




Cycle A

RE MEDIUM TERM PLAN – Y5&6

Theology	Philosophy	Social sciences
		

Overview

In Upper Key Stage 2 pupils explore **Christianity, 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 A: Y5&6

MTP Spring

Unit 5.2: Faith in action

Key Question: What are the challenges?



About this unit:

Considered through a **theological** lens, this unit explores 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, children will have opportunity to contrast the ideas and influence of significant people who hold non-religious worldviews. There are also elements of personal development covered in this unit.

Prior learning:

This unit follows on from 5.1 *Expressions* to build upon Unit 3.2 *Founders of faith*.

Key vocabulary:

teaching and key concepts for each religion, vocation, inspiration, influence

End points:

What do key religious figures teach?

- explain the significance of the key teachings of faith founders for faith members
- describe the teachings of key religious figures, identifying some similarities and differences
- reflect on the teachings of key religious figures and how these teachings impact on society

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 statements:

- express understanding of the key concepts underpinning different faiths, linking sources of authority to belief
- 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 should know something of the challenges posed by choosing to live a life of faith.


Also see the KS2 Easter unit which may follow.


Cycle A: Y5&6
MTP Spring
Unit 5.2: Faith in action





Key Question: What are the challenges?


Children think about where beliefs come from and consider their own beliefs. Children then consider how this will be the same or may differ for a person of faith. Begin to consider the role that influencers have in shaping these beliefs.


Learning Objective	Key Knowledge	Recorded Learning	Useful links (If the link does not open, please find URL on final page.)
<p>Session 1</p> <p><i>Who do we listen to?</i></p> 	<p>Ask children the key learning question for this lesson: Who do we listen to?</p> <p>Discuss reasons why or why not.</p> <p>Discuss whether this answer would be the same for everyone (consider faith members as well as non-faith members)</p> <p>Discuss: Who inspires us? What inspires us? Who influences us? What influences us?</p> <p>Show children some pictures of relevant, well-known celebrities who they may find inspirational.</p>	<p>Children to record ideas about the people who inspire and influence them and why.</p>	<p>Six inspiring stories from incredible young people</p>

	<p>Discuss why they may inspire us and what they may influence us to do. Then discuss lesser-known inspirational people (BBC Bitesize link) – are these people more or less inspirational? Why? Discuss whether the people who inspire us always have to be in the public eye.</p>		
<p>Session 2</p> <p><i>Where do we get our beliefs from?</i></p> 	<p>Discuss what the word belief means – give the children a dictionary definition. Can we substitute the term worldview for belief? Discuss: What does ‘belief’ mean to them? Why do they think they have these beliefs? How do our beliefs change over time/ as we get older? Do beliefs always have to abstract things such as Father Christmas/God? Can we have beliefs within ourselves/about ourselves? What could some examples be?</p> <p>Where do they think their beliefs have come from?</p>	<p>Children to mind-map the things that they believe in and write a sentence explaining where they may get most of their beliefs from.</p> <p>Challenge What inspires and influences my life? How does it show in the way I live and what I do?</p>	



	How may their beliefs differ from a person of faith?		
<p>Session 3</p> <p>Who and what helps to shape our beliefs?</p> 	<p>Recap previous lesson about children's own beliefs. Ask children again about what beliefs they have. Ask children who has influenced their beliefs. Explore the lives of significant people such as, Malala, Gandhi, Archbishop Desmond Tutu or Andrew Copson (British Humanist Association).</p>	<p>Write some questions you could ask someone; such as, Malala, Gandhi, Archbishop Desmond Tutu or Andrew Copson (British Humanist Association) about their work and commitment to their beliefs).</p>	<p>KS2 Assemblies – Malala Yousafzai</p> <p>Who was Gandhi?</p>
<p>Session 4</p> <p>How can we tell the difference between good and bad influencers?</p> 	<p>Ask children: what is an influencer? Discuss who the chi would consider to be 'influencers'; talk about 'influencers' on social media: Are modern day celebrities good influences? Why/why not?</p> <p>Linking back to the previous lessons: What can the children say about religion influences? Would the faith founders be good or bad influencers? What about the significant people from last lesson?</p>	<p>Explore the influence that the media has on beliefs and the practice of religion today.</p> <p>How does the media influence beliefs and practice of religion today?</p> <p>Is the media a good or bad influencer? Can it be both? Why?</p>	<p>KS2 Assemblies – Malala Yousafzai</p> <p>Who was Gandhi?</p>


Children to build on their prior knowledge of the faith founders and consider what the key beliefs are within their focus religions that are still practiced across the world today. To then explore any similarities and difference between religious concepts.

