

Ashtree Primary School and Nursery Medium Term Plan for RE

Year 6 Spring Term – Christianity and Buddhism

Prior Knowledge – Y5

Sources of wisdom – Easter

Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities

Prayer, Worship and Reflection

To explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective

Prior Skills – Y5

Identity and belonging

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

Christianity, Buddhism, Christian, Buddhist, Humanist, Messiah, Eightfold Path, Intent, Mindfulness, Society, modern, contemporary, Internal, diversity, sins, resurrection, Meditation, stillness, multi-faith, compassion, mindfulness, wheel, Transmit, Interpretation, reflection, nature, environmental, sacred space, secular, mantra, Wisdom, Inspiration crucifixion, Dalai Lama, Mother Theresa, evaluate, Martin Luther King, absolve, Pope Francis, Grand Mufti, Ephraim Mirvis (UK Chief Rabbi), evangelical

Key Knowledge

Sources of wisdom – Easter Sacred texts and stories, their guidance and impact

To show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers

Prayer, Worship and Reflection Communicating beyond prayer and sacred spaces

Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces

Key Skills

Identity and belonging

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:

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Suggested Activities

SoW Sacred texts and stories, their guidance and impact Spr Sum

Step 1 – To interpret and respond to a range of stories, sacred writing and sources of wisdom from the heart of different traditions and communities. To consider how they guide and what they communicate to followers (e.g. what can stories and images tell us about the inspiration for Buddhist beliefs?).

Step 2 – To understand reincarnation. To develop their understanding of key inspirational figures (e.g. Dalai Lama) as sources of wisdom and their contemporary relevance. To reflect on the impact of key sources of wisdom on individuals and different communities.

P,W&R Communicating beyond prayer and sacred spaces Spr

Step 3- Engaging with prayers from different religions, traditions and worldviews, pupils explore the role and interpretations of prayer, reflection, meditation and stillness and the impact on individuals.

Step 4 – To consider what a multi-faith prayer space might look like, pupils look beyond the formal physical sacred space and construct of prayer and reflection (e.g. through secular music and poetry), as a form of expression. To learn why meditation and the teaching of compassion and mindfulness are central to Buddhism and how the Buddhist community use nature to transmit their prayers (e.g. prayer wheels).

Step 5 – To ask how does Buddhist mantra enhance worship and is meditation the same as praying? To experience meditation/stilling/ silence and mindfulness as a form of worship sharing their thoughts and reflections by writing prayers, responses or meditations suited to a particular occasion and tradition. Spr

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. To 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?). 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 8 – 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 9

– Focusing on the Easter story and personal heroes, examine the significance for Christians of Jesus

Future Knowledge

In year 7 the children will be learning –

SoW Explain and interpret a range of sources of wisdom and sacred texts from religions and worldviews as coherent systems or ways of seeing the world.

P,W&R Research and explore the diversity of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness. Develop a deeper appreciation of the meaning and impact of worship, prayer and reflection on believers' lives.

I&B Clearly and coherently explain the foundation and leadership of religions and worldviews. Evaluate the impact of their leadership, drawing on a range of personal and critical responses. Observe and interpret a wide range of ways in which commitment and identity are expressed; develop insightful analysis and evaluation of controversies about commitment to religions and worldviews, accounting for the impact of diversity within and between communities

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.