetic children's Holi dance tutorial that uses hand gestures and movements to mark practices at the festival can be found at: https://www.youtube.com/watch?v=hihJFS_VHvY&list=PL6dtDkK5plprU87yvJuSBCDtQJed35Bg-&index=2 There are plenty of films of male Indian dancers too, you might like your class to see a clip from this film (it may be useful to start at 48 seconds in) https://www.youtube.com/watch?v=5BPHwAmOSLU **L5 and L6** A short film retelling the story of Rama and Sita: https://www.youtube.com/watch?v=uRpNNF4fB4g You might like to choose a variety of different styles of image to show how the Ramayana has been portrayed through 3D art. Eg images of the *Mewar Ramayana* (created in the 1600s and has now been digitised), modern images from Sanjay Patel's *Ramayana: Divine Loophole*. See Inspiring RE: HIndus, ed. Fiona Moss, for a section on the story, with relevant artwork and links, plus teaching and learning ideas: https://natre.org.uk/mailing-category/primary-series-inspiring-re/hindus-2/ free to NATRE members, available to buy: https://reteachingresources.co.uk/product/inspiring-re-hindus/ The International Indian Folk Art Gallery may be a good source of images Indian Art and Culture - Indian Folk Art and Craft Gallery and Google arts and culture has a wide selection: https://artsandculture.google.com/story/ramayana-in-art-salar-jung-museum/8gWB7ABpntvssA?hl=en Image of shadow puppets linked to the Ramayana: https://commons.wikimedia.org/wiki/File:Shadow_puppets_India_collage,_regional_representations_of_Rama_of_the_Ramayana_epic.jpg

Engaging with religious worldviews: Pupils will: • **Use stories linked to four different organised worldviews to learn the plots and f ind out what they teach followers.** • **Hear from a range of people from the same religious worldview about what a particular religious story means to them.** • **Explore art forms linked to various organised worldviews, exploring**	A puppet show of the story makes up part of this film: https://www.bbc.co.uk/programmes/p011531j **L7 and L8** A retelling of the story of Bilal: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://mmiweb.org.uk/microsites/religiousstories/muslim/bilal_the_first_muezzin.pdf The *Real People, Real Faith* resources feature a Muslim retelling the story Prophet Muhammad and the Sour Grapes. She is the second speaker on the Sunni Islam 'What stories are important to you?' film: https://natre.org.uk/free-themed-resource/real-people-real-faith-ks1/ Examples of calligraphy displayed in Muslim homes can be found in the Understanding Muslims, Understanding Islam project, volume 1. Please see PowerPoint for Qur'anic passages written in calligraphy. **L9** The first 40 seconds of this film include helpful information about the direction of Muslim prayer and that many Muslims use a prayer mat: https://www.bbc.co.uk/programmes/p02q87r8 You will see the child in the film using his phone as a compass. There are several apps that can be downloaded onto smartphones which find the direction of Makkah (Qibla). If you wish to show one of these, well used ones are Qibla Compass or Qibla Finder. You may have a selection of different prayer mats in school, but might also like to select some from online for pupils to look at. Eg: https://theislamicshop.com/collections/prayer-mats?page=1 https://www.ilhaam.uk/products/kabah-heritage?srsltid=AfmBOopGhV8Q8fWldzYptuo1iEzV-Td_ku3a5jsENJX2DPolglPmxg3m https://www.mysalahmat.com/pages/all_products https://www.islamicimpressions.co.uk/collections/prayer-mats **L10** Information on Aesop's Fables and Humanism, including a list of fables you could consider using in class: https://understandinghumanism.org.uk/articles/humanism-and-aesops-fables/ List of Aesop's Fables alongside morals and links: https://aesopfables.com/aesopsel.html Please note, you may have story books in class that show some of Aesop's Fables, and pupils may already know some of them. **L11** William Morris Gallery: https://wmgallery.org.uk/

some general features and what it says to members of the associated worldviews. **Understanding themselves: Pupils will** • Consider the meanings and importance of art and stories for Christians, Hindus, Muslims and those holding non-religious worldviews and reflect upon whether there are any parallels within their own lives.	Kelmscott Manor: https://kelmscottmanor.org.uk/ You may have examples of William Morris' work being used today, if not, you might like to investigate Morris & Co: https://www.wmorrisandco.com/uk/ Information for teachers on nature's influence on William Morris' designs: How Nature Influenced William Morris's Timeless Designs To download a free book on William Morris and Islamic Art: William Morris & Islamic Art | Bayt Al Fann . This book was curated by Bayt Al Fann to mark the exhibition *William Morris & Art from the Islamic World* which was on display at the William Morris Gallery in 2024 and 2025.