Learning Objective	Key Knowledge	Recorded Learning	Useful links (If the link does not open, please find URL on final page.)
<p>Session 5</p> <p><i>Considering the teachings of faith founders, what are the different key beliefs?</i></p> 	<p>Introduce some faith founders to the children – such as Jesus (Christianity), the Prophet Muhammed (Islam), Siddhartha Gautama (Buddhism) and Guru Nanak (Sikhism). NB no founder of Hinduism as a mix of other faiths.</p> <p>Discuss: What makes a good leader? What makes a good founder? What may have inspired these people to find a religion? What did the faith founders do in their lifetime? What did they teach their followers to believe and do? How does modern religion respond to their teachings?</p>	<p>Look at some religious rules and values such as the Ten Commandments, Five Pillars and another (Hinduism or Judaism)</p> <p>Is there a common ‘golden belief’ for all faiths?</p> <p>What are the main differences?</p>	<p>What is Christianity?</p> <p>Jesus recruits disciples and shares stories</p> <p>J is for Jesus</p> <p>The Prophet Muhammad</p> <p>Who was Muhammad?</p> <p>How Islam Began</p> <p>The Ten Commandments</p>
<p>Session 6</p> <p><i>What is the same and what is</i></p>	<p>Mind-map what the children can remember about their focus religions (Christianity, Islam and Hinduism - and Judaism</p>	<p>Explore similarities and differences between religious concepts, such as:</p> <ul style="list-style-type: none"> ● Prayer 	<p>How Islam Began</p>

<p><i>different between religious concepts?</i></p> 	<p>from previous phases if needed). Are there any similarities or major differences between them?</p>	<ul style="list-style-type: none"> ● Goodness The Fruits of the Spirit for Christians ● Five Pillars of Islam ● Service to others ● Tawid and ummah for Muslims ● The Communion of Saints for Christians ● The concept of Covenant for Judaism and Christianity ● Think for yourself, act for everyone 	
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<p>Explore understanding of faith in action further through looking at how charity work can help communities through following religious teachings. They then consider how religion can help shape vocations for a person of faith.</p>			
Learning Objective	Key Knowledge	Recorded Learning	Useful links <small>(If the link does not open, please find URL on final page.)</small>
<p>Session 7</p> <p><i>How do faith-based charities exemplify faith teachings?</i></p>	<p>What is a charity? Can the children name any charities? Why do we have charities? Why may religions get involved in any charities? Can they recall any charity work that was mentioned in the last unit (5.1 Expressions of faith)? Such as during Vaisakhi, Sikhism.</p>	<p>Split into groups and have each group focus on the different work of suggested groups listed below. Each group tells the rest of the class about their findings.</p> <ul style="list-style-type: none"> ● Christian Aid ● The Salvation Army ● Action for Children ● Red Crescent ● Oxfam ● Cafod 	<p>This is Christian Aid</p> <p>Islamic Relief</p> <p>Charity Digital</p> <p>Open Bible – Charity</p> <p>Bible Reasons</p>

	<p>Discuss how charities may follow the teachings of faiths before looking at some bible verses together – how does charity work follow these teachings? Such as: Luke 21:1-4, Luke 12:33, Matthew 5:42, Matthew 25:35, Isaiah 58:10</p>	<ul style="list-style-type: none"> • local food banks • chaplaincy groups 	
<p>Session 8</p> <p>What is vocation?</p> 	<p>Discuss with the children what the word ‘vocation’ means. Have they heard this word before? If so, where? Explain that a vocation is a calling in life, that often it is a job that people feel driven to /suits them best do due to their personality. Read some different scenarios that describe people, choose a ‘vocation’ that suits them best. (e.g., doctor, teacher, priest, charity worker). Once children have recorded, discuss: Is there only one option for each person’s description? Could their personalities suit multiple vocations?</p>	<p>Children to consider themselves – try to write their own character descriptions (if they struggle get them to do a friend/family member). Do they think they have a calling to a particular vocation? Why/why not?</p>	<p>KS2 – Vocation and Commitment</p>

