

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



<b>Subject:</b> R.E. <b>Year Group:</b> Year 6	<b>Area of learning:</b> Unit 6.1 Justice and Freedom Focus on Christianity and Buddhism	
Unit 6.1 to be taught over a full term.	<p><b>Key Question: Is it fair?</b></p> <p>This Unit provides opportunities for pupils to explore and explain the concepts of justice and freedom; how justice is significant in the stories from religions and in secular life; to consider what religions teach about forgiveness and how reconciliation may take place.</p> <p>This unit has strong links with citizenship and personal and spiritual development.</p> <p>Ideas for resources:          Teachings from Christianity and other faiths about justice and freedom, forgiveness and reconciliation - The Prodigal Son, Jonah and the Whale, Jesus' teaching about justice (Sermon on the Mount – Matthew 7:12; RE:Quest – Key Teachings of Jesus; Joseph          People who have fought for justice and freedom such as Martin Luther King "I have a dream" speech; Rosa Parks          People who have demonstrated forgiveness: Desmond Tutu, Terry Waite, Nelson Mandela, the community of Corrymeela in Northern Ireland, Prince Charles and Sinn Fein (May 2015)</p>	
<b>Term</b>	<b>Year 6</b>	<b>Key Skills to be taught</b>
<b>Autumn 2021</b>  What the children should know at the end of this series of lessons		<p><b><u>Programme of Study</u></b>  <b>Identity &amp; values</b>  <b>Explore issues of justice and freedom</b>          AT1          Describe what freedom means to people of faith          AT2          explain what freedom means to them          AT1          Show understanding of the beliefs and feelings of faith members who have experienced injustice          AT2          Share experiences of injustice and explain their hopes and dreams for a just world</p> <p><b>Explore religious teachings of forgiveness and reconciliation</b>          AT1          Identify the impact of a religious teaching such as forgiveness on a believer's actions          AT2          Appreciate the power of forgiveness and reconciliation in the world          AT1          Identify the impact that reconciliation has on community harmony</p>

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		<p>AT2 Give examples of conflicts that have been resolved within the family, school or community</p> <p><b>Skills and processes in RE to be included in all year groups over the course of the year</b></p> <p>The following skills are central to religious education and should be reflected in learning opportunities at all key stages.</p> <p>a) Investigation – this includes:</p> <ul style="list-style-type: none"> <li>● asking relevant questions</li> <li>● knowing how to use different types of religious texts as a way of gathering information and how to approach those texts in a critical manner</li> <li>● knowing what may constitute evidence for understanding religion(s)</li> <li>● observing and listening</li> </ul> <p>b) Interpretation – this includes:</p> <ul style="list-style-type: none"> <li>● the ability to draw meaning from artefacts, works of art, poetry and symbolism</li> <li>● the ability to interpret religious language</li> <li>● the ability to suggest meanings of religious texts</li> </ul> <p>c) Reflection – this includes:</p> <ul style="list-style-type: none"> <li>● the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices</li> </ul> <p>d) Empathy – this includes:</p> <ul style="list-style-type: none"> <li>● the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others</li> <li>● developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow</li> <li>● the ability to see the world through the eyes of others and to see issues from their point of view</li> </ul> <p>e) Evaluation – this includes:</p> <ul style="list-style-type: none"> <li>● the ability to debate issues of religious significance with reference to evidence and argument</li> <li>● weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience</li> </ul> <p>f) Analysis – this includes:</p> <ul style="list-style-type: none"> <li>● distinguishing between opinion, belief and fact;</li> <li>● distinguishing between the features of different religions</li> </ul> <p>g) Synthesis – this includes:</p> <ul style="list-style-type: none"> <li>● linking significant features of religion together in a coherent pattern</li> <li>● connecting different aspects of life into a meaningful whole.</li> </ul> <p>h) Application – this includes:</p> <ul style="list-style-type: none"> <li>● making the association between religions and individual, community, national and international life;</li> </ul>
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		<ul style="list-style-type: none"> <li>• identifying key religious values and their interplay with secular ones</li> </ul> <p>i) Expression – this includes:</p> <ul style="list-style-type: none"> <li>• the ability to explain concepts, rituals and practices</li> <li>• the ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media</li> </ul> <p>j) Collaboration – this includes:</p> <ul style="list-style-type: none"> <li>• the ability to work together and learn from each other</li> </ul>
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## Vocabulary

