

What do we mean by truth? Is seeing believing?

(Intention) What we intend to cover in our learning: (Topic web of concepts here)

Engage

Session 1 and 2: Ask the children to list the things they understand as 'true' and ask, "How do you know? Where does the lack of doubt comes from?" Introduce the concepts of 'Axioms' and the idea that these can be used as a basis upon which to build an argument. They can also be used as a basis for false arguments. Look at logical fallacies such as 'Theo is a boy, he likes football, therefore all boys like football'.

Enquire and Explore

Session 3: Look at some beliefs in religions such as the existence of God, miracles or the soul. Examine the basis for these beliefs and ask whether they are axioms or are questionable as a basis for 'truth', or whether they are 'beliefs' or 'opinions'.

Session 4: Ask why there is such a diversity of religion in the world and look for commonalities. God or gods and goddesses, God as creator or God as the life in all things.

Session 5: (supplementary session) explore the Christian concept of God's existence through God as love, God as light, God as Father and God as Creator. Select one or more activities suggested to explore each concept.

Evaluate

Session 6: Look at Sikh concepts of God: 'One Light fills all creation. That Light is You.' Guru Granth Sahib page 13. Look at this quote and discuss.

Express

Session 7: Look at the concept of miracles and role-play a court case, putting the evidence to the test. Ask the children about reliability and where the burden of proof actually lies. Look at whether humans can be deceived, think of popular concepts of this like Virtual Reality or even the rise of so called 'Fake News'. Can we know what is true in the world around us, how do we make these decisions?

(Implementation) Key words I will use and need to know:

Axiom

Proof

Burden of proof

Supreme Truth

Reality

Evidence

Truth

Waheguru

Ik Onkar

Ultimate reality

(Implementation) Key information we will learn:

- ✓ At least three views about the nature and existence of God e.g. God as love, God as Father, God as light, God as creator (see supplementary ideas)
- ✓ The difference between knowledge, belief and opinion.
- ✓ The complex nature of concepts such as truth and reality.
- ✓ Debates about whether something can be proven.
- ✓ Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things.
- ✓ Use of the term Waheguru and other titles used for God.

(Implementation) Things to do and find out at home:

Learn about Socrates and what he has helped us to understand – watch the video www.youtube.com/watch?v=7y8EC6QoNaY and make notes on who Socrates was.

Read about Plato here:

<https://kids.britannica.com/kids/article/Plato/476303>

Read about Socrates here:

<https://kids.britannica.com/kids/article/Socrates/476319>

Read about Descartes here:

<https://kids.britannica.com/students/article/René-Descartes/273969>

(Implementation) Some key information you can find more out about:

- ✓ At least three views about the nature and existence of God e.g. God as love, God as Father, God as light, God as creator. You can explore these by watching (love) www.youtube.com/watch?v=LXH4YIbO4Ls (Father) www.youtube.com/watch?v=kECLgZoQTKk (light) www.youtube.com/watch?v=LUIfDHXbBBE (creator) www.youtube.com/watch?v=teu7BCZTgDs
- ✓ The difference between knowledge, belief and opinion. www.youtube.com/watch?v=Flyt5pEcE_g discusses the difference between fact and opinion, this is great for explaining belief www.youtube.com/watch?v=ONY4ACYxwdY
- ✓ The complex nature of concepts such as truth and reality. This is a good story video to help with this www.youtube.com/watch?v=N8IWQ0cCJmg
- ✓ Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. The BBC has a good introductory video for this www.bbc.co.uk/programmes/p02mx39g
- ✓ Use of the term Waheguru and other titles used for God. This is a good video to explore this in Christianity www.youtube.com/watch?v=fdk7nOYydZI

(Impact) What we will aim to do at the end of our learning:

By the end of our learning we will

- ✓ Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism.
- ✓ Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof.
- ✓ Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts.

(Impact) The RE Age Related Expectations we will cover and be assessed against:

Philosophy

	Year 3	Year 4
A. The Nature of knowledge, meaning and existence	Recognise that there are many different religious and non-religious answers to questions people raise about the world around them. Talk about the difference between knowing and believing.	Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.
B. How and whether things make sense	Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.	Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief.
C. Issues of right and wrong, good and bad	Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas.	Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.

Supplementary Ideas:

The existence of God

God as Love. Talk with the pupils about the people in their lives who love them. What evidence do they have that someone loves them? How does it make them feel? How do they act and what do they do? Can we see love? How do we know it is there? Read the book „Guess how much I love you?“ and discuss if love can be measured. Use the story of the lost sheep to look at how Jesus explained the love and care of God.

God as Father. Show the pupils a bag with a collection of items a parent would use with a baby. Take the items out of the bag and discuss each in turn. How do parents care for their babies? Make a list of things that a baby needs. As well as the practical items, move pupils on to talking about babies needing love and care. Talk about Christians believing that God looks after them like a loving father (or parent). Use the story of the prodigal son to illustrate that God never gives up on people. The story can be sequenced, retold in drama – freeze-framed or hot seated - or artwork.

God as Light. Show the pupils a collection of different sorts of candles. Talk about when candles are used – birthday cakes, power cuts etc. Light the candles and talk about them shining in the dark. Fear of the dark might be introduced at this point and pupils encouraged to reflect on their fears and how important having something happy and positive is when you are, or have been afraid. Explain that people going to church often light candles and candles are used in church services. Show pictures of candles being used in church. Reflect by looking at candles and listening to music thinking peaceful thoughts, perhaps, if appropriate, saying prayers and letting go of our fears.

God as Creator. Read one of the many versions of the creation story now available for primary children. Use the pictures from RE Today – Picturing Creation pack. Reflect on the pictures – encourage pupils to ask questions about what they see – write questions on sticky notes and attach them to the posters. Explore the pupils' questions. If possible, explore some of the wonders of the world outside. Collect some items together and bring them into the classroom. Each pupil could produce a „Reflective Palette“ (A shape like an artist's palette on a sheet of A3 and then pupils place the items they have brought from outside onto their palette). Play some music and reflect on their items. Pupils may want to talk about environmental concerns. Talk about Christian belief that God has given people the job of stewards (carers) of the earth.

Share the book „Thinking about God“ with pupils. This summarises Christian views about the nature of God in a way pupils can appreciate. Different people seeing God in different ways can be explored through the story: „The telly and the elephant story“