

R.E - What makes us human?



Vocabulary

Buddhist
connection
meditation
soul
source

Essential Knowledge

By the end of this unit children will

Pupils who are secure will be able to:

- Share their personal worldview.
- Explain how and why their worldview might change.
- Identify the difference between personal and organised worldviews.
- Ask and answer open-ended questions.
- Explain what is meant by a soul and express their ideas about what a soul means to them personally.
- Understand that some people believe that humans have a soul.
- Summarise the similarities and differences between what people believe about the soul.
- Express their ideas clearly and compare their own beliefs with others.
- Explain, through talking and writing, how colour and images have been used in a piece of artwork to express a particular idea about the soul or inner self.
- State benefits and challenges relating to Buddhist meditation.
- Give examples of Buddhist meditation practices.

Intentions

Interpreting and using art to express beliefs about spirituality, inner self and the soul.

Key Objectives- R.E

KAPOW unit: What makes us human.

Substantive

To know:

- Soul means a person's spiritual and emotional sense of identity.
- Some people believe all living things have a soul and that it is immortal.
- Spirituality is connection with inner self, immaterial things and belief of something beyond oneself.
- Some people believe spirituality and soul to be unique to humans.
- Some people believe connection with God to be a spiritual experience.
- Religious and non-religious people have ideas about the relationship between God and humans.
- Prayer, meditation and rituals are used to connect spiritually.

Disciplinary

To know:

- Different sources of evidence can provide different insights into beliefs and practices.
- Some reasons for similarities and differences within and between religions and worldviews.

Personal

To know:

- They have an individual perspective.

- Their own thoughts, ideas and opinions may be influenced by what they learn.

Session 1

To recognise that everyone has a worldview by exploring influences.

- I can share my personal worldview.
- I can name things that influence my ideas about life.
- I can begin to talk about the difference between personal and organised worldviews.

Display optical illusions around the room, children discuss them. Explain how this represents everyone having different views and how things can be interpreted.

A **personal worldview** is how a person sees and understands the world based on their own experiences, feelings and beliefs.

Personal worldviews are **influenced** (affected by something) by different things, such as a person's parents, experiences, community, friends and culture.

A person's views can change over time as they learn new things, have new experiences and talk to different people - similar to how the children's views may have changed after talking to someone who saw the illusions differently.

Children to complete their own worldview picture, what is important to them.

Session 2

To consider what makes humans special by exploring beliefs about the soul.

- I can ask thoughtful, open-ended questions.

- I can use drawings to express ideas about what the soul might be like.
- I can explain my ideas clearly.

What do you imagine an inner self or soul might look like if we have one? (Answers may include: it changes shape; it is like a tiny human; it is see-through, soft, bright or like an animal inside of people.)

What do you think some people believe a person's soul or inner self is for or does? (Answers may include: thoughts; dreams; decisions; personality; love; communicating with God; lives on after we die.)

Children to draw what their idea of a soul might look like, ensure you discuss ideas around the classroom and that some people do not believe in a soul.

Play the inside out video.

Plenary: Ask the children to share their drawings with a partner and discuss the following questions:

Session 3

To describe what some people believe about being human through exploring personal responses.

- I can suggest whether or not people believe in a human soul based on what they say.
- I can discuss my own beliefs about the soul.
- I can identify similarities and differences between people's beliefs, including mine.

Play the link: [Charlie and Blue do some soul searching](#) on VideoLink.

Point out that one of the people in the video was from the Buddhist worldview. Explain that people who follow the Buddhist worldview generally do not believe in a god or gods but focus on teachings from the Buddha (Siddhata Gotama).

Children to discuss some ideas in groups, quotes from Buddhist views about the soul.

Children to complete a soul snowflake. They rank how much they agree with the statements.

Session 4

To explore the meaning of spirituality to different people.

- I can talk about what spirituality looks like for me.
- I can explain some ideas about spirituality based on personal responses.
- I can make links between actions and beliefs.

Begin by talking about essential and non essential things humans need. Complete the worksheet and discuss why people may have different opinions.

Watch the *Pupil video: Stop, notice, connect*

After watching, ask the children to quickly note down the things they saw people doing in the video on their whiteboards (e.g. sitting, reading, listening, creating art, praying, being in nature, being with others, meditating, singing, etc).

What were the people doing? (Spending time in nature; thinking; meditating; cuddling a pet; walking; praying; singing; laughing; making music; worshipping; painting.)