### KS2 Christianity

#### God

The Trinity - God as Father, Son and Holy Spirit - symbols of dove, flame, light  
 Creator God who cares for the world and expects people to care for the world  
 Baptism of Jesus, revealing the Trinity  
 The Apostles' Creed

#### Key figures

Jesus – Son of God, Son of Man, Saviour, Messiah, Redeemer, Conqueror

- baptism and temptations
- disciples, friends and followers
- teaching about the Kingdom of God in parables and miracles .... Lord's Prayer
- Holy Week, ascension into heaven and Pentecost

St Paul

#### Place of worship: Church

How buildings, artefacts and symbols play a part in the worship, rituals and ceremonies of the community

The family of believers past, present and future, guided by the Holy Spirit, carrying on the work of Jesus

Worship:

- Holy Communion, Mass
- silence and music
- styles of worship

#### Holy book: Bible

Meaning and significance of:

- stories...
- Psalms (23)
- songs that describe the nature of God...

#### Christian way of life

Christians believe that human beings:

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- are made in the image and likeness of God
- became sinful and can be redeemed

## **Christians base their morality on:**

- The Ten Commandments
- The Sermon on the Mount

## **Christian values come from the 'Fruits of the Spirit': Gal 5: 22-23**

- love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control

## **Christian commitment is shown by:**

- personal relationships
- caring and healing
- attitudes to social and global issues, care for the environment
- involvement in charitable work

## **Christian life is marked by rites of passage:**

- baptism (any age)
- confirmation
- marriage (in church)
- death

## **Sacred places of pilgrimage:**

- Iona, Lindisfarne, Walsingham
- Holy Land and Lourdes

## **KS2 Buddhism**

### **Key figure: Gautama Buddha**

Buddha means 'one who is fully awake to the truth' or Enlightened  
Through his own efforts, the Buddha overcame greed, hatred and ignorance

### **Place of worship**

Temple

Buddhist Community (sangha) - made up of lay people and ordained

Features of Buddhist Centres including temples, shrines, artefacts and offerings

Works of sacred art (thankas), mandalas and images of the Buddha (rupas) - standing, sitting and lying down, with a third eye showing he is enlightened

### **Holy books**

Stories told about and by the Buddha, Jataka Tales ....

Buddha taught that possessions can't give us lasting happiness; in the end they break, grow old or let us down, making us unhappy

### **Buddhist way of life**

Symbols – lotus flower, prayer wheel

Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives

Buddhists aspire to fearlessness, contentment, kindness, meditation

Four Noble Truths:

- Being greedy and wanting things can't make you happy
- You can be content without having everything you want
- You have to learn this through practice

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- Peace of mind comes when you are content with having just enough – not too much, not too little.

Samsara - continual cycle of birth and death

Key festivals:

- Wesak - Buddha's birthday
- Dharma Day

Sacred place of pilgrimage:

- Bodhi tree at Bodh Gaya where the Buddha became enlightened

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p>Share experiences of justice/injustice and fair/unfair and explain their hopes and dreams for a just world</p> <p>Prepare for Learning</p> <ul style="list-style-type: none"> <li>• “It’s not fair!” Select a group of pupils based on eye colour and give them special treatment – sit them at the front, praise them, make them the centre of your attention for two or three minutes, and continue until someone identifies unfair treatment; discuss with the class how it feels to be treated differently</li> <li>• Provide opportunity for pupils to talk about their experiences of fairness and what is not fair; talk about personal justice - 'playing fair' with others, respecting others' rights, acting responsibly and fairly with the people we meet each day</li> <li>• Saying sorry! When? What is the difference between <i>saying</i> sorry and <i>meaning</i> it?</li> <li>• Consider the practice of restorative justice in school</li> </ul>
2	<p>Discuss their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response</p> <p>Engage the Learner</p> <ul style="list-style-type: none"> <li>• Listen to a protest song, consider the words, what do the lyrics say about the issue?</li> <li>• Focus on bringing religious concerns into the discussion</li> </ul>
3	<p>Describe what freedom means to the child and/or people of a faith</p> <p>Identify Learning Questions</p> <p>Provide a stimulus to generate questions from pupils using some of these examples:</p> <ul style="list-style-type: none"> <li>• Can an individual make a difference? (to issues of social justice and global inequality for example)</li> <li>• What does freedom mean to people of faith and to those with no faith?</li> <li>• What would the world be like without forgiveness?</li> <li>• Is it easy to forgive?</li> <li>• What do religions teach about forgiveness?</li> </ul>

