

Same, different, respected

TEACHING PLAN | BH_W5 | Thursday 11:00–11:40 | 40 minutes

Outcome: Identify a similarity and a difference without making a guess about someone.

Prepare: Print the matching pupil sheets. Provide pencils and coloured pencils; pointing or adult scribing is available.

Use BH_W5.pptx and BH_W5_Pupil_Sheets.pdf. The same labelled source is on the slides and pupil sheet.

0–3 min | Arrive

Read the outcome; offer a quiet start or pass. Retrieve one relevant word.

3–8 min | Read the source

Read the printed source aloud. Ask pupils to point to a named detail. Explain its label.

8–13 min | Model

Same: both help at the garden. Different: one draws; one plants. Neither is better.

13–17 min | Choose

What can we tell from the card? Pupils choose before discussion.

17–20 min | Check

The card says both help; it does not give their religion. Keep the first choice and record a reason for any change.

20–32 min | Independent

Complete the three tasks. Offer the least help needed; scribe the pupil's own words.

32–37 min | Improve

Return to the same work. Improve one evidence link or identify an unsupported claim.

37–40 min | Reflect

One similarity, one difference, equal respect. Receive one pupil request and agree who will take one realistic next action.

Watch for: Never infer beliefs or nationality from names, skin colour or clothing. Use the card, not personal disclosure.

Worked answers and teaching notes

STAFF COPY | BH_W5 | Show after a first attempt

First decision

B — The card says both help; it does not give their religion.

Task 1

Mark one thing the two people share.

Both help the community garden.

Task 2

Name one difference shown on the card.

Ari draws signs; Jo plants seeds.

Task 3

Write or say a respectful response to each contribution.

Examples: Your signs help us find things. Your planting helps things grow.

Access and evidence

Accept speech, pointing, drawing or the pupil's own dictated response. Assess the intended skill, not handwriting speed. Record support given. Preserve the first attempt and any later repair. No personal family, migration, faith or bereavement disclosure is required.

Source and sequence

BUILD Weekly Autumn SOW: Humanities C50

CONSTRUCTED TEACHING SOURCE: fictional classroom example, not an archival original.

Similar actions, different meanings

TEACHING PLAN | BR_W5 | Tuesday 13:30–14:10 | 40 minutes

Outcome: Identify one similarity and one difference between two source cards.

Prepare: Print the four lines and comparison grid. Pupils may draw a lamp/candle as a learning diagram; no worship action or flame is needed.

Use BR_W5.pptx and BR_W5_Pupil_Sheets.pdf. The same labelled source is on the slides and pupil sheet.

0–3 min | Arrive

Read the outcome; offer a quiet start or pass. Retrieve one relevant word.

3–8 min | Read the source

Read the printed source aloud. Ask pupils to point to a named detail. Explain its label.

8–13 min | Model

Both cards describe using light. The sources connect that light with different religious meanings.

13–17 min | Choose

Both groups use light. What can we conclude? Pupils choose before discussion.

17–20 min | Check

A shared visible action does not establish an identical belief or a ranking. Keep the first choice and record a reason for any change.

20–32 min | Independent

Complete the three tasks. Offer the least help needed; scribe the pupil's own words.

32–37 min | Improve

Return to the same work. Improve one evidence link or identify an unsupported claim.

37–40 min | Reflect

Name a similarity without saying the beliefs are the same. Receive one pupil request and agree who will take one realistic next action.

Watch for: Do not turn a source about many people into a claim about everyone. Do not ask pupils to speak on behalf of a religion.

Worked answers and teaching notes

STAFF COPY | BR_W5 | Show after a first attempt

First decision

B — A shared visible action does not establish an identical belief or a ranking.

Task 1

Underline the object or action using light in D1 and C2.

Diyas in D1; a candle in C2.

Task 2

Complete a two-row grid: festival / source meaning.

Diwali: good/knowledge overcoming evil/ignorance. Christmas: Jesus as light of the world.

Task 3

Finish: Both ____, but Diwali ____ while the Christmas source ____.

Example: Both use light, but Diwali links it with good and knowledge while the Christmas source links it with Jesus.

Access and evidence

Accept speech, pointing, drawing or the pupil's own dictated response. Assess the intended skill, not handwriting speed. Record support given. Preserve the first attempt and any later repair. No personal family, migration, faith or bereavement disclosure is required.

Source and sequence

BUILD Weekly Autumn SOW: RE C64

CLASSROOM FACT CARDS — short paraphrases of named community sources. These examples do not represent every person in a tradition.

<https://www.hinduamerican.org/blog/why-stop-with-diwali-the-hindu-month-of-kartik-is-all-about-the-light/>

<https://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship/churchs-year/times-and-seasons-0>