

Cycle B

RE MEDIUM TERM PLAN – Y5&6

Theology	Philosophy	Social sciences
		

Overview

In Upper Key Stage 2 pupils explore Christianity, Judaism, Hinduism and Islam in some depth, plus one other non-religious worldview, (Humanism).

Learning in **Cycle A Year 5&6** explores religious expression in all its diversity, considering different ways of expressing belief through a range of creative media and in their actions. They explore the meanings of symbols and activities expressing belief. Children will be given an opportunity to explore in greater depth the impact of the teaching of faith founders and other religious figures and the influence they had - and continue to have - today. In addition, they will contrast the ideas and influence of significant people who hold non-religious worldviews. Children will also develop an understanding of the purpose of making pilgrimage, what happens during pilgrimage and its impact.

Learning in **Cycle B Year 5&6** provides opportunities for children to explore and explain the concepts of justice and freedom; to consider how justice is significant in stories from religions and in secular life; to consider what religions teach about forgiveness and

how reconciliation may take place. They will explore the concept of religious identity through the way people live and practise their beliefs. There is a focus on how rites of passage give shape to a person's identity and will sensitively consider the ways in which these milestones impact on families and the wider community, particularly in relation to end of life issues. Children will investigate different ideas about God and humanity and ask ultimate questions from different perspectives.



Cycle B: Year 5&6
Unit 6.1: Justice and Freedom
Key Question: Is it fair?



About this unit:

Considered through a **philosophical** and a **theological** lens, this unit provides opportunities for pupils to explore and explain the concepts of justice and freedom; to consider how justice is significant in stories from religions and in secular life; to consider what religions teach about forgiveness and how reconciliation may take place. This unit has strong links with citizenship, British values and personal and spiritual development.

Prior learning:

Recall learning about making choices in Unit 2.1 *Lead us not into temptation.*

Key vocabulary:

forgiveness, reconciliation, harmony, moral, ethical, parable

End points:

What is the meaning of justice and freedom?

- explain what freedom means to people of faith
- show understanding of the beliefs and feelings of faith members who have experienced injustice
- explain their hopes and dreams for a just world

Why should people be good?

These contribute to the following End of Key Stage statements:

- express understanding of the key concepts underpinning different faiths, linking sources of authority to belief
- articulate the responses of different religious and non-religious worldviews

- identify the responses of different religions to ethical questions

What do religions teach about forgiveness and reconciliation?

- identify the impact of a religious teaching such as forgiveness on a believer's actions
- describe the ways in which people of faith have demonstrated forgiveness and reconciliation
- identify the impact that reconciliation has on community harmony

to ethical questions, including ideas about what is right and wrong and what is just and fair

By the end of this unit pupils should be able to explain what freedom and justice, forgiveness and reconciliation mean; they show how this is demonstrated in the lives of people of different faiths and worldviews.

Also see the 'KS2 Christmas 2' unit which may follow.



Cycle B Y5&6 MTP
Autumn
Unit 6.1: Justice and Freedom



Key Question: Is it fair?

First, children look at the meaning of the word ‘freedom’ and what freedom means to them. They consider their own freedoms and explore the notion of freedom of actions, analysing the meaning of freedom, using examples from both faith stories and believers today.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
People of God, Kingdom of God, God, justice and freedom, authority, universal	similarity and difference significance written/oral expression	Session 1 <i>When do we say, “it’s not fair!”?</i> 	“It’s not fair!” Select a group of pupils based on eye colour/ hair colour and given 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. Provide opportunities 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.	Children to create a class charter about fairness, respect and responsibility towards others Children to engage in P4C style debate on fairness with a move towards children noting down unfairness towards genders/ races/ sexuality/ disabilities etc. Dive deeper, question further Children to answer the reflective question: How do you feel when you see something you think is unfair?	What is inequality and social justice?
People of God,	similarity and difference	Session 2	Children to understand and discuss the dictionary definitions of	Children to listen to a variety of protest songs and songs on the	Human Rights

<p>Kingdom of God, God, justice and freedom, authority, universal</p>	<p>written/oral expression</p>	<p>What is 'freedom'?</p> 	<p>'freedom'. Provide different examples of freedom and non-freedom for children to discuss.</p> <p>Introduce Human Rights and why they have been put in place.</p> <p>Listen to protest songs and consider the words; what does the lyric say about the issue?</p>	<p>theme of freedom and discuss the lyrics:</p> <ul style="list-style-type: none"> ● 'You raise me up' (Josh Groban) ● 'I wonder what it would feel like to be free' (Nina Simone or Pharrell Williams) ● 'Something inside so strong' (Labi Siffre) ● 'War' (Edwin Starr) ● 'Get up, stand up' (Bob Marley) <p>Dive deeper, question further Do we all have the same freedoms?</p>	
<p>People of God, Kingdom of God, God, justice and freedom, authority, universal</p>	<p>similarity and difference cause and consequence significance written/oral expression</p>	<p>Session 3</p> <p>What does freedom mean to people of faith and to those with no faith?</p> 	<p>Recap the concepts of freedom and fairness.</p> <p>Compare and contrast Christianity and other principal religions' and world views' definitions of freedom. Not only look at faith founders but look at prominent religious figures who have shown faith in action fighting for freedom.</p> <p>Christianity: The Story of Moses, Peter 2:16, John 8:32 Nelson Mandela, Martin Luther King Jr.</p> <p>Judaism "Let my people go, so they may serve me." Buddhism: "Just as in the great oceans there is but one taste – the taste of salt – so in this doctrine and</p>	<p>Venn diagram showing similarities and differences between Christianity, other world religion and Humanists' concepts of freedom.</p> <p>Provide children with scenarios of freedom – how would members of the faith community feel about the situation and how would they react.</p> <p>What is freedom in action? Discuss and debate examples.</p> <p>Dive deeper, question further Invite a member of the faith community and/ or a Humanist into school (or via Teams) to discuss what freedom means to</p>	<p>Free speech and expression</p> <p>Saddleback Kids - Scroll down for Moses Playlist</p> <p>MLK: I Have a Dream Speech</p>

			discipline there is but one taste – the taste of freedom.” Islam: “No one’s freedom should violate the freedom of others.” Explore Humanist ideas behind freedom; is their notion of freedom vastly different to those who are religious?	them and how they’ve advocated for fairness and freedom.	
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Next, children develop understanding of freedom by exploring the concept of ‘justice’. They will show and understanding of the beliefs and feelings of faith member who experienced injustice and share hopes and dreams for a just world.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
People of God, Kingdom of God, God, justice and freedom, authority, universal	cause and consequence significance written/oral expression	Session 4 <i>Can an individual make a difference?</i> 	Investigate issues of personal, social and global injustice; provide examples to show how people of faith work to address such issues. Explore faith members’ motivation behind their commitment to resolve issues of injustice Consider the impact of online petitioning in making change (38 degrees, Avaaz... etc.)	Complete the statements ‘Justice is...’ and ‘Freedom is...’ for a poster/ item of clothing design. On a picture/ model of the scales of justice, place on one side an issue of injustice, and discuss whether it is ever possible to balance the scales. Debate a current issue of justice and freedom: make a response – letter to a local MP, petition, demonstration Dive deeper, question further What does it take to make a just society? Children to draw upon	38 degrees 2020 recap Avaaz - Lean on Me