Why might they have been doing these things? (Answers may include: to relax; to reflect on their thoughts; to find peace and calm; to enjoy the company of other people or animals; to exercise and explore; to connect with God or a higher power; to express joy; to have fun and bond with others; to express creativity and emotions.)

How might doing these things make people feel? (Answers may include: happy; peaceful; calm; relaxed; connected; joyful; creative; loved; fulfilled).

Have you ever done any of these things?

Hand out the *Activity: What does spirituality mean to me?*

Ask the children to draw or write around the outside of the head outline things they do that help them stop, notice and connect or be spiritual (e.g. be outside, sit quietly, spend time on their own, pray, mindfulness, do art, listen to music, sing, dance, etc).

Inside the head outline, ask them to draw or write how these things make them feel (e.g. joyful, peaceful, connected, relaxed, calm, energised etc).

Session 5

To explain how and why some Buddhists meditate.

- I can explain what meditation means to some Buddhists.

- I can give examples of Buddhist meditation practices.
- I can state the challenges and benefits of meditation for some Buddhist people.

Recap: Ensure the children can recall:

Spirituality often means connecting with something immaterial and non-physical – this may be nature, God or the inner self (thoughts and feelings).

This connection can be achieved in many ways including prayer, meditation, listening to music, worship, mindfulness or spending time in nature.

Sometimes this connection might give people feelings of happiness, sadness, hope or peace.

Play the *Audio: Meditation* and ask the children to be still and quiet while it plays. Do not tell the children the title of the audio to avoid them making assumptions or basing their ideas on preconceptions.

How did it feel being still and listening to the music?

What did you think about?

Did you notice any changes in your body or how you feel? (Answers may include: I felt lighter; I felt tired; I felt happier or my breathing slowed.)

Explain to the children that they will find out how some Buddhists use meditation as part of their spirituality.

Remind the children that people who follow the Buddhist worldview generally do not believe in a god or gods but focus on teachings from the Buddha (Sidhatta Gotama). Many seek to understand the true nature of life and to end suffering by reaching enlightenment.

Watch the *Pupil video: Buddhist meditation*.

Create a class mind map on a large sheet of paper with 'Buddhist meditation' in the centre.

Ask the children to use what they have learnt about Buddhist meditation to complete the sentence in each speech and thought bubble from the perspective of someone who is Buddhist. They could decide to base it on one of the people in the clips or use ideas from more than one clip.

Session 6

To present own and others' views to answer the enquiry question: 'What makes us human?'

- I can summarise the key beliefs of some worldviews about being human.
- I can express ideas about being human using words and images.

- I can reflect on my learning.

Display the images from the Resource: Soul art around the classroom.

Explain to the children that they will have five minutes to walk around looking at and thinking about the artwork. They should do so without talking to anyone else.

Play the Audio: Form quietly in the background.

What are your first impressions of the artwork?

What do you think the theme of all the artwork might be? (The soul and inner self.)

Which piece of artwork stood out to you the most and why?

Book cover and blurb and explain to the children that they will create the cover and blurb for an imaginary book called 'What Makes Us Human?', thinking and expressing beliefs about the soul, inner self, being human, spirituality and how to live a fulfilled life.

Look at some non-fiction books and discuss what the cover designs and blurbs include. (Answers may include: the title; relevant pictures linked to what the book is about; a summary of the information contained in the book.)

For children needing support, leave a selection of non-fiction books on each table for them to refer to while completing the activity.

Explain to the children they should choose one perspective from those explored in the unit and use their learning to inform their cover and blurb design, looking at the words and images for ideas if needed. Point out that the cover can include words, colours, patterns and images to **express** and **represent** ideas and beli

Through this unit of work the following essential skills will be developed:

Literacy

talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves effectively.

Learning and thinking skills

create and develop, using their imagination to explore possibilities and generate ideas. They try out innovative alternatives, looking for patterns, recognising differences and making generalisations, predicting outcomes and making reasoned decisions

evaluate, developing criteria for judging work and suggesting refinements and improvements

Personal and emotional skills

reflect on past achievements and experiences to manage future learning and behaviour
set goals for their personal development and learning, and work towards them
work independently, knowing when to seek help, dealing with pressures and deadlines
control their own physical movements in a range of contexts with skill, dexterity and confidence

Social skills

take turns and share as appropriate, stating their own views and needs
give constructive support and feedback to benefit others as well as themselves.

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