<p>Session 9</p> <p><i>Do you have to be religious to have a vocation?</i></p> 	<p>Recap vocation from last week: What is a vocation? Which vocations may someone feel drawn to?</p> <p>Ask the children key learning question: Do you have to be religious to have a vocation? Ask children which vocations they imagine someone of faith heading towards. Why do they think this?</p> <p>Introduce vocations in Christianity and how these usually involve Christians being faithful to Christian teachings, such as marriage, or to be a priest, monk of nun.</p>	<p>Create an advert for a vocation – What tasks does the vocation involve? Which character qualities should the individual have? Add a religious view on this: Which sacrifices may the person have to make to follow God’s call and take up this vocation?</p> <p>Note at the bottom of the advert Does the person have to be religious to have a vocation?</p>	<p>KS2 – Vocation and Commitment</p>
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<p style="text-align: center;"><i>Website links</i></p>	
<p>Session 1</p>	<p>Six inspiring stories from incredible young people: https://www.bbc.co.uk/bitesize/articles/zvgb2sg</p>
<p>Session 2</p>	<p>KS2 Assemblies – Malala Yousafzai: https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-malala-yousafzai/zh79g7h Who was Gandhi? https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/z4fwy9q</p>
<p>Session 3</p>	<p>KS2 Assemblies – Malala Yousafzai: https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-malala-yousafzai/zh79g7h Who was Gandhi? https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/z4fwy9q</p>

Session 4	<p>What is Christianity? https://www.bbc.co.uk/programmes/p02mwwwt</p> <p>Jesus recruits disciples and shares stories: https://www.bbc.co.uk/bitesize/clips/zvfgkqt</p> <p>J is for Jesus: https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-j-is-for-jesus/zdgv47h</p> <p>The Prophet Muhammad: https://www.bbc.co.uk/bitesize/clips/zympvcw</p> <p>Who was Muhammad? https://www.bbc.co.uk/bitesize/clips/zv6sb9g</p> <p>How Islam Began: https://www.truetube.co.uk/film/how-islam-began-ten-minutes</p> <p>The Enlightenment of the Buddha: https://www.truetube.co.uk/film/enlightenment-buddha</p> <p>Who was Guru Nanak? https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zr86cqt</p> <p>The Ten Commandments: https://www.bbc.co.uk/bitesize/clips/z687tfr</p>
Session 5	<p>How Islam Began: https://www.truetube.co.uk/film/how-islam-began-ten-minutes</p> <p>The Enlightenment of the Buddha: https://www.truetube.co.uk/film/enlightenment-buddha</p> <p>What is Buddhism? https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv</p> <p>What do Buddhists value most? https://www.reonline.org.uk/resources/what-do-buddhists-value-most/</p> <p>What do Sikhs believe about the nature of God? https://www.reonline.org.uk/resources/what-do-sikhs-believe-about-the-nature-of-god/</p>
Session 6	<p>This is Christian Aid: https://www.christianaid.org.uk/our-work/about-us</p> <p>Islamic Relief: https://www.islamic-relief.org.uk/about-us/</p> <p>Charity Digital: https://charitydigital.org.uk/topics/topics/10-religious-charities-doing-great-things-with-digital-6320</p> <p>Open Bible – Charity: https://www.openbible.info/topics/charity</p> <p>Bible Reasons: https://biblereasons.com/charity/</p>
Session 7	<p>KS2 – Vocation and Commitment: https://www.beinspirational.co.uk/ks2-vocation-and-commitment/</p>
Session 8	<p>KS2 – Vocation and Commitment: https://www.beinspirational.co.uk/ks2-vocation-and-commitment/</p>
Session 9	



Cycle 1: 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 A Y5&6** is on the resurrection and for **Cycle A Y5&6** 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, 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 reflect on the resurrection of Jesus and interpret the message of Easter for today.