				knowledge and skills learnt in lessons 1-3 considering religious and Humanist understanding of freedom.	
People of God, Kingdom of God, God, justice and freedom, authority, universal	cause and consequence significance written/oral expression	<p>Session 5</p> <p><i>When have people of faith been treated unjustly?</i></p> 	<p>Read or hear about time when people of faith have been treated unjustly e.g., Jesus' teaching about justice: Sermon on the Mount; Parables of the Good Samaritan</p> <p>Hinduism: Rama going into exile</p> <p>Islam: Qur'an 5:8 teachings on justice</p> <p>Find quotes from religious leaders after atrocities e.g., 9/11, 7/7, conflict between Israel and Palestine.</p> <p>Explore Humanist International's fight for defending humanist persecution and violence.</p>	<p>Contrast contemporary examples of inequality for members of different faiths e.g., through Venn diagrams</p> <p>Role-play/ create freeze-frames for scenarios of injustice</p> <p>Rather than making Ten Commandments, write Ten Lessons for Living where pupils show what we can all do to bring more freedom and justice explaining why these are good Lessons for Living</p> <p>Dive deeper, question further</p> <p>Are these examples of injustice historical or could they occur again?</p> <p>What are three key steps we should all take to try to end injustice?</p>	Humanists: what we do
People of God, Kingdom of God, God, justice and freedom,	similarity and difference significance written/oral expression	<p>Session 6</p> <p><i>What are my hopes and dreams for a just world?</i></p>	<p>Building upon ideas of freedom and justice and religious/non-religious views on these conceptions, how can we overcome preventing freedom and injustice?</p>	<p>Children to create their own 'I have a dream' speech based on MLK's model.</p> <p>Present pupils with 12 cards, each containing a commandment from the 'Law' texts in the Old</p>	MLK: I Have a Dream Speech

<p>authority, universal</p>			<p>Remind pupils of the agreements made between God and his People e.g., with Abraham (Genesis 12:1-3) and Moses (Exodus 20). Explain that the Old Testament contains many more commandments than those given in the three covenants. Some traditions say there are 613 commandments.</p> <p>P4C debates on global injustices incorporating religious and Humanist</p> <p>How can we break the chains of injustice? Can this happen in a non-violent way? Relate to Civil Rights Movement and more recent forms of protest for justice.</p>	<p>Testaments all of which are traditionally believed to have been given by God to Moses – discuss these in terms of importance/ relevance/ message etc. Classify the commandments under these headings: God, food, religion, the poor, how to treat others, lifestyle, behaviour and so on.</p> <p>How can we relate these commandments to today's society?</p> <p>Children to create a classroom tree on which to hang hopes and dreams for a fairer world.</p>	
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<p>Finally, children look at the meaning of the words 'forgiveness' and 'reconciliation'. Children think about how religious teachings impact a believer's actions in relation to forgiveness. Looks at examples of conflicts in the words and how these can be resolved. Explore how reconciliation can impact on community harmony and appreciate the power of this on the world.</p>					
<p>Key concepts</p>	<p>Second order concepts</p>	<p>Teaching sequence</p>	<p>Getting started ...</p>	<p>Demonstrate new understanding Suggested tasks and activity ideas</p>	<p>Useful links (If the link does not open, please find URL on final page.)</p>

<p>People of God, Kingdom of God, God, justice and freedom, authority, universal</p>	<p>cause and consequence written/oral expression</p>	<p>Session 7</p> <p><i>What would the world be like without forgiveness? Is it easy to forgive?</i></p> 	<p>Saying sorry! When? What is the difference between <i>saying sorry</i> and <i>meaning</i> it!</p> <p>Explore Alexander Pope's quote: 'To err is human, to forgive divine.'</p> <p>Learn about the sacrament in Roman Catholic communities making links between God's forgiveness and confession. A person sits with a Priest, and confesses what they have done wrong, saying that they are sorry, and will change in the future. The priest tells them about God's forgiveness. There is a prayer to say that God and the penitent person are re-united by God's generosity (grace).</p>	<p>Reflect upon how forgiveness can change lives of both victim and perpetrator.</p> <p>Explore the challenges of forgiveness for the one forgiving and the one being forgiven.</p> <p>Listen to a song of apology e.g., 'Sorry seems to be the hardest word' (Elton John) – what is the meaning behind this?</p> <p>Dive deeper, question further Invite a practising Roman Catholic in to speak with the children: How do Roman Catholics feel when they take part in the Sacrament of Reconciliation? Is it about freedom?</p>	<p>The Sacrament of Reconciliation</p>
<p>People of God, Kingdom of God, God, justice and freedom, authority, universal</p>	<p>responsibility similarity and difference cause and consequence significance written/oral expression</p>	<p>Session 8</p> <p><i>What do religions teach about forgiveness?</i></p>	<p>Explore the concept of forgiveness in two or more faiths.</p> <p>Christianity: The Lord's Prayer, Parable of the Lost Son (Luke 15:11-31), Parable of the Unforgiving</p>	<p>Draw clear links between religion narratives and beliefs about sin and forgiveness.</p> <p>Research and reflect on the attempts by religious groups or individuals to build 'bridges' e.g., Corry Meela in Northern Ireland,</p>	<p>CBC Newsround Rosh Hashanah</p> <p>Humanist Perspective of Forgiveness</p> <p>Parable of the Unforgiving Servant</p> <p>Parable of the Lost Son</p>



Servant, forgiving seventy times seven (Matthew 18:21-22); beliefs about God as forgiving and merciful, links between the story of the Fall and the story of Jesus' crucifixion and salvation

Hinduism: the relationship between forgiveness and fulfilling one's duty (dharam), forgiveness as one way of carrying out good action (karma); ahimsa (the principle of non-violence)

Islam: Allah as All-Merciful (Qur'an Sura An-Nur 24:22), Hadith describing Prophet Muhammad asking God to forgive the people of Taif who had mistreated him (Al-Bukhari); shirk – the unforgivable sin (worship of any other deity)

Judaism: forgiveness as a duty (mitzvah) e.g., Leviticus 19:17, Micah 7:18; links between this and beliefs about God as merciful; the concept of teshuva (repentance); Yom

Community of the Cross of Nails (Coventry Cathedral), Neve Shalom (interfaith school in Jerusalem), Sojourners Communities in USA

How is forgiveness in action shown between Archbishop Desmond Tutu and the Truth and Reconciliation Commission?

How did the actions of Mahatma Gandhi show forgiveness when people harmed him?

What is the distinction between divine forgiveness and human forgiveness in Islam?

Why are Rosh Hashanah and Yom Kippur significant religious festivals for the Jewish faith? Link this with the concepts of sin and forgiveness. Know that in Judaism there are sins that cannot be forgiven by God.

Dive deeper, question further

Invite a figure from the Jewish faith to discuss the symbolism of Rosh Hashanah and Yom Kippur

[Adam and Eve Sin](#)

[Corrymeela](#)

[The Story of the Cross of Nails](#)

[Humanist - Morality](#)

			Kippur, the Day of Atonement	'You should always forgive someone.' To what extent do you agree with this statement? As part of your answer, you must refer to Christian and other religious and worldview teachings and give examples.	
People of God, Kingdom of God, God, justice and freedom, authority, universal	cause and consequence significance written/oral expression	<p>Session 9</p> <p><i>What is meant by reconciliation; how can people be reconciled?</i></p>  	<p>Show how the idea of 'the Fall' leads to the belief that humanity needs to be saved – rescued by God; and how this leads to belief in Jesus as Saviour – repairing the effects of sin. Explore examples of how Christians acknowledge their 'sinfulness' and need for a Saviour, so they can receive forgiveness and reconciliation (e.g., Roman Catholic practice of confession).</p> <p>Explore the story of the Prodigal Son again – why is the concept of reconciliation so impactful?</p> <p>Explore other religions' views on reconciliation along with the Humanist perspective.</p>	<p>Look at stories from the Forgiveness Project or Taizé. Can pupils work out what it is that helps people to give? Is there anything we can learn from these examples?</p> <p>Consider the practice of restorative justice – is it effective?</p> <p>Roleplay a scenario portraying an incident of forgiveness and reconciliation.</p> <p>Reflect on how forgiveness and reconciliation can change lives of both victim and perpetrator.</p> <p>Dive deeper, question further Can all acts of injustice and sanctions of freedom be forgiven, and reconciliation take place?</p>	<p>Taizé</p> <p>The Forgiveness Project</p>

