

Why is light and important symbol?

Substantive Knowledge to test:

- The Christian belief that Jesus is the Light of The World (John 8:12).
- How the Diwali story reflects Hindu beliefs about good and evil.
- How the Hanukkah story reflects Jewish beliefs about God as provider.
- The symbolic meaning of lighting the Shabbat Candle.

Disciplinary Knowledge to test:

- ✓ Retell at least one narrative where light is an important symbol.
- ✓ Recognise that the narratives used by Christians, Hindus and Jews reflect their key beliefs.
- ✓ Give an example of how Christians, Hindus and Jews use beliefs (and the symbolism of light) to guide their daily lives.

Substantive Retrieval Questions:

- Why do Christians believe that Jesus is the Light of the World?
- What does the Diwali story tell us about Hindu beliefs about good and evil?
- What does the story of Hanukkah tell us about the Jewish belief that God is a provider?
- What is the meaning behind lighting the Shabbat Candle?

Disciplinary Retrieval Questions:

- Can you tell me about a story where light is an important symbol?
- Why are stories important to Christians, Hindus and Jews? What do they tell us?
- How do the beliefs of Christians, Hindus and Jews influence their daily life? What do they each day that is special to their religion?

Retrieval Practice Assessment Approaches:

- The three-question approach – choose three questions to ask at the start of each RE lesson, one substantive knowledge about the current enquiry, one disciplinary question from the current enquiry and one random / bonus question of your choice for pupils to answer.
- At the end of the enquiry process in the EVALUATE stage provide a quiz for children to complete using the substantive knowledge questions.
- At the end of the enquiry process in the EXPRESS stage use the disciplinary questions to explore a deeper focus for assessing disciplinary knowledge – this could be used to form the basis of an assessment activity e.g. a debate of how moral laws support Muslims in the modern world vs leading them to be different and radical.

The RE Age Related Expectations we will cover and be assessed against: **Theology**

A. **Where beliefs come from**

Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.
Recognise different types of writing from within one text.

D. **How beliefs shape the way believers see the world and each other**

Give different examples of how _____ beliefs influence daily life