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

RE Unit Year 4	Ways of Knowing (icons)	Builds on	Curriculum Rationale	Leads on	National Statement of Entitlement:
L2.12 What brings people meaning and purpose in life?	**Ask questions** **Evaluate arguments** **interviews** **Reflect on own position** **Observations** **Looking at stories** **Examining texts** **Coming to conclusions** **Expressing ideas**	**EYFS –** F3 How might people in Gloucestershire show they belong together? **Year 1 –** 1.1 How do stories and art express Worldviews? **Year 2** – 1.3 How can someone's Worldview be seen in the choices they make? **Year 3–** L2.11 What is the 'Golden Rule' and how might it be put into practice by people from different religious and non-religious Worldviews	In this unit we want to find out what gives people meaning and purpose in life – what makes life important and worth living. For some this will include teachings and ways of living from religious traditions. To do this we are going to have to ask some people with different worldviews about what gives them meaning and purpose, listen to their stories, and look at some texts and teachings from organised worldviews. As we do this, we will reflect on the things that make life important to us.	**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?	d – meaning and purpose e – values f – power and influence h– lived experience j- personal worldviews

Lesson Sequence and Key Question	What will pupils learn?	Activities	Vocabulary
Lesson 1 **What are ultimate questions? What brings people meaning and purpose?**	Life raises lots of questions – some are small and some are big. Some big, 'ultimate' questions ask about what is most important, what helps people make sense of life and what gives them	**Ask questions, evaluate arguments, reflect on own position** Explore the kinds of questions raised by life – give some examples and ask pupils to ask their own. Sort them according to little questions (easily answered) and big	**Ultimate questions** **Meaning** **Purpose**

	a sense of purpose. These ideas of meaning and purpose connect with our values. Our main values will be influenced by our worldviews, and will show what matters to us.	questions (hard to answer). Explore the big questions. Ask pupils to work out which ones might be answered in ways that everyone agrees (e.g. scientific questions, where experiments give evidence and maybe answers) and those that people have different answers to (e.g. What is the meaning/purpose of life?). Choose one or two questions and see what pupils' own answers are. Lead up to the unit question – what answers do pupils have at this stage? Recall some of the people they have encountered in RE so far – from different religious and non-religious worldviews. Introduce values game. Ensure pupils have a n understanding of the values on the cards; in groups, play game, deciding what are the key values and why. How does that connect with the unit question? This will run through the unit, so tentative, temporary answers are fine here. How does that connect with the unit question?	**values**
Lesson 2 **How does the 'Big Story' of the Bible give Christians meaning and purpose?**	In the Christian tradition, at the heart of the Bible is the idea that God is Creator and is closely involved with human life. The 'Big Story' sets out a story of God's involvement in loving and rescuing humanity from sin and separation. This story helps many Christians to see themselves as special to and loved by God, as shown through the sacrifice of Jesus. Many Christians see loving God,	**Looking at texts and stories** You might give pupils the keywords creation, incarnation, salvation and ask them to put them in order, explaining as they go. Recall the Big Story of the Bible (see units 1.1, 1.2, L2.1, L2.3; summary version on download site). Revise meanings of key terms. Where possible, ask pupils to connect relevant past learning, including stories & teachings (e.g. Lost Son, Holy Week, resurrection), to the different key terms and parts of the story. Talk about what impact this story might have on Christians, if they believe God is interested in human	**Bible** **Creator** **Big story** **sacrifice**