Website links

Session 1	What is inequality and social justice? https://www.youtube.com/watch?v=O5uKJVDHFfw
Session 2	Human Rights: https://www.youtube.com/watch?v=JpY9s1Agbsw
Session 3	Humanism – Freedom of Speech and Expression: https://humanism.org.uk/campaigns/human-rights-and-equality/freedom-of-speech-and-expression/ Saddleback Kids Moses Playlist: https://www.youtube.com/c/SaddlebackKids/playlists Martin Luther King Jr – I have a Dream speech: https://www.youtube.com/watch?v=vP4iY1TtS3s
Session 4	38 Degrees – How people power made a difference in 2020: https://www.youtube.com/watch?v=iL0tyRn8UG4 Avaaz – Lean on Me: https://www.youtube.com/watch?v=KKCHqz8JvPI
Session 5	Humanism https://humanists.international/what-we-do/
Session 6	Martin Luther King Jr – I have a Dream speech: https://www.youtube.com/watch?v=vP4iY1TtS3s
Session 7	The Sacrament of Reconciliation: https://www.youtube.com/watch?v=dgEhqvydsK0
Session 8	Corrymeela Community: https://www.corrymeela.org Adam and Eve Sin: https://www.youtube.com/watch?v=l7TDvJrjiz0 The Parable of the Two Sons: https://www.youtube.com/watch?v=LVSxBqd-VdU&list=PL5aPdmniG3y9lID2oAwXJggCWvktydh6l&index=4 https://www.youtube.com/watch?v=rLQM05PZqvg&list=PL5aPdmniG3y9lID2oAwXJggCWvktydh6l Humanism: https://appliedsentience.com/2014/04/25/humanism-morality-forgiveness-rutgers-world-parliament-of-religions-event/ CBBC Newsround - Rosh Hashanah: https://www.bbc.co.uk/newsround/29363650 The Story of the Cross of Nails: https://www.youtube.com/watch?v=HN9WbpIS-CI The Parable of the Unforgiving Servant https://www.youtube.com/watch?v=9tpL1K8ZqrU
Session 9	Taize: https://www.taize.fr/en_article6525.html The Forgiveness Project: https://www.theforgivenessproject.com/stories/



Cycle B: Upper Key Stage 2 Christmas Overview



Key Question: Is Christmas only for Christians?

About this unit

Considered through **theological** and a **social sciences** lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Christmas across Key Stage 2. It continues to explore the concepts of Incarnation, God and Messiah. Revisit different gospel accounts of the nativity story and consider the different perspectives of the key characters. Check what Old Testament prophecies say about the coming of the Messiah.

The focus for **Cycle 1** is Peace and for **Cycle 2** the focus is on diverse and global celebrations. It may be useful to consider festivals of light from other faith festivals alongside Christmas.

Prior learning

This unit builds on learning about Winter festivals in Years 3 and 4.

Key vocabulary:

gospel, Prince of Peace, prophecy

End points:

How do the lives of faith founders influence believers?

- identify key events in the lives of faith founders and their impact on those around them
- explain the relevance of different faith founders for their followers today

These contribute to the following End of Key Stage statement:

- make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals

What is the value of participating in a religious festival or ritual?

- compare the experience of participating in a religious festival or celebration around the world
- reflect and share how religious celebrations and rituals have an impact on the community

- describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today

By the end of the unit, children will be able to discuss the significance of Jesus as 'Prince of Peace' for Christians. They will also be able to compare the celebrations of Christmas in religious and secular homes across the world.



Cycle 2: Year 5&6 Christmas MTP



Key Question: Is Christmas only for Christians?

In Cycle 2 Y5&6, children will consider differing gospel accounts of the Christmas story, including other stories developed from the gospels such as: The Fourth Wise Man, Papa Panov and Babushka. Similarities between key aspects of festivals celebrated by different faiths will also be explored.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
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<p>incarnation, People of God, Kingdom of God, Messiah, secular</p>	<p>similarity and difference significance written/oral expression</p>	<p>Session 1</p> <p><i>How does the account of Christmas differ in the gospels?</i></p> 	<p>Consider how Luke's account of the Christmas story is different from Matthew's.</p> <p>Luke's account – click here Matthew's account – click here</p>	<p>Write an aspect of the Christmas story from two different perspectives.</p> <p>List what is the same/different about the two gospel accounts.</p>	<p>Luke's account</p> <p>Matthew's account</p>
<p>incarnation, People of God, Kingdom of God, Messiah, secular</p>	<p>similarity and difference significance written/oral expression</p>	<p>Session 2</p> <p><i>Thinking of Christmas, what other stories developed from the gospels?</i></p> 	<p>Share other stories which have developed from the gospels - i.e., The Fourth Wise Man, Papa Panov, Babushka ...</p> <p>Discover other gift giving traditions, such as: Papa Panov Babushka</p> <p>Discuss: What gift would you give to Jesus?</p>	<p>Use a range of mediums to create a gift for Jesus.</p> <p>Watch this Prezi presentation and ask the children what happens next – click here</p> <p>Teaching ideas for Papa Panov – click here</p> <p>Activity ideas for Babushka – click here OR click here</p>	<p>The story of the other Wise Man</p> <p>Papa Panov</p> <p>Babushka</p>
<p>incarnation, People of God, Kingdom of God, Messiah, secular</p>	<p>similarity and difference cause and consequence significance written/oral expression</p>	<p>Session 3</p> <p><i>Is Christmas only for Christians?</i></p>	<p>Start with a debate:</p> <p>Dive deeper, question further</p> <p>Is Christmas only for Christians?</p>	<p>For Christmas celebrations in different countries - explore other festivals celebrated by different faiths, and list similarities.</p> <p>For X is for Christmas Truce –</p>	<p>Christmas celebrations in different countries</p> <p>X is for Christmas Truce</p>

			Watch a video which explores how Christmas is celebrated in different countries – click here OR explore the unofficial ‘Christmas Truce’ in WW1 – click here	<ul style="list-style-type: none"> ● Ask pupils to decide what presents they would add to a tin to be issued to soldiers in the trenches – what gifts would be the most practical and welcome? ● Children could pack small tins with gifts to illustrate their ideas, before using books and websites to establish the contents of the tins issued to the troops in 1914. ● How do the children think the officers of the two armies reacted to the truce? Why do pupils think men resumed fighting on the following day? 	
incarnation, People of God, Kingdom of God, Messiah, secular	similarity and difference significance written/oral expression chronology	<p>Session 4</p> <p><i>What does Christmas mean in society today?</i></p> 	<p>Discuss how Christmas is celebrated in society today by looking at the history of Christmas.</p> <p>Watch a video clip which explores what Christmas means in society today – click here click here OR click here to explore the history of Christmas and Christmas traditions.</p>	<p>Using websites or books, identify common aspects in the ways in which festivals are celebrated around the world.</p> <p>Create a presentation sharing new knowledge and understanding and upload onto the school website.</p> <p>Make a display showing a comparison of religious Christmas celebrations and secular ones.</p> <p>Dive deeper, question further</p>	<p>History of Christmas</p> <p>A brief history of Christmas traditions</p> <p>Christmas traditions</p>

				Reflect on the impact that Christmas celebrations and rituals have on communities.	
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Website links

