

Autumn 1 -

Lostwithiel Primary School

Year 6

Unit 2.11 - Why do some people believe in God and some people not?

RE Knowledge Organiser

Prior Learning:

- Unit 1.1 - What do Christians believe God is like? L2.2 - What is it like for someone to follow God? U2.1 - What does it mean if Christians believe God is holy and loving?

Key RE learning Outcomes for this unit:

- Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs
- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
- Give examples of reasons why people do or do not believe in God
- Make clear connections between what people believe about God and the impact of this belief on how they live
- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)
- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging · Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
- Make connections between belief and behaviour in their own lives, in the light of their learning.

Key RE Vocabulary -

General Terms and Cross Curricular Vocabulary

Theist	Believes in God.	Metaphor	A thing regarded as representative or symbolic of something else.
Agnostic	Cannot say if God exists or not.	Conscience	A person's moral sense of right and wrong, viewed as acting as a guide to one's behaviour.
Atheist	Believes there is no God.	Philosopher	A person engaged or learned in philosophy, especially as an academic discipline.
Justice	Just behaviour or treatment.	Liberate	To release (someone) from a situation which limits freedom of thought or behaviour.

Areas of Reflection

Cross Curricular Links

- Global statistics and 2011 UK census - how many people in the world and in local area, believe in God? Why do we think so many people believe in God? Talk about / reflect upon possible benefits and challenges of believing or not believing in God in Britain today. Pupils will reflect upon their own views, and how they view people with different beliefs than their own.
- Create questions about the existence and nature of God. Revisit names of / metaphors for God in the Bible (*God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light*). If this God exists, what difference would 'he' make to the way people live? Explore viewpoints. (believers - atheists)
- Compare sources of authority of Christians (*Bible, Church teachings, religious leaders, individual conscience*) with some non-religious sources (*individual conscience, some philosophers and other thinkers*).
- Explore reasons why people do or do not believe in God (family background; religious experience; many would argue that the Universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Atheists argue that religions are all created by humans; there is no need to use a Creator to explain the existence of the Universe and life; science provides reliable evidence and explanations, and that religion does not. Recall U2.2. Many Christians would say that they want to find out more about the world and how it works, doing science is part of their response to belief in God as Creator.
- Christians who are also scientists (John Polkinghorne, Denis Alexander, Russell Stannard)
- What impact believing in God might make on the way someone lives his or her life? Is faith in God restricting or liberating? How do people respond to God? E.g. from personal responses in private prayer, study, worship; communal responses of worship and striving for justice.

- 5Ps & Rights Respecting Schools - accepting other people's views. Showing respect for others.
- Science - creation / explanation.

Linked documents: Class Overview, RE Whole School Progression document and Class Medium Term Planning/ Cornwall Agreed Syllabus