	following Jesus and loving others as a purpose in life.	life, and that Jesus came to rescue them, offering forgiveness from sin. Gather reasons why Christians might say following Jesus, loving God and loving others, gives them meaning and purpose. Ask a local Christian to find out how the big story gives their lives meaning & purpose. Revisit values from the game in L1. Which values are important in the Big Story & Christian teaching, from their learning so far?	
Lesson 3 **How do some Christians find meaning and purpose?**	Not all Christians believe or practise in the same way (recall Unit L2.4). Local Christians can express how their worldview gives them a sense of meaning and purpose. This may connect closely or loosely with Christian teachings and the example of Jesus.	**Looking at interviews** Online resource slide show gives five local Christians who say how being Christian gives them meaning and purpose. Groups of pupils could focus on two individuals and look for overlaps and differences, and gather information about how their experiences shaped their worldviews. Discuss how far these examples confirm ideas from last lesson. Ask other local Christians the same questions. Revisit the values from L1. Which values are important in the lives of these Christians and why?	**Meaning** **Purpose** **Christian teachings**
Lesson 4 **How does the Shema guide Jews in having purpose in life?**	A central Jewish text is the Shema. This sets out some ideas that are very important to many Jews – the importance of remembering, of the community, of telling their story, of loving God (for many Jews). Importance is shown by many Jews praying the Shema twice a day, using mezuzot in their houses, using tefillin (Orthodox Jews).	**Looking at texts, interviews, observations** Recall learning about being Jewish (e.g. units 16, 1.10, L2.6 and L2.10) Focus on the Shema (Deuteronomy 6:4-6). Explore what it teaches about God. Recall/find out about where and when it is used, looking closely at the text for clues, e.g. found in the Torah, said by many Jews in the morning and evening, in mezuzot in many Jewish homes; used in tefillin (for Orthodox Jews). Observe and label relevant photos (see online resources). Ask for suggestions about how this text	**Shema** **Remembering** **Mezuzot** **tefillin**

		might show what gives meaning and purpose to Jewish people (e.g. focus on God, remembering, keeping the community and history alive). Revisit values from L1. Which ones are important to Jews and why?	
Lesson 5 **What texts show how non-religious people find meaning and purpose?**	There are no authorities to lead all non-religious people. Most believe there is no god, and so authority often comes from people getting together and thinking – for example, about what would make the world a better, safer place. The United Nations Declaration of Human Rights is seen by many as an example of ways that all people can make a difference. (This is a non-religious document although people with religious worldviews were involved in drawing it up.) Many non-religious people believe we decide our own meaning and purpose in life.	**Looking at texts, evaluate arguments** Introduce the idea that non-religious people are very diverse, but generally they don't believe there is a god who offers guidance on how to live. Explore the UN Universal Declaration of Human Rights, an important non-religious text that helps guide people, but was written by people getting together and thinking what would be good for the world. Examine some extracts from the Declaration. Evaluate how much impact they would have on making people safer and happier. Work out if they set out a meaning or purpose for life; what is it? Look at the values again – which ones are important to the UN UDHR? Are they values that religious and non-religious people would agree upon?	**Non-religious** **authority**
Lesson 6 **What brings people meaning and purpose?**	Revisit the unit question. Replay the Values Game, in the light of their learning. Select values to illustrate pupils' own tentative ideas of meaning and purpose by thinking about what is most important to them. Consider the different ways of knowing used, and which have been most useful.	**Coming to conclusions; expressing ideas, reflecting on own position** Revisit the unit question and talk about what has been learnt. Go back to the Values Game. Pupils have had a chance to think about the values over the last few lessons. Play the game again, hopefully with richer conversations. Pupils should select their own top three or four values, explaining why they think they are important. Then they could suggest how these might show ideas of meaning and purpose for them – these	

		need only be tentative suggestions – age 9 is early to be settled on such ideas!	

Learning Outcomes (what pupils know)	Links and resources
Understanding how worldviews influence people's lives: Pupils will know that: • Life raises all kinds of questions. Some important ones are called 'ultimate' questions. These are the kinds that people have been asking for millennia. Religions offer answers to some of life's biggest questions. • Questions about the meaning(s) and purpose(s) of life are important to many people • People's values often show what is important to them. • Most Christians believe that God gives meaning to life, and loving God and others are key purposes for life. • For many Jews, remembering God and the story of the Jewish people help to give meaning • . Non-religious people may say we need to make our own meaning(s) and purpose(s). • The UN UDHR is an example of how religious and non-religious people can agree about what will make the world safer for all. **Engaging with religious worldviews: Pupils will:** • **Use different sources and methods – interpreting texts, interviews, observing images – to find out about meaning and purpose in some people's lives** **Understanding themselves: Pupils will** • Reflect on the values that are important to them, and why, comparing with other people encountered in their learning in this unit • Express their ideas about whether their values show what might give their lives meaning and purpose.	Gloucestershire Agreed RE & WV Syllabus See Y4 folder for resources