YEAR 5&6

Session 1	<p>Luke's account: https://www.youtube.com/watch?v=0ib2-uPGMpE</p> <p>Matthew's account: https://www.youtube.com/watch?v=BYkVhAlxdDk</p>
Session 2	<p>The story of the other Wise Man: https://www.youtube.com/watch?v=yzNwLEfxlDQ</p> <p>Papa Panov: https://www.youtube.com/watch?v=-5SYp2PvYRE</p> <p>Babushka: https://www.youtube.com/watch?v=INLJ0 LPfbl</p> <p>Prezi presentation – The story of the other Wise Man: https://prezi.com/wdszjtky6_3/the-story-of-the-other-wise-man/</p> <p>Teaching ideas – Papa Panov: https://www.teachingideas.co.uk/library/books/papa-panovs-special-day</p> <p>Activity ideas – Babushka: https://www.google.com/search?q=baboushka+activity+ideas&rlz=1C5CHFA_enGB893GB904&source=lnms&tbn=isch&sa=X&ved=2ahUKEwj_dut-i25fyAhVSi1wKHfGxC9MQ_AUoAXoECAEQAw&biw=1966&bih=1019</p> <p>Make an envelope Matryoshka doll: https://www.activityvillage.co.uk/envelope-matryoshka-dolls</p>
Session 3	<p>Christmas celebrations in different countries: https://www.youtube.com/watch?v=da2Q2wQBICA</p> <p>X is for Christmas Truce: https://www.bbc.co.uk/teach/class-clips-video/xmas-truce/zh8c8xs</p>
Session 4	<p>History of Christmas: https://www.youtube.com/watch?v=CplBlizSt_k</p> <p>A brief history of Christmas: https://www.youtube.com/watch?v=02eu9mxPDI8&list=PLDO7YrQpg54SzOc-L7NTbNNN4Lit9IXp0&index=2</p> <p>Christmas traditions: https://www.goodhousekeeping.com/holidays/christmas-ideas/g23601545/christmas-traditions-kids-family/</p>

List those children working above or below the expected standard:

Above the expected standard:

Below the expected standard:

Cycle B: Year 5&6
Unit 6.2: Living a Faith
Key Question: What is identity?



About this unit:

Considered through a **social sciences** lens, this unit explores the concept of religious identity through the way people live and practise their beliefs. There is a focus on how rites of passage (may include death and bereavement) give shape to a person's identity. Consider the ways in which these milestones impact on families and the wider community.

Prior learning:

Recall work from Units 3.3 *Sacred Places* and 4.1 *Communities* on the journey of life and identity.

Key vocabulary:

belonging, rites of passage – confirmation, Bar/Bat Mitzvah, ritual, celebrations, expression

End points:

Which religious rituals show identity and belonging for different traditions?

- suggest how the milestones of life give a sense of identity and belonging for faith members

What is the value of participating in a religious festival or ritual?

- compare the experience of participating in a religious festival or celebration around the world

These contribute to the following End of Key Stage statements:

- make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals

- reflect and share how religious celebrations and rituals have an impact on the community

- demonstrate understanding of how people express their identity and their spirituality through symbols and actions

By the end of this unit, pupils should have a view about who and what influences someone to be who they are and what may shape their identity. When discussing the end of life, be sensitive to pupils who may have recently experienced bereavement.

Also see the KS2 Easter 2 unit which may follow.

Cycle B Y5&6 MTP
Spring
Unit 6.2: Living a Faith



Key Question: What is identity?

First, children will look at the meaning of ‘identity’ and what contributes to a sense of identity and belonging. They consider their own identity before applying understanding to how faith members form their identities both individually and as part of their wider faith community. Children will also begin to develop their understanding of distinguishing between religion and spirituality.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
Kingdom of God, identity, spiritual, worship, belonging, religion	similarity and difference written/oral expression	Session 1 <i>What is identity?</i> 	Drawing on children’s prior knowledge, recall work from Units 3.3: Sacred Places and 4.1: Communities on the journey of life and identity. Discuss: Can children think of some words to describe significant aspects of their own identity? Can children explain some ways in which they express their identity through their actions? Dive deeper, question further What’s the most important part of your identity?	Children to create identity circles or identity webs thinking about how family, friends, race, ethnicity and religion along with hobbies and interests form your identity. Share certificates, photos, keepsakes, and memories which contribute to our identity. Children to create piece of artwork which identifies key elements of their identity.	The Linking Network - Identity Circles Wellbeing for Children: Identity and Values My Identity Example Dialogue Works P4C Activities - Identity

			How can we have 'multiple identities'? Is your online identity different to who you are offline?		
Kingdom of God, identity, spiritual, worship, belonging, religion	similarity and difference written/oral expression	Session 2 <i>What contributes to a sense of identity and belonging?</i> 	Discuss: Who and what influences someone to be who they are? What shapes identity? How might coming together as a community contribute to a sense of identity and belonging? Dive deeper, question further How might being forced to leave your home affect your sense of identity and belonging?	Building upon their understanding from Lesson 1 – children consider what or who has influenced their identity and values. Annotate copies of their identity circles/ webs or artwork. Who has influenced/ shaped them? Children to note down communities they are part of. Are we all part of similar communities or are there differences? Children to explore refugees and migration and how others perceive our sense of identity.	Red Cross Activities The Linking Network Activities
Kingdom of God, identity, spiritual, worship, belonging, religion	similarity and difference written/oral expression	Session 3 <i>Does having a faith shape a person's identity?</i>	Discuss: Does having a faith shape a person's identity? Can religion shape identity? Dive deeper, question further Consider what a person says about themselves	Annotate pictures of people of different faiths, identifying clues to their religious beliefs. Invite members of different faiths/ beliefs into school or virtually; interview members to understand how their faith/ belief shapes their sense of self.	BBC - Yonis and his identity being a Muslim Faith and Belief Forum Videos - Speakers Discussing Faiths or Beliefs Sikhism - 5 Ks

			<p>when they say, 'I am a (Christian/Muslim/Sikh).'</p> <p>Can a person be spiritual without being religious?</p> <p>Do clothing rules/ code help believers feel part of their community? Do they restrict them? Does the fact they can or can't wear certain items limit their freedom? Does it help them behave better? Does it make them think about their faith more?</p>	<p>Investigate historical connections between clothing and identity, religious otherwise. Comment on the impact of clothing choices on local community.</p> <p>Compare and contrast how different faiths/ religions shape their identity e.g., how they dress and behave</p>	
Kingdom of God, identity, spiritual, worship, belonging, religion	significance written/oral expression	<p>Session 4</p> <p><i>Are names and titles important?</i></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 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 Luke 1:31 and Matthew 1:21 and find out how Jesus got his name.</p> <p>Read the poem 'Two Names, Two Worlds' –</p>	<p>Consider the different names and titles given to Jesus in the New Testament. What do they say about Jesus' identity?</p> <p>Explore how Siddhartha Gautama got the title 'Buddha.'</p>	<p>Facing History - Choosing Names</p> <p>Two Names, Two Worlds Poem</p> <p>UNICEF - Children's Rights</p> <p>Jesus' Different Names</p> <p>A Boy Called Slow</p> <p>Buddha and his teachings</p>

			<p>discuss how names represent who we are and our place in society.</p> <p>Dive deeper, question further.</p> <p>Recap our human rights, do we have the right to a name?</p>		
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Next, children will apply their understanding of identity to different milestones in life and how they also form identity along with our names, interests and the physical features we can see.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
Kingdom of God, identity, spiritual, worship, belonging, religion	significance written/oral expression chronology	Session 5 <i>What are the milestones of life?</i> 	<p>Think about the metaphor 'life as a journey.' What does this mean?</p> <p>How can life be described as a journey?</p> <p>Which times are special and why?</p> <p>Where do the 'milestones' occur?</p> <p>Think about the importance of celebrating the milestones of life and the ways they may engender a sense of identity and belonging.</p>	<p>Create the journey of life as a maze: the centre of the maze represents a goal in life, junctions are the choices. What might the dead-ends represent?</p> <p>Look at image on pg. 3 – notice the man selling guidebooks. If you were asked to write the first page of the guidebook for the journey, what would you say? What advice would you give?</p> <p>Children create timeline showing stage of life from birth to old age. Children then create similar timelines of lives so far, adding significant events to it.</p>	Use image on pg 3 as a stimulus