Cycle A: Year 5&6
Easter
MTP





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

In Y5/6, children will explore a number of Lenten actions and consider the symbolism of Ash Wednesday. They will investigate how the Jewish festival of Pesach fits with the story of Easter before considering the resurrection and the impact on Jesus' disciples.

Learning Objective	Key Knowledge	Recorded Learning	Useful links <small>(If the link does not open, please find URL on final page.)</small>
<p>Session 1</p> <p><i>What is Lent?</i></p> 	<p>Key information:</p> <p>Discuss: How do Christians use Lent to prepare for Easter? What is the link between Lenten actions and making sacrifices?</p> <p>Watch this video – click here - to find out about Lenten actions, such as:</p> <ul style="list-style-type: none">● fasting● making sacrifices● spending more time with God● an act of service	<p>Using websites or books, find out about Lenten actions. List key information and share with the class.</p> <p>Challenge</p> <p>During Lent, is it better to give something up, or give something away?</p>	<p>What is Lent?</p> <p>Lenten resources for primary schools</p>
<p>Session 2</p>		<p>Make a palm cross and stick it into books.</p>	<p>Ash Wednesday</p> <p>Ash Wednesday for Kids</p>

<p>What is the significance of 'ash' in 'Ash Wednesday'?</p> 	<p>What is the significance of the 'ash' in 'Ash Wednesday'?</p> <p>Explore the symbolism of Ash Wednesday.</p> <p>This link provides a broad overview of the significance of the 'ash' in Ash Wednesday This link is also worth considering – click here</p>	<p>Where do the ashes used on Ash Wednesday traditionally come from?</p> <p>(Traditionally, ashes used on Ash Wednesday are gathered up after palms from the previous year's Palm Sunday are burned. They are then blessed before being used in the ceremony).</p>	
<p>Session 3</p> <p>How does the Jewish festival of Pesach fit with the story of Easter?</p> 	<p>Start by explaining how Jesus, as a Jewish boy, travelled to Jerusalem to celebrate Pesach with his parents.</p> <p>Next, watch a video which explores how Jews prepare homes for Passover (link with the story of Moses).</p> <p>Discuss: What is the same? What is different? What do you notice?</p>	<p>Answer questions in books How does the Jewish festival of Pesach fit with the story of Easter? What is the same/different/similar.</p> <p>Challenge Research and record findings How do Jews prepare their homes for Passover? How do people prepare their homes for Easter?</p>	<p>The story of the Passover</p> <p>Shopping for Pesach or Passover</p> <p>Celebrating Passover</p> <p>The Four Questions of Passover</p>

<p>Session 4 (In Summer unit) How might believing in the resurrection of Jesus make a difference to how people live today?</p>  	<p>Start by watching the video - Religious Studies KS2: Easter</p> <p>Think about the video, discuss: the resurrection and its impact on Jesus' disciples</p> <p>Have a class debate about how believing in the resurrection of Jesus might make a difference to how people live today. Choose some problems in the world today and ask what difference belief that Jesus rose again, and offers eternal life, might make to them (for example, inequality — wealth and poverty — illness, loneliness, injustice).</p>	<p>Answer the following questions -</p> <p>What does Jesus' death and resurrection mean to Christians?</p> <p>How do Christians celebrate the resurrection?</p>	<p>Religious Studies KS2: Easter</p>
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Website links

YEAR 5&6

<p>Session 1</p>	<p>What is Lent? https://www.bbc.co.uk/bitesize/topics/zsvrwmn/articles/zktcbqt Lent resources for primary schools: https://cafod.org.uk/Education/Primary-teaching-resources/Lent-resources-for-children</p>
<p>Session 2</p>	<p>Ash Wednesday: https://ministryspark.com/ash-wednesday-activities-kids/ Ash Wednesday for Kids: https://www.catholicicing.com/ash-wednesday-for-kids/</p>

Session 3	The story of the Passover: https://www.bbc.co.uk/bitesize/clips/zmq6sbk Shopping for Pesach or Passover: https://www.bbc.co.uk/bitesize/clips/zqd2hyc Celebrating Passover: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-celebrating-passover/z4kvrj6 The Four Questions of Passover: https://www.bbc.co.uk/bitesize/clips/zhmpvcw
Session 4	Religious Studies KS2: Easter: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-easter/znkngwx