

Brough Primary School – Curriculum Intention Plan 2021 - 2022



<p>Subject: R.E. Year Group: Year 6</p>	<p>Area of learning: Unit 6.2 Living a faith Focus on Christianity and Buddhism</p>	
<p>Unit 6.2 to be taught over the full term.</p>	<p>Please refer to http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-6-2-living-a-faith/ where you will find ideas for each lesson, the programme of study and other relevant information to support planning.</p> <p>Key Question: What gives a sense of identity and belonging?</p> <p>This unit builds on previous learning in Unit 4.1: Community. It offers a focus on rites of passage in the lives of faith members including an opportunity to explore death and bereavement and some of the ways in which these events impact not just on the individual but also on families and the wider community.</p> <p>Pupils explore religious expression and consider ways in which faith members express their identity through the way in which they live and practice their religion, according to the beliefs and values of their particular faith. They consider the ways in which different faiths and denominations express their faith through worship.</p> <p>Resources: book with meanings of names; film clips from truetube.co.uk illustrating rites of passage and worship and from BBC Bitesize; photographs; stories and literature describing experiences of rites of passage (Seven Ages of Man, W. Shakespeare)</p> <p>Easter Year 6 – Power and Hope: what is the message of Easter to the World?</p>	
<p>Term</p>	<p>Year 6</p>	<p>Key Skills to be taught</p>
<p>Spring 2022</p>	<p>Skills and processes in RE to be included in all year groups over the course of the year</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"> ● asking relevant questions ● 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 ● knowing what may constitute evidence for understanding religion(s) ● observing and listening <p>b) Interpretation – this includes:</p>	

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		<ul style="list-style-type: none"> • the ability to draw meaning from artefacts, works of art, poetry and symbolism • the ability to interpret religious language • the ability to suggest meanings of religious texts <p>c) Reflection – this includes:</p> <ul style="list-style-type: none"> • the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices <p>d) Empathy – this includes:</p> <ul style="list-style-type: none"> • the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others • developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow • the ability to see the world through the eyes of others and to see issues from their point of view <p>e) Evaluation – this includes:</p> <ul style="list-style-type: none"> • the ability to debate issues of religious significance with reference to evidence and argument • weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience <p>f) Analysis – this includes:</p> <ul style="list-style-type: none"> • distinguishing between opinion, belief and fact; • distinguishing between the features of different religions <p>g) Synthesis – this includes:</p> <ul style="list-style-type: none"> • linking significant features of religion together in a coherent pattern • connecting different aspects of life into a meaningful whole. <p>h) Application – this includes:</p> <ul style="list-style-type: none"> • making the association between religions and individual, community, national and international life; • identifying key religious values and their interplay with secular ones <p>i) Expression – this includes:</p> <ul style="list-style-type: none"> • the ability to explain concepts, rituals and practices • the ability to identify and articulate matters of deep conviction and concern and to respond to religious issues through a variety of media <p>j) Collaboration – this includes:</p> <ul style="list-style-type: none"> • the ability to work together and learn from each other
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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:

- 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:

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- 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
- 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

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Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p>To explore rituals that show identity and belonging in different traditions</p> <p>See ideas for lesson in Prepare for Learning</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-6-2-living-a-faith/</p> <p>Work completed</p> <p>Play “If I were a... (flower/animal/shoe/house), I would be a ... because like a... I am ...”</p> <p>Explore names and their meanings - <i>A Boy Called Slow</i> - Sitting Bull performs a deed which is so courageous and significant that it earns him a new and more respected name. What would your name be? How did you get your name and what does it mean?</p> <p>Read Shakespeare’s <i>Seven Ages of Man</i> – identify the different ages described in the poem; consider how people might mark the transition to these different stages of life</p>
2	<p>To show how forms of worship are expressions of belief</p> <p>See ideas for lesson in Engage the Learner</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-6-2-living-a-faith/</p>
3	<p>To show how the milestones of life give a sense of identity and belonging for faith members</p> <p>See ideas for lesson in Identify Learning Questions</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-6-2-living-a-faith/</p>
4	<p>To explore religious rituals that show identity and belonging in different religious traditions (over 2 weeks)</p> <p>See ideas for lesson in Provide new information</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-6-2-living-a-faith/</p>
5	<p>To explore religious rituals that show identity and belonging in different religious traditions (continued from last week)</p> <p>See ideas for lesson in Provide new information</p>

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6	<p>To discuss the impact of rites of passage on faith members, their family and community</p> <p>See ideas for lesson in Search for meaning</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-6-2-living-a-faith/</p>
7	<p>To show how forms of worship are expressions of belief</p> <p>See ideas for lesson in Share new understanding</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-6-2-living-a-faith/</p>
8	<p>To express thoughts about the importance of worship for faith members</p> <p>See ideas for lesson in Share new understanding</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-6-2-living-a-faith/</p>
9	<p>Assessment Lesson</p> <p>See in Reflect on Learning</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/ks2-units/unit-6-2-living-a-faith/</p>
10	<p>Easter Year 6 – Power and Hope: what is the message of Easter to the World?</p> <p>To retell Easter story from different perspectives</p> <p>See Easter overview</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/easter-overview/</p>
11	<p>To retell the Easter story from different perspectives</p> <p>See Easter overview</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/easter-overview/</p>

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12	<p>To debate the dilemmas of: - the three Marys - the disciples - Pontius Pilate - Barabbas</p> <p>See Easter overview</p> <p>http://www.eriding.net/all-ages/religious-education/units-of-learning-and-exemplification/ks1-and-ks2/easter-overview/</p>
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Learning Outcome/product
<p>This unit (6.2 Living a faith) will contribute to the following end of year statements: Knowledge and Understanding AT1 Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship specified in the key content</p> <p>Explain similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p> <p>Identify ways in which diverse communities can live together for the wellbeing of all</p> <p>Reflection and Response</p> <p>AT2 Demonstrate understanding of different ways of life and ways of expressing meaning including rules for living and forms of worship specified in the key content</p> <p>Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, sacred places</p> <p>Respond thoughtfully to ideas about community, values and respect</p>

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

End of unit assessment question
<p>Key Question: What gives a sense of identity and belonging? Respond to the statement 'Worship is something all people do'</p>

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