<p>Kingdom of God, identity, spiritual, worship, belonging, religion</p>	<p>similarity and difference significance written/oral expression chronology</p>	<p>Session 6</p> <p><i>How do non-religious people mark transitions in life?</i></p> 	<p>How do non-religious people mark the milestones of life? Is it appropriate to call these transitions 'milestones'? How does marking life's milestones help people make the transition to the next stage?</p> <p>Dive deeper, question further Explore the challenges in meeting new responsibilities at a new stage in life.</p>	<p>Design a poster to illustrate life's milestones.</p> <p>Venn diagrams of Humanist vs. Christian marking transitions in life.</p>	<p>How do Humanists celebrate different life events?</p>
<p>Kingdom of God, identity, spiritual, worship, belonging, religion</p>	<p>similarity and difference significance written/oral expression chronology</p>	<p>Session 7</p> <p><i>How do people of faith mark transitions in life?</i></p> 	<p>List transitions or 'rites of passage' in different faiths, such as ...</p> <ul style="list-style-type: none"> ● Christianity: Baptism ● Christianity: Holy Communion ● Christianity: Confirmation ● Judaism: Bar Mitzvah ● Judaism: Bat Mitzvah ● Judaism: Chayil ● Islam: Aqiqah (naming ceremony) 	<p>Explore transitions or 'rites of passage' in different faiths, such as:</p> <ul style="list-style-type: none"> ● a video clip of a Bar or Bat Mitzvah ● read a passage from 'Bar Mitzvah' by Jack Rosenthal ● explore the life of Jesus who, as a young Jewish boy was taken to the temple by his parents for his Bar Mitzvah ● a video clip of Holy Communion or Confirmation 	<p>Bar and Bat Mitzvah</p> <p>My Life, My Religion Clips</p> <p>Sacred Thread Ceremony</p>

			<ul style="list-style-type: none"> Hinduism: Sacred Thread Ceremony 	<p>Roleplay a rite of passage ceremony; hotseat participants afterwards.</p> <p>Compare the rites of passage for three different faiths, listing similarities and differences.</p> <p>Create a 'map of life' for a religious person.</p>	
Kingdom of God, identity, spiritual, worship, belonging, religion	cause and consequence significance written/oral expression	<p>Session 8</p> <p><i>How do rites of passage demonstrate identity and belonging for a person's faith?</i></p> 	<p>Recap understanding from Lessons 5-7.</p> <p>Explore rites of passage in literature – how do they contribute to identity and belonging before applying understanding to people of faith.</p> <p>Dive deeper, question further</p> <p>What does each ceremony have to do with identity?</p> <p>Express thoughts about how a rite of passage is life-changing; how does it define identity and give a sense of belonging?</p>	<p>Create a blog or diary entry for a young person celebrating a rite of passage, describing the sequence of events and how they felt.</p> <p>Read extracts from <i>Bar Mitzvah Boy</i> by Jack Rosenthal; what does this ceremony have to do with identity?</p> <p>How are the rites of passage for X, Y and Z similar?</p> <p>Do rites of passage define believers' identities and give them a sense of belonging? Justify your reasoning.</p>	<p>Hunger Games Reaping Scene</p> <p>Divergent Choosing Scene</p>
Kingdom of God, identity,	cause and consequence significance	Session 9	Recap understanding of rites of passage and how	Discuss how during COVID-19 pandemic, rites of passage couldn't mark stages in life in the normal	

spiritual, worship, belonging, religion	written/oral expression	<p>What if there were no traditions to mark stages in life?</p> 	<p>they bring believers into faith.</p> <p>Dive deeper, question further</p> <p>Would we still belong if we didn't celebrate rites of passage?</p>	<p>way; how did that affect communities?</p> <p>Would we have communities if we didn't mark stages in life?</p> <p>Are celebrations marking stages of life a new concept or have they always been around?</p>	
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Website links

Session 1	<p>The Linking Network - Identity Circles: https://thelinkingnetwork.org.uk/wp-content/uploads/2017/01/Q1_Identity_Circles_170211.pdf</p> <p>Wellbeing for Children: Identity and Values: https://www.youtube.com/watch?v=om3INBWfoxY</p> <p>My Identity Example: https://www.olivehackney.com/wp-content/uploads/2020/07/My-Identity-aimed-at-KS2.pdf</p> <p>Dialogue Works P4C Activities – Identity: https://dialogueworks.co.uk/wp-content/uploads/2019/04/ICE-IDENTITY-Jan-2019.pdf</p>
Session 2	<p>Red Cross Activities: https://www.redcross.org.uk/get-involved/teaching-resources/identity-and-belonging</p> <p>The Linking Network Activities: https://thelinkingnetwork.org.uk/wp-content/uploads/2017/01/Identity-Activities.pdf</p>
Session 3	<p>BBC - Yonis and his identity being a Muslim: https://www.bbc.co.uk/bitesize/clips/z3w9wmn</p> <p>Faith and Belief Forum Videos - Speakers Discussing Faiths or Beliefs: https://faithbeliefforum.org/resources/encountering-faiths-beliefs/</p> <p>Sikhism - 5 Ks: https://www.bbc.co.uk/bitesize/clips/zcn34wx</p>
Session 4	<p>Facing History - Choosing Names: https://www.facinghistory.org/resource-library/my-part-story/choosing-names</p> <p>Two Names, Two Worlds Poem: https://www.facinghistory.org/reconstruction-era/two-names-two-worlds</p> <p>UNICEF - Children's Rights: https://www.unicef.org.uk/what-we-do/un-convention-child-rights/</p> <p>Jesus' Different Names: https://www.youtube.com/watch?v=W-le6ML39AA</p> <p>A Boy Called Slow: https://www.youtube.com/watch?v=PsLDbqJt03g</p> <p>Buddha and his teachings: https://www.bbc.co.uk/bitesize/guides/zr3sv9q/revision/1</p>

Session 5	Use image on pg 3 as a stimulus: https://www.longmanshill.co.uk/wp-content/uploads/2019/01/2.3-9-11s-How-and-why-do-Hindus-Muslims-and-christians-see-life-as-a-journey-N-Yorks-SACRE-2013-1.pdf
Session 6	How do Humanists celebrate different life events? https://classroom.thenational.academy/lessons/how-do-humanists-celebrate-different-life-events-69j3ec
Session 7	Bar and Bat Mitzvah: https://www.bbc.co.uk/programmes/p02n2kgx My Life, My Religion Clips: https://www.bbc.co.uk/programmes/b05pc1c9/clips?page=2 Sacred Thread Ceremony: https://www.youtube.com/watch?v=4oLA75rRN6k
Session 8	Hunger Games Reaping Scene: https://www.youtube.com/watch?v=e3PJ3Du_zDc Divergent Choosing Scene: https://www.youtube.com/watch?v=kIGMA7PHWhw
Session 9	



Cycle B: Upper Key Stage 2 Easter Overview



Key Question: What is the message of Easter to the world for today?

About this unit

Considered through a **theological** and a **social sciences** lens, this is a supplementary unit designed to help teachers ensure progression when exploring the festival of Easter across upper Key Stage 2. It continues to explore and develop the concepts of salvation and gospel. The focus for **Cycle 1** is on the resurrection and for **Cycle 2**, the message of Easter for today.

It may be useful to consider Spring festivals from other faiths alongside Easter.

Prior learning

This unit builds on learning about Spring festivals in LKS2.

Key vocabulary:

Ash Wednesday, Lent, fasting, sacrifice, resurrection, Ascension, Pentecost, repentance, forgiveness of sins, redemption, Good News

End points:

How do the lives of faith founders influence believers?

