

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: R.E. Year Group: Year 6		Area of learning: Unit 6.3 Hopes and Visions Focus on Christianity, Islaam and Humanism
Unit 6.3 to be taught over the full term.	<p><u>Please refer to</u> https://www.hereforschools.co.uk/Page/19378 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 5/6 units of learning where you will find ideas for each lesson, the programme of study and other relevant information to support planning.</p> <p>Key Question: What is life about?</p> <p>About this unit This unit provides opportunities for pupils to consider the significance and impact of some key teachings, and the ways in which they have shaped believers' responses to ultimate questions. Philosophy for Children (P4C) strategies are helpful in enabling pupils to identify differences between ultimate and non-ultimate questions. By the end of this unit, pupils should have investigated different ideas about god and humanity; they ask ultimate questions from different perspectives. When discussing the end of life, be sensitive to pupils who may have recently experienced bereavement.</p>	
Term	Year 6	Key Skills to be taught
Summer 2022		<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> <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

Brough Primary School – Curriculum Intention Plan 2021 - 2022



		<ul style="list-style-type: none"> • 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
--	--	--

Vocabulary

Vocabulary

Christianity

Trinity (Father, Son, Holy Spirit), Kingdom of God, People of God, The Fall, sin, covenant miracle, Holy Communion, confirmation, marriage, death, New and Old Testament, prophets and prophecies, Abraham, Joseph, David, Ruth, Sarah, Psalms, names of Jesus, Jesus - baptism, parables, miracles, temptation, last week, crucifixion, Lord's Prayer, Mary, Mary Magdalene, John the Baptist, St Paul, Saints, Acts, Epiphany, Ascension, Pentecost

Islaam

Tawhid, salah (prayer) - five times each day, Ummah, 99 names of Allah, Wudhu (washing/ablution), rak'ah (unit of prayer), sajdah (prostrating), ruku (bowing), zakat (charity 2.5%), sawm (fasting), hajj (pilgrimage), ihram (worn by pilgrims), Kabah, Madina Madrasa (school for Islamic studies), Islamic art - calligraphy, Musa, Isa (prophets of God), Jibraeel (angel messenger), Lailatul Qadr, Eid ul Adha

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Humanism
Humanist Someone who believes in the Humanism worldview. Secular. Atheist, World View, Ethical, Rationality, BHA (British Humanist Association)

Sequence of learning	Objectives and suggested details provided by the subject leader.
1 and 2	<p>To recall different beliefs and practices, naming key words, key figures and core beliefs</p> <p>What a person from a Christian, Islaam or Humanist faith may believe in Recap Christianity and Islamic beliefs, places of worship, holy books etc. Introduce Humanist views/beliefs</p>
3	<p>Each week, please refer to https://www.hereforschools.co.uk/Page/19378 2022 Agreed Syllabus- A Syllabus for Religion and Worldviews and Year 5/6 units of learning</p> <p>To explain who or what God is</p> <p>Identify learning questions: What is life about? What do people say life is about? What is the purpose of our existence? Who or what is God? What do different people believe about the purpose of life? What is similar, what is different? What do religious and non-religious communities teach about how people should live their lives? Is there something beyond this life? Where does the soul go when you die? Who am I? Who and what influences me? What are my hopes for the world?</p>
4 and 5	<p>To explain how people of different faiths describe what god is like To identify what different sacred writings say about the attributes of god</p> <p>Enquiry: consider • a Community of Enquiry to explore the key question • who or what most influences our lives; what lessons of life do we learn from others or from our own experience? • how faith influences young lives and life choices • different beliefs concerning the point of life and what's to come • what young people of different faiths and no faith say about themselves and their beliefs; are there similarities? • exploring reports of visions of life after death • the Christian message of hope for the world through the resurrection of Jesus, the purpose of life according to different worldviews, including Sanatana Dharma • clips from a film such as Soul and talking about what it means to 'have soul'</p>
6 and 7	<p>To offer some answers to challenging questions from different religious and non-religious perspectives</p>

Brough Primary School – Curriculum Intention Plan 2021 - 2022



	Dive deeper, question further Compare different ideas about the meaning of life and death from different religious and other perspectives What is the hope religions offer about life after death?
8	To identify what makes some questions ultimate Reflect on learning Identify what makes some questions ultimate; reflect on big questions in life Share hopes and dreams and aspirations for the future and for the world
9 and 10	To offer answers to an ultimate question from different faith perspectives Demonstrate new understanding Work together to express ideas about an ultimate question in a poem, painting or design Illustrate and annotate the Sikh belief that the purpose of life is to become a “sachara”, that is to be truthful, real, authentic and to re-unite with the One who dwells inside us, as “fragrance in a flower”, “a reflection in a mirror”, “fire inside of wood” Compare three different faith responses to ultimate questions about the purpose of life and beyond Create a class display of responses finishing the sentence ‘I think the purpose of life is...’ from personal, religious and non-religious perspectives Hold a class debate on a challenge for the world, from different religious and non-religious viewpoints
11	Reflect on Learning (Assessment Lesson) See questions

Learning Outcome/product

This unit (6.3 Hopes and Visions) will contribute to the following end of year statements:

Offer some answers to challenging questions from different religious and non-religious perspectives

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

End of unit assessment question

Key Question:

Brough Primary School – Curriculum Intention Plan 2021 - 2022



1. What is the purpose of life; compare different possible differing faith views and contrast with a secular view.
2. Explain and give examples of how people of different faiths respond to the question 'Who is god?'