

Ashtree Primary School and Nursery Medium Term Plan for RE

Year 6 Summer Term – Christianity and Buddhism

Prior Knowledge – Y5

Sources of wisdom Sum

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

Prior Skills – Y5

Ultimate questions Spr

Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.

Human responsibility and values Sum

Identify and describe how people with religious and worldviews make choices about what is right and wrong.

Prior Skills – Y4

Justice and fairness Sum

Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.

Key Vocabulary

Wisdom, Inspiration crucifixion, Dalai Lama, Mother Theresa, evaluate, Martin Luther King, absolve, Pope Francis, Grand Mufti, Ephraim Mirvis (UK Chief Rabbi), evangelical, perspective, soul, theological concepts, life, death, afterlife, National Census, diversity, respectfully, statistics, social justice, environment, community responsibility, Civic responsibility, freedom, justice, humanist tradition, interpreted, Pre-Holocaust Europe, Humanitarian, moral choice, secular, concept, debate, conflict, poverty, prejudice, compassion, desire, suffering, fairness, choice, follower, reasonable, unjust, challenging.

Key Knowledge

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

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.

Spr Sum

Key Skills

Ultimate questions Different ideas about God and gods, creation and ultimate questions

Present a range of views and answers to challenging questions about belonging, meaning and truth. Sum

Human responsibility and values Taking responsibility for living together, values and respect

Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief. Sum

Justice and fairness Reflecting on ethics, what is right and wrong, just and fair

Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices. Sum

Curriculum Enhancements

- Visit a local church
- 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 ALSO COVERED IN SPR TERM

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 develop an 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.

UQ Different ideas about God and gods, creation and ultimate questions

Step 3 – To develop challenging and deeper questions about meaning purpose and truth, consider different perspectives on the questions of creation and the beginnings of life on Earth, debating the relationship/conflict between creation and science.

Step 4 – To develop an understanding of different beliefs and perspectives about God and life after death in religious and non-religious settings (e.g. what is meant by a 'soul'), constructing answers to their own challenging questions. When God and theological concepts including life, death, and afterlife beliefs are rejected, they question what is truth, and where do non-religious people find answers.

HR&V Taking responsibility for living together, values and respect

Step 5 – To use local and national census statistics to develop an understanding of the religious make up and diversity of their locality and of Britain.

Step 6 – To consider what Jews, Humanists, Christians and Buddhists teach about how people can live together respectfully to create a perfect world. To develop an understanding of responsibility and social justice and question why and how we should care.

Step 7 – To respond thoughtfully to ideas about human responsibility for the environment and how religious and moral codes are acted upon. To ask how the 'Golden Rule' is interpreted in the Humanist tradition and consider if following God can bring freedom and justice.

J&F Reflecting on ethics, what is right and wrong, just and fair

Step 8 – To discuss/debate why isn't the world just and fair. Beyond religious guidance, explore how people decide what is right and what is wrong and how they may choose to live.

Step 9 – To develop their thinking about why and how some people (from a religious and or non-religious background) try to help others (e.g. victims of poverty, prejudice, crime and those affected by war).

Step 10 – Focusing on the lives of children in pre-Holocaust Europe, reflect on the challenging moral choices made and the British humanitarian actions of the Kinder transport (children's rescue operation).

Step 11 – To consolidate pupils' ideas about right and wrong, justice and fairness through different religious traditions. To ask how the Buddhist concepts of desire, suffering and compassion affect the choices of followers.

Future Knowledge

In year 7 the children will be learning –

SoW Suggest reasons for diverse interpretations of scriptures and other important texts. Explain the challenges and impact of the key principles of religions and worldviews referring to founders, sacred writings and sources of wisdom and authority.

UQ Analyse the impact of different views on the place of modern media in relation to ultimate questions in religion and belief. Explain how and why examples of creativity may express or challenge religious beliefs and worldviews.

HR&V Express their own views on how religions and worldviews have affected the world using reasoning and examples with respect and compassion.

J&F Express insights into the relationship between beliefs, teaching and ethical issues using reasoning and examples with respect and compassion

1. By the end of lower KS2 the religiously and theologically literate pupil should:

Reflect upon and make connections between their knowledge and understanding of some religions and worldviews, developing religious vocabulary. Examine the different views and shared ideas about religious experience in religions and worldviews. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion, recognising a range of viewpoints about identity and belonging. Explore shared human responsibility through enquiry and experience and express personal reflections and curiosity about ultimate questions. Consider and discuss important issues and moral choices.