- identify key events in the lives of faith founders and their impact on those around them
- explain the relevance of different faith founders for their followers today

These contribute to the following End of Key Stage statement:

- make connections between the beliefs that underpin different celebrations,

What is the value of participating in a religious festival or ritual?

- compare the experience of participating in a religious festival or celebration around the world
- reflect and share how religious celebrations and rituals have an impact on the community

forms of worship, pilgrimages and rituals

- describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today

By the end of the unit, children will be able to reflect on the resurrection of Jesus and interpret the message of Easter for today.



Cycle B: Year 5&6
Easter
MTP



Key Question: What is the message of Easter to the world for today?

In Cycle 2, children will consider religious and secular interpretations of Easter and explore aspects of the Easter story from different perspectives.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
salvation, gospel	similarity and difference significance written/oral expression	Session 1 <i>How do Christians across the world celebrate Easter and why?</i> 	Start with a debate: Is Easter only for Christians? Watch a video which explores how Easter is celebrated in different countries – click here OR Take part in ‘The international Easter traditions quiz’. Drawing on children’s prior knowledge, discuss Easter from a religious and secular perspective. Identify common aspects in the ways in which festivals are	Look at many ways in which one event from the Easter story is marked at the festival of Easter, e.g., Jesus’ death: <ul style="list-style-type: none"> ● A church service focusing on the importance of Jesus’ death (Kenya). ● A Way of the Cross procession led by the Pope (Italy). ● A symbolic funeral procession (Greece). Take one day of Holy Week and set pupils the challenge of creating a way of marking it that Christians from all over the world could find meaningful. Pupils should think of actions that could be carried out, words that	The international Easter traditions quiz

			<p>celebrated around the world.</p>	<p>could be said and music that could be used.</p> <p>Split the class into pairs. Ask each pair to focus on Easter practices on Good Friday or Easter Sunday for two or more countries. Pupils should put these into a Venn diagram to see where practices are unique to one of the countries studied or are shared by countries. If pupils' have extended their research beyond the fact files, pairs can focus on other periods such as Palm Sunday, Maundy Thursday and Lent.</p> <p>Each pair should create one page of an 'Easter across the world' scrapbook. The page should show similarities and differences in the ways that their given day is marked. Crucially, it should also show similarities and differences in reasons behind the practices. Pages could include photographs, the Venn diagrams, explanations of reasons behind practices, relevant quotes, etc.</p> <p>Make a display showing a comparison of religious and secular Easter celebrations.</p> <p>Write an aspect of the Easter story from two different perspectives.</p>	
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				Create feelings graphs reflecting the hopes/fears, highs/lows of people in the Easter story.	
salvation, gospel	cause and consequence significance written/oral expression	<p>Session 2</p> <p><i>What does Jesus' death mean to Christians?</i></p> 	<p>Start by asking: What does Jesus' death and resurrection mean to Christians?</p> <p>Key information: Many Christians say that a belief in the resurrection of Jesus, and therefore that death is not the end, leads to hope.</p>	<p>Invite in a member of the clergy or a local Christian to share how Jesus' death and resurrection influences the way in which they live their life. Or, if this is not possible, you may wish to share Fern Cotton's journey to Jerusalem as a starting point for discussion:</p> <p>Video 1: Introduction Video 2: Visit to the place where Jesus' trial may have taken place</p>	<p>Fern Britton – Video 1</p> <p>Fern Britton – Video 2</p>
salvation, gospel	cause and consequence significance written/oral expression	<p>Session 3</p> <p><i>What difference does the resurrection mean to Christians?</i></p> 	<p>Dive deeper, question further</p> <p>Why is it that many Christians feel that the resurrection of Jesus means that death is not the end?</p>	<p>Take your pupils to a church graveyard and look at gravestones, epitaphs and memorials (or if a visit is not possible explore the catalogue on the Hull Minster site and search key words, such as hope, resurrection, memory, beloved, etc. – click here)</p> <p>Get pupils to sort the epitaphs, memorials and gravestones — perhaps using categories such as most meaningful, comforting or peaceful. List which words occur most often, for example: memory, hope, resurrection, beloved. Say why.</p> <p>Or create a list of synonyms for love/beloved; resurrection; hope;</p>	<p>Hull Minster</p> <p>Secular epitaphs</p>

				<p>memory, etc. and use as a starting point for poetry.</p> <p>Note that the Christian hope is that God grants eternal life through Jesus. Compare language used on Christian epitaphs with secular equivalents – click here</p> <p>Dive deeper, question further</p> <ul style="list-style-type: none"> • What is the same/different? • How can secular hope be defined? 	
salvation, gospel	cause and consequence significance written/oral expression	<p>Session 4</p> <p><i>What is the impact of the message of salvation for the world today?</i></p> 	<p>Start by asking: what is most important to Christians – Christmas or Easter?</p> <p>Dive deeper, question further</p> <p>Jesus said, “I am the Way, the Truth and the Life.”</p> <p>How is this reflected at Easter?</p> <p>The following videos provide a basic introduction to the concept of salvation: What is Salvation? – click here True consequences – click here</p>	<p>Watch this short clip from the Pixar animation Up – click here</p> <p>What was Ellie’s legacy?</p> <p>Link feelings of joy, hope, sadness, excitement or disappointment to different points in Ellie and Carl’s married life. This shows the pupils that although Ellie was no longer around, she had built something lasting that remained after her death. (Ideas adapted from Understanding Christianity.)</p> <p>Reflect on what you have discussed about the language of memorials (religious and secular) and the biblical texts on resurrection.</p> <p>How would belief in life after death affect Carl’s feelings about Ellie dying?</p> <p>Hot seating activity</p> <p>Select two pupils for role play: one character would represent Carl as a</p>	<p>What is Salvation?</p> <p>True consequences video</p> <p>Married Life</p>

				<p>believer in life after death and the other character to represent Carl as someone who did not believe in life after death.</p> <ul style="list-style-type: none">● Is there life after death?● How do you know?● What proof have you got? <p>Ask pupils to consider how and why belief in life after death make a difference to how people live. Ask pupils to consider the difference between a general hope that there is some kind of life after we die, and the Christian teaching that there definitely is a heaven, with no death, mourning, crying or pain (Revelation 21:4). Ask them to evaluate whether or not, and how, these different views would make a difference to how a person would live. (Ideas adapted from Understanding Christianity.)</p> <p>Using websites or books, create a one-minute presentation to explain what the impact of the message of salvation for the world is today. Ask them to weigh up arguments for and against the statement that 'believing in life after death is a benefit to individuals and to society'.</p>	
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Website links

YEAR 5&6

Session 1	The international Easter traditions quiz: https://www.bbc.co.uk/bitesize/articles/z4rnhv
Session 2	Fern Britton – Video 1: https://www.bbc.co.uk/programmes/p04zw9d7 Fern Britton – Video 2: https://www.bbc.co.uk/programmes/p04zwdyb
Session 3	Hull Minster: https://hull.christianityandculture.org.uk/catalogue Secular epitaphs: https://stoneletters.com/blog/memorial-quotes-headstone-epitaphs
Session 4	What is Salvation? https://www.youtube.com/watch?v=P5hS0AD1M78 True consequences: https://www.youtube.com/watch?v=UZJ9zwmEv8k Married life: https://www.youtube.com/watch?v=XoyZmu0IOKc

List those children working above or below the expected standard:

Above the expected standard:

Below the expected standard:



Cycle B Year 5&6
Unit 6.3: Hopes and visions
Key Question: What is life about?



About this unit:

Considered through a **philosophical** and a **theological** lens, 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.

Prior learning:

This unit builds on work from Unit 5.2 *Faith in action* about key religious teachings and follows on directly from Unit 6.2 *Living a faith*; pupils should be encouraged to debate challenging questions whilst being respectful of the responses of others.

