



Discovery RE[®]



The **enquiry** approach to
Religious Education

Ages 8-11



www.discoveryschemeofwork.com

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The Scheme of Learning for Religious Education in the Primary School

Foreword

Writing a progressive, easy to use Scheme of Learning for Religious Education is never an easy task, even for RE specialists. How will I find the time to do all this planning? Which religions shall we teach when? What is the weighting to be given to Christianity and other religions? How far can we go with the enquiry-based approach? Have we got the resources necessary to teach the new syllabus? I don't have a budget! What about children's spiritual development? What about SMSC (Spiritual, Moral, Social, Cultural) development? What about the British Values agenda? What is 'religious literacy'?

Very aware of the drive to make RE a meaningful and relevant subject, and also the huge amount of time and effort needed to write a Scheme of Learning for the whole school, my colleagues and I have written Discovery RE to help short-cut the planning process whilst still enabling teachers to take ownership of how they deliver each lesson/enquiry.

Discovery RE is a set of detailed medium-term plans for RE from Years F1/2 to Year 6. It adopts an enquiry-based approach to teaching and learning.

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries.

The overview grid shows the long-term plan, with choices needing to be made as to which religion to teach alongside Christianity in some year groups.

Each enquiry demands the equivalent of 6 lessons, but teaching time could be blocked over perhaps 3 half days to enhance learning. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda.

SMSC (Spiritual, Moral, Social and Cultural) development

With the Ofsted inspection framework emphasising the opportunities children are offered for SMSC development, RE can be a key contributor. Therefore, SMSC opportunities are identified in each enquiry, and are mapped on the overview grid for each year group. Further support for SMSC can be found on www.janlevereducationconsultancy.com

British Values

Religious Education is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter. Discovery RE contributes significantly to the British Values agenda and the mapping documents in the Overview section of the folder and at the beginning of each year group show how.

Mindfulness

Mindfulness means cultivating a sense of awareness on purpose, in a non-judgemental way in the present moment. It is hoped that teachers will use mindfulness practices to build children's self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development.

Introducing the Discovery RE Owl Crew

To help children engage with the process of enquiry, we are delighted to introduce the Discovery RE Owls.



Bertie

**F1/2 (Nursery/
Reception)**



Abbey

Year 1



Sofia

Year 2



Huey

Year 3



Egbert

Year 4



Auberon

Year 5



Gudrun

Year 6

You will notice the number of feathers on their chests denotes the year group. Each whole school set of Discovery RE (3rd Edition) includes one of each of the OWL CREW. (Extra OWLS are available from the Discovery RE online shop www.discoveryschemeofwork.com) You may well find each class needs its own.

The OWL CREW names mean wisdom/intelligence in a range of languages, thus pointing to the way they are used in Discovery RE.

In the planning you will see the OWL in the text every time we suggest you use him/her. The idea is that the OWLS are sources of wisdom so that:

- a) Children can ask them questions during the enquiry.

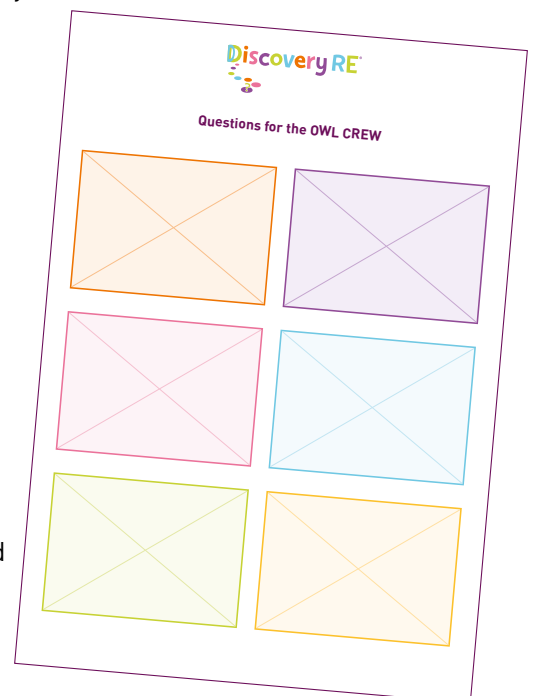
The file 'Questions for OWL CREW' on the USB stick has printable envelope templates for children to write their questions on.

They write their questions on the envelope template and give them to the owl. (You may like to provide a special post box or receptacle for your class' questions).

This gives you, the teacher, time to think through an appropriate answer and build this into the next lesson, the answer obviously coming from the owl.

This will help you with ongoing assessment, giving insight into the children's thinking.

- b) The OWLS can ask the children questions i.e. the big enquiry question, and any other questions that may support their learning through the enquiry.
- c) The OWLS can give the children information e.g. Gudrun Owl would like you to watch this video clip/to explore these artefacts.
- d) The OWLS can act as the 'talking object' when you are using Circle Time to discuss opinions and thoughts on issues being studied.



We hope the Discovery RE OWL CREW will add an extra dimension to your RE work. We will be developing how we use them so do keep an eye on the Community Area of the Discovery RE website, and by all means, let us know if you have any ideas for the CREW.



Assessment in Discovery RE

Mindful that the majority of agreed syllabi for RE around the country used to align themselves to the 2 attainment target and 8-level scale system of assessing children's RE learning, the original edition of Discovery RE followed this pattern in order to be of service to teachers.

Some people are still obliged to follow agreed syllabi containing this system, so Discovery RE continues to reference the 2 attainment targets (albeit teasing out the different aspects of AT2).

However, mindful of the educational landscape 'beyond levels', we also offer an alternative colour-coded system:

- **End of key stage age-related expectations** for KS1, lower KS2 and upper KS2. This is similar to the RE Council non-statutory framework for RE (2013) which also suggests end of Key Stage expectations, summarised as:

(Abridged NCFRE showing the 3 strands A, B and C. (For Curriculum Framework for RE, just Google).

Attainment related to end of KS statements	Reference to 'old' level descriptors	A. Investigate the beliefs and practices of religions and other world views	B. Investigate how religions and other world views address questions of meaning, purpose and value	C. Investigate how religions and other world views influence morality, identity and diversity
End of KS1 (Year 2 Age 7)	2	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions
End of Lower KS2 (Year 4 Age 9)	3	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
End of KS2 (Year 6 Age 11)	4	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses

- **3 age-related expectation descriptors for each enquiry in each year group.** These expectations (working AT, TOWARDS and BEYOND) give guidance for assessing each of the 3 aspects of learning involved and made explicit in Discovery RE. Schools can, of course, use the language of their choice to describe these expectations (e.g. developing, secure, exceeding) in order to ensure RE is in line with the school's system.

The 3 aspects of learning are colour-coded:

Green: personal resonance with or reflection on... (formerly AT2 personal)

Blue: knowledge and understanding of... (formerly AT1)

Red: evaluation/critical thinking in relation to the enquiry question (formerly AT2 impersonal).

AfL (assessment for learning) opportunities are offered throughout each step of each enquiry.

This colour coding starts with steps 1-4 on the planning, each box being framed in the colour that denotes the focus of learning in that step.

The colours continue in the Activity Sheets so the teacher can see which activity is focused on which aspect of learning, and follow this through in the expectation descriptors (Working TOWARDS, Working AT and Working BEYOND) and in the exemplification. This will make it easier to link teaching with learning outcomes, as RE is a complex subject to assess.



End of Key Stage Colour-coded descