

# Ashtree Primary School and Nursery Medium Term Plan for RE

## Year 6 Autumn Term – Christianity and Buddhism

### Prior Knowledge – Y5

#### **Beliefs and practices** Aut

To use religious vocabulary, compare two examples of celebrations marking key points in life's journey including pilgrimage.

#### **Symbols and Actions** Aut Spr

To describe how a range of beliefs, symbolic expression and actions can communicate meaning to individuals. Identify some similarities and differences between and within two communities.

### Prior Skills – Y5

#### **Identity and belonging** Aut Spr

Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present

### Key Vocabulary

Tradition, Family, annunciation, incarnation, temptation, resurrection, salvation, symbolism, ascension, reincarnation, secular, humanist, symbolism, Mudras (gestures), The Three Jewels, (Buddha, Dharma and the Sangha), Dharma Wheel, Lotus Flower, Maundy Thursday, Eucharist, Jerusalem, Font, Godparents, Thangka, Butter lamp, Mandala, Christianity, Buddhism, Christian, Buddhist, Humanist, Messiah, Eightfold Path, Intent, Mindfulness, Society, modern, contemporary, Internal, diversity, sins, resurrection

### Key Knowledge

#### **Beliefs and practices** Celebrations and key events in life Aut

To describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.

#### **Symbols and actions** Symbolic ways of expressing meaning Aut

Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities

### Key Skills

#### **Identity and belonging** Aut Spr

#### **Belonging to a community, individual commitment and religious leadership**

To show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.

### Curriculum Enhancements

- Visit a local place of worship
- Visitors from faith communities



### Possible Misconceptions

Some children may think:

### Suggested Activities

#### **B&P** Celebrations and key events in life Aut

Step 1 – To explore what it means to live as a Christian or Buddhist in Britain today considering internal diversity. Explain some key Christian concepts (annunciation, incarnation, temptation, resurrection, salvation and ascension). How God can be different things to different people.

Step 2 – To reflect upon spiritual and internal diversity, comparing ways of celebrating the same and different festivals/events around the world sacred or secular (e.g. Christians and Humanists). Investigate how and why festivals and events are valued by some and not others.

#### **S&A** Symbolic ways of expressing meaning Aut

Step 3 – To explore and compare how different religions and worldviews express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama). To explore how artefacts and symbolic actions communicate different meaning to individuals.

Step 4 – To investigate the mudras (gestures) of the Buddha, the Three Jewels (Buddha, the Dharma and the Sangha) and the wheel and lotus flower in the light of Buddhist teachings and actions.

Step 5 – To examine why Christians celebrate the same thing in different symbolic ways (e.g. The Last Supper, baptism).

#### **I&B** Belonging to a community, individual commitment and religious leadership Aut Spr

Step 6 – To express what belonging and faith means in two different traditions pupils explore and compare the life of contemporary key leaders and the qualities of leadership.

Step 7 – To examine challenges, commitments and guidance identifying the impact of faith on how followers live (e.g. considering the Eightfold Path, how do Buddhists try to follow the Buddha's example?).

Step 8 – To express insights into modern day challenges of faith (e.g. Can someone be a practising Buddhism and still lead a privileged life?) and the internal diversity of responses.

Step 9 – To raise deep questions and ask what might be the most difficult aspects of being Buddhist, Christian and or Humanist in Britain today (e.g. what defines us and what is our purpose?).

Step 10 – To focus on the Easter story and personal heroes, examining the significance for Christians of Jesus as the Messiah.

### Future Knowledge

In year 7 the children will be learning –

#### **B&P**

Analyse and synthesise how and why people express beliefs, values and ideas of spirituality through ceremonies and festivals. Recognise the impact of these on different communities.

#### **S&A**

Enquire and interpret ways in which individuals symbolically express their identity within and between religions and worldviews.

#### **I&B**

Suggest reasons for different understanding of religious leaders and show how they might have an impact on followers today. Explain why some people are committed to following a particular religious or philosophical path and evaluate the controversies of commitment.

**By the end of upper KS2 the religiously and theologically literate pupil should:** Connect their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Analyse different viewpoints within and between religions and beliefs. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth. Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identify the importance of moral choices, selecting examples and giving reasons to support their ideas.