Key vocabulary:

purpose, meaning of life, mission, ambition, hope

End points:

What is an ultimate question?

- identify what makes some questions ultimate
- offer answers to an ultimate question from different faith perspectives

Who is God?

These contribute to the following End of Key Stage statement:

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

- explain how people of different faiths describe what God is like
- identify what different sacred writings say about the attributes of God

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.



Cycle B: Year 5&6
MTP Summer
Unit 6.3: Hopes and visions



Key Question: What is life about?

The first two sessions of this unit will be based on the pupils' individual opinions from their upbringing, background and belief systems. Children will debate and discuss respectfully. They will then explain in depth about different faiths' views of God and make comparisons.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
God, creation, faith, peace, truth	similarity and difference cause and written/oral expression	Session 1 <i>What is life about?</i> 	This unit builds on work from Unit 5.2 <i>Faith in action</i> about key religious teachings and follows on directly from Unit 6.2 <i>Living a faith</i> . Drawing on prior knowledge, encourage children to debate challenging questions whilst being respectful of the responses of others. Discuss: What do people say life is about? This lesson will focus on individuals' perspectives	Discussion based lesson using P4C approach. Challenge the children. Video or photograph evidence. Use post-its of pupil basic ideas. Timeline on special moments followed by class discussion.	P4C Teachers' Guide

			<p>before moving onto religious perspectives further on in the unit.</p> <p>Children can reflect on key memories from birth to present day and consider special moment in life.</p>		
<p>God, creation, faith, peace, truth</p>	<p>similarity and difference written/oral expression</p>	<p>Session 2</p> <p><i>What is the purpose of our existence?</i></p> 	<p>Building upon Lesson 1, children think about why humans are on the earth. Consider literal purposes e.g., to reproduce, support sustainability but also emotions: being happy, giving charity etc.</p> <p>Dive Deeper, Question Further:</p> <p>What makes ‘What is the purpose of our existence?’ an ultimate question?</p>	<p>Complete the sentence: ‘My main purpose in life...’ and ‘I think the purpose of life is...’ and create a class display.</p>	<p>The Existence (Ep. 3) - Bringing Islamic History to Life</p>
<p>God, creation, faith, peace, truth</p>	<p>similarity and difference cause and consequence written/oral expression</p>	<p>Session 3</p> <p><i>Who or what is God?</i></p> 	<p>Consider different world views’ beliefs about God. Choose different world views based on your school’s RE policy. e.g., What does the story of Rama and Sita tell us about Hindu’s belief in God? Break up the story into different plot points. For</p>	<p>Rama and Sita – Produce a freeze frame for specific plot point. Use knowledge of the story to ask: ‘What puzzles you about the story?’ Could Rama and Sita answer these. Use hot seating. What can it tell us about what Hindu’s believe about God?</p>	<p>Bilal, The First Muezzin</p> <p>Rama and Sita</p> <p>Garden of Eden Paintings</p>



each part, note down high-quality emotive language. Place these on a feelings graph.

Judaism:

Look carefully at pieces of art inspired by the Garden of Eden story. Stop where Eve is tempted. Discuss Adam and Eve's thoughts and feelings. Use this in a Conscience Alley. Each character to make an honest answer depending how convincing the two sides are. Discuss concepts of *creation, God's generosity and stewardship*. Explain meaning in context of Jewish belief.

Christianity:

Think about miracles – what are they? What questions could be asked about them? Read 'Jesus makes a person with leprosy clean.' What do you think of the 'healing miracle' in the story? Brainstorm points of views about miracles. Discuss concepts of *faith* and *prejudice*

Adam and Eve: What is the main message of the story? What do you think Jews would say God is trying to tell them?

Plan one half of a piece of artwork to represent creation and what it says about God. Can another child guess what the other half will be?

Christianity:

Consider questions: What was more important, the main's faith, the touch of Jesus or the healing? Why were lepers treated so badly in Jesus' time? Who is treated badly today because of fear, or their appearance? Why is this wrong? Display Christian comments about the story. What does the story say about Jesus and God?

Complete concept web with evidence from texts to show ideas of God: omnipotent, omniscient, eternal, holy and loving

Islam:

Focus on the idea of God in the story. What is the message behind the story? What does it say about the Muslim view of God?

			<p>Read what the Bible says about God: Psalm 103, Isaiah 6:1-6 and 1 John 4:7-12</p> <p>Islam: 'How Bilal the slave became the first muezzin of Islam'. Read story and discuss: What puzzles you/ What did you learn from the story? What mattered most to Bilal?</p> <p>Dive Deeper, Question Further: What similarities are apparent in different faiths about their beliefs in God?</p>		
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Next, children discuss the purpose of life and related ultimate questions considering both Humanist and religious perspectives. They will consider purpose of life, considering both religious and non-religious views.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
God, creation, faith, peace, truth	similarity and difference significance written/oral expression	Session 4 <i>What do different people believe about the purpose of life?</i>	Reflect on personal responses in lesson 2. Focus on religious and non-religious world views of purpose of life. Discuss how each of these are achieved Sikhism: Reunite with God through mukti.	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 "sachiara", that is to be truthful, real, authentic and to re-unite with the One who	Humanism - How can I be happy? Buddhism - What is the meaning of life, the universe and everything Tedx Talk - The Meaning of Life - Judaism Purushartha - Four Aims of Life

			<p>Islam: Serve God’s purpose and live a life linked to an eternal life, worldly goals and moral virtues.</p> <p>Hinduism: Achieve four aims (Purusharthas): dharma, kama, artha, moksha</p> <p>Christianity: Bring glory to God our creator and enjoy him forever through Jesus Christ</p> <p>Buddhism: To end suffering and achieve enlightenment</p> <p>Judaism: Embody Torah and to love, trust and obey God.</p> <p>Humanism: To make good choices and give our own life meaning</p> <p>Dive Deeper, Question Further: Compare three different faith responses to the purpose of life.</p>	<p>dwells inside us as “fragrance in a flower”, “a reflection in a mirror”, “fire inside of wood”</p> <p>Children to write a short essay summarising the religious and non-religious world views’ beliefs on purpose of life.</p> <p>Invite members of faith community into school or online and interview them on the purpose of life.</p>	<p>Purpose of Life (Ep. 5) - Bringing Islamic History to Life</p> <p>Christianity - What is the meaning of life? What is the purpose of life?</p> <p>What is Sikhism? - 6:43</p>
God, creation,	similarity and difference	Session 5	Recap religious and Humanist world views on	Considers how faith influences young lives and life choices.	The Golden Rule

<p>faith, peace, truth</p>	<p>significance written/oral expression</p>	<p>What do religious communities teach about how people should live their lives?</p> 	<p>the purpose of life from lesson 4. Recap key teachings from focus religions.</p> <p>Jesus: Golden Rules – love God, love your neighbour, parables, the Sermon on the Mount</p> <p>Moses: Ten Commandment, Shema, kashrut – food laws</p> <p>The Buddha: Four Noble Truths and Eightfold Path</p> <p>Muhammed (pbuh): Five Pillar</p> <p>Teaching of the Gurus: One True God, equality for all people, 5Ks, service to others</p> <p>Dive Deeper, Question Further:</p> <p>How does following religious teachings help believers achieve their purpose in life?</p>	<p>Pupils work in groups to investigate key teachings using a template.to record name of founder/teacher, message/s and impact for followers</p> <p>Prepare questions and interview a faith member about the ways in which they follow the teaching of a faith founder and the impact this has on their life</p> <p>Recall a key teaching and explain to the class. Illustrate a key teaching – could you make a graphic novel of key teachings?</p> <p>Explore 3 different rules for life – text-mark</p> <p>Make a group/class montage to illustrate the ways in which people from different faiths live according to the key teaching of their founder.</p>	<p>Bible Story - 'The Golden Rule'</p> <p>The Ten Commandments</p> <p>What is Kosher?</p> <p>What is the Shema?</p> <p>Four Noble Truths</p> <p>Eightfold Path</p> <p>Five Pillars</p> <p>5Ks</p>
<p>God, creation, faith, peace, truth</p>	<p>similarity and difference cause and consequence significance written/oral expression</p>	<p>Session 6</p> <p>What do non-religious communities teach about how people</p>	<p>Discuss the Humanists UK video 'What makes something right or wrong?' Pull out key vocabulary: reason, experience, empathy, respect</p>	<p>Identify similarities and differences between religious and non-religious world views on rules for living.</p> <p>Engage in debates – consider how a Humanist would react to a situation</p>	<p>Why I Choose Humanism Over Faith</p> <p>What makes something right or wrong?</p>