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	<ul style="list-style-type: none"> <li>• What is meant by reconciliation; how can people be reconciled?</li> <li>• What are pupils' hopes and dreams for justice? (school, community, world)</li> </ul>
4	<p>Show an understanding of the beliefs and feelings of faith members who have experienced injustice Identify the impact of a religious teaching such as forgiveness on a believer's actions Give examples of conflicts that have been resolved within the family, school or community</p> <p>Provide new information (This will take two weeks)</p> <ul style="list-style-type: none"> <li>• Investigate issues of personal, social and global injustice; provide examples to show how people of faith work to address such issues</li> <li>• Read or hear about times when people of faith have been treated unjustly</li> <li>• Jesus' teaching about justice: Sermon on the Mount; Parables of the Good Samaritan and the Unforgiving Servant, Jesus healing the leper, Jesus speaking about the unfairly treated - women, children and non-Jews</li> <li>• Joseph and his brothers (exemplifies justice, freedom, forgiveness and reconciliation)</li> <li>• Explore the teaching of forgiveness in two or more faiths</li> <li>• The work of Corrymeela in Northern Ireland – find out about people helped by the Corrymeela Community</li> </ul>
5	<p>Show an understanding of the beliefs and feelings of faith members who have experienced injustice Identify the impact of a religious teaching such as forgiveness on a believer's actions</p> <p>Provide new information (Second of two weeks)</p> <ul style="list-style-type: none"> <li>• Investigate issues of personal, social and global injustice; provide examples to show how people of faith work to address such issues</li> <li>• Read or hear about times when people of faith have been treated unjustly</li> <li>• Jesus' teaching about justice: Sermon on the Mount; Parables of the Good Samaritan and the Unforgiving Servant, Jesus healing the leper, Jesus speaking about the unfairly treated - women, children and non-Jews</li> <li>• Joseph and his brothers (exemplifies justice, freedom, forgiveness and reconciliation)</li> <li>• Explore the teaching of forgiveness in two or more faiths</li> <li>• The work of Corrymeela in Northern Ireland – find out about people helped by the Corrymeela Community</li> </ul>
6	Identify the impact that reconciliation has on community harmony

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	<p>give examples of conflicts that have been resolved within the family, school or community Appreciate the power of forgiveness and reconciliation in the world</p> <p>Search for meaning (This will take 2 weeks)</p> <ul style="list-style-type: none"> <li>● Using some of the suggested resources, explore the notion of freedom of action; analyse the meaning of freedom, using examples from both faith stories and for believers today</li> <li>● Explore faith members' motivation behind their commitment to resolve issues of injustice (link to key beliefs)</li> <li>● Contrast contemporary examples of inequality for members of different faiths</li> <li>● Explore ways in which a person of faith has demonstrated forgiveness and reconciliation; find out why they acted in this way</li> <li>● Consider the impact of online petitioning in making change (38 degrees, Avaaz...)</li> </ul>
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## Learning Outcome/product

This unit (6.1 Justice and Freedom) will contribute to the following end of year statements:

### Knowledge and Understanding

AT1

Identify ways in which diverse communities can live together for the wellbeing of all

AT1

Articulate the responses of different religions to ethical questions, including ideas about what is right and wrong and what is just and fair

### Reflection and Response

AT2

Respond thoughtfully to ideas about community, values and respect

AT2

Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response

Assessment records	List only those children who have not achieved the expected outcomes
	Children working above.

## End of unit assessment question

What does freedom mean to people of a faith/me?

How do religious teachings eg. forgiveness impact on a believer's actions?

How can reconciliation have an impact on community harmony?

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