

Key end points for this multifaith unit, Culture and Religion, are:

- To know that culture can be defined as a pattern of behaviour shared by a group of people.
- To know that some shared festivals can be influenced or directed by religion, e.g. Diwali
- To know that festivals can be a part of shared culture.
- To know that community is an important part of shared culture.
- To know that many shared experiences can be enjoyed by people of different religions.

This year 4 multifaith unit will build on Y1 unit on belonging and Y2 unit on symbols and artefacts. If following the Primary Knowledge Curriculum, this unit will also link to Y3 India, Y1 Geography on the British Isles, Y2 English learning on folk tales, Y3 Ancient Greece and Y5 British Empire. This unit will begin by exploring culture as a combination of five different elements. These will be called the '**five F's**' for this unit. This includes fashion, flags, food, festivals and famous faces. These are not the only things that shape culture; they make up the majority of culture for many people and, therefore, will be the basis of explaining what creates an individual's cultural identity for this unit. The use of imagery and different representations to highlight the learning should be used throughout.

Misconceptions may include thinking culture and religion are the same (they often complement each other, but may also contradict each other), considering that a community event relating to religion, e.g. community iftar, is only for those of the faith – all are usually invited. Festivals without religious links are just to be attended and do not shape identity. Many festivals, e.g. Notting Hill Carnival, include members of the community who join in and share experiences.

This unit will include a discussion lesson. This is essential in developing children's own viewpoints and being able to effectively and respectfully share their opinions with the basis of knowledge. The discussion will answer the question; What is culture and how does it shape who we are? Teachers can use sentence stems and model expressions to support oracy by showing children how to express personal views. Children should be shown clear expectations of discussions, and teachers may model this with a supporting adult. These may include listening carefully to the opinions of others; respecting everyone's personal opinion is important even if it is not the same as yours; only one speaker at one time; responding to their opinion using statements such as: I disagree with X because, I want to build on what X said... etc

Lesson sequencing:

Lesson 1 will introduce the idea that culture can be defined as a pattern of behaviour shared by a group of people. This will form the basis of the unit. Children should understand that culture can be shaped by many different elements of a person's identity. This will introduce the idea of the '**Five Fs**': the food, fashion, flags, festivals and famous faces we associate with ourselves. The talk task will link with other areas of PKC learning, e.g., Isuun Boshi (Year 2 English). This will draw on prior knowledge of specific elements of cultures children have been exposed to through the knowledge curriculum to allow children to apply knowledge of culture.

Lesson 2 will build upon children's prior learning of India (Geography PKC). India will be a focal point for exploring how culture can be shared across religions within the same country. Diwali will be a key example of a time when different religions may celebrate something as part of a shared culture. **Festivals** will also be explored as another expression of shared experiences between religions. National festivals that don't have a direct religious origin will be discussed, such as Guy Fawkes Night or New Year festivities. Children will have prior knowledge of the Olympics from ancient Greek civilisations from the year 3 History PKC unit. This will support background knowledge of the Olympics as a shared festival today.

Lesson 3 will build upon the understanding that festivals are a part of many people's shared cultures. This lesson will reintroduce the idea of festivals that often have no religious origin. This will enable children to understand that festivals may have a variety of origins and can be part of **shared culture** today. Festivals mentioned in this lesson, such as the Olympics or New Year's Eve, will be attended and enjoyed by millions worldwide, regardless of religion. This will demonstrate that parts of culture that make up an individual's identity can come from various religious and non-religious aspects.

Lesson 4 will continue to build on what makes up culture. This lesson will look at the importance of community in shared cultural experiences. Like festivals, children will learn that the community people are part of will also help make up our cultural identity. With community, culture can be shared. This will show the more profound application of the RE concept of **belonging**, in which children will understand that being part of a community and having a cultural identity contribute towards a sense of belonging.

Lesson 5 will allow children to develop their discussion skills. They will be able to use opinions to show they agree or disagree respectfully.

In lesson 6, the children will cover the assessment lesson. Children will have the opportunity to show what they have learned about culture. Teachers can adapt this lesson to ensure the task checks for the understanding they are looking for.

Key concepts: belonging, cultural identity, shared culture

Key terms: community, culture, festival, tradition, community, contradict, Diwali, Bandi Chhor Divas