		<p><i>should live their lives?</i></p> 	<p>What do these words mean? Why are they important to Humanists?</p> <p>Engage in discussion – do you agree or disagree?</p> <p>Dive Deeper, Question Further:</p> <p>True or false? Rules for living must come from a religious text. Justify.</p>	<p>in comparison to a faith member thinking about their rules for living.</p>	
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Following on from a series of lessons based on the purpose of life and existence and how to live positive, purposeful lives, children will explore the ideas of an afterlife or if life just literally ends when you die. Children will the reflect on who they are as an individual and building upon knowledge gained throughout this unit, reflect on their hopes and visions for the world, drawing on rules for living and hopes for the future.

Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
God, creation, faith, peace, truth	significance written/oral expression	<p>Session 7</p> <p><i>Is there something beyond this life?</i></p> 	<p>Explore reports of visions of life after death.</p> <p>Read 1 Cor 15:20 – what does this passage from the Bible tell us?</p> <p>Evaluate the meaning of the Apostle’s Creed</p> <p>Read the poem by Christina Rossetti – ‘Hurt No Living Thing.’ Explain that this</p>	<p>Compare and contrast Heaven, Hell and purgatory.</p> <p>Create a PPT explaining why people believe in life after death. Ensure children include the Christian viewpoint.</p> <p>Create own poem, individually or as a class, to list reasons why they can be kind and happy for reincarnation.</p>	<p>BBC Hinduism: Cycle of birth, death and rebirth</p> <p>EGfL - Beliefs regarding death</p> <p>RE:QQuest - Christian Views</p> <p>What happens when we die?</p>

			<p>poem summarises the teaching of the Buddha and reincarnation</p> <p>Share Roman Emperor Marcus Aurelius, “Live not one’s life as though one had a thousand years but live each day as the last.”</p> <p>Show children images of Muslim prayer rugs with a ‘Garden of Paradise’ motif. Discuss meaning</p> <p>Dive Deeper, Question Further: How do funerals allow individuals to gain encouragement and strength as they celebrate their belief in life after death?</p> <p>What is the hope religions offer about life after death?</p>	<p>Discuss the meaning, value and implications of Marcus Aurelius.</p> <p>Children create an image of something that could be considered paradise, either after death or here on earth.</p>	
God, creation, faith, peace, truth	cause and consequence significance written/oral expression	Session 8 <i>Where does the soul go when you die?</i>	<p>Watch a clip from a film such as ‘Soul’ and talk about what it means to ‘have soul’.</p> <p>Research the Hindu death rituals and discuss beliefs</p>	Children could think about cause and effect in Hinduism thinking about how the details of their new life will depend on their behaviour in the present life.	<p>Soul Trailer</p> <p>What happens when we die?</p> <p>Marie Curie - Support after Death</p>

			<p>around soul being released for rebirth.</p> <p>Dive Deeper, Question Further:</p> <p>Is Disney's 'Soul' an accurate depiction of what happens to our soul?</p>		
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Finally, children will consider identity and influence before sharing hopes, dreams and aspirations for the future.					
Key concepts	Second order concepts	Teaching sequence	Getting started ...	Demonstrate new understanding Suggested tasks and activity ideas	Useful links (If the link does not open, please find URL on final page.)
God, creation, faith, peace, truth	significance written/oral expression	Session 9 Who am I? 	<p>Discuss: Who am I? Who and what influences me?</p> <p>Reflect on Lesson 1 of 6.2 where we discussed our identity and the different elements of our identity.</p> <p>Ask pupils to respond to the question Who am I? in as many ways as possible beginning 'I am...'</p> <p>Consider one scientific description – <i>"A human being is enough iron to make a medium sized nail, enough sulphur to rid one dog of fleas, enough</i></p>	<p>If possible, photocopy identity circles from L1 6:2 and children edit these with who influences different parts of identity.</p> <p>If not, children create identity web and clearly identify who influences each part of their identity.</p> <p>P4C discussion on the role of social media influences, risks and impact including self-esteem and mental health.</p> <p>Link with PSHE</p>	Media Smart - Digital Literacy and Influencing

			<p><i>magnesium for one dose of salts, enough lime to whitewash a small building, enough sugar for 7 cups of tea and enough fat for 7 bars of soap.”</i> If this is a true description, how is it true? Is anything missing?</p> <p>Invite pupils to think about who or what has the most influence on their life; what is the most important thing they have learned from this person or experience?</p> <p>Dive Deeper, Question Further: Are celebrities always the most positive influences?</p>		
God, creation, faith, peace, truth	cause and consequence significance written/oral expression	<p>Session 10</p> <p><i>What are my hopes for the world?</i></p> 	<p>Share hopes and dreams and aspirations for the future and for the world Consider global issues and the part we play in these.</p> <p>How can we overcome problems?</p>	<p>Hold a class debate on a challenge for the world, from different religious and non-religious viewpoints.</p> <p>Express ideas about the learning question in a poem, painting or design.</p>	Global Goals

Website links

Session 1	https://p4c.com/about-p4c/teachers-guide/
Session 2	https://www.youtube.com/watch?v=oGEBMhb2AjU&list=PLwNeHLk_z0aQBEed8cKqzGqKDfeCghE9jq&index=3
Session 3	http://mmiweb.org.uk/microsites/religiousstories/muslim/bilal.pdf https://www.youtube.com/watch?v=jCNNwPaVlaU https://fineartamerica.com/art/paintings/garden+of+eden
Session 4	https://humanists.uk/humanism/ https://www.youtube.com/watch?v=CsohJlqVjw0 https://www.youtube.com/watch?v=jNsk-6qh0il https://www.youtube.com/watch?v=D2t8DsOYh_0 https://www.youtube.com/watch?v=EpRTaNXuZMk https://www.youtube.com/watch?v=C7DzloSiCM https://www.youtube.com/watch?v=L-1UAORcX4c
Session 5	https://www.youtube.com/watch?v=FvCmqH8zHp8 https://www.youtube.com/watch?v=oXDZxfZpjfg https://www.youtube.com/watch?v=d6MWzziBM44 https://www.youtube.com/watch?v=TYk0KeYhqYQ https://www.youtube.com/watch?v=9geXjErjvfw https://www.youtube.com/watch?v=TK-MbNj83NM https://www.youtube.com/watch?v=LPrC2qrs_PI https://www.youtube.com/watch?v=H9U8T8x1AhQ https://www.youtube.com/watch?v=QYW10gv3jm0
Session 6	https://www.youtube.com/watch?v=QYW10gv3jm0 https://www.youtube.com/watch?v=pZnDlmejvj8
Session 7	https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3
Session 8	https://www.egfl.org.uk/sites/default/files/School_effectiveness/Religious_Education/ks2_7_Beliefs_regarding_death_1.pdf https://request.org.uk/resource/life/beliefs/funerals/ https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zbgp7nb

	https://www.youtube.com/watch?v=xOsLliBStEs
Session 9	https://mediasmart.uk.com/primary-resources/
Session 10	https://www.globalgoals.org

List those children working below the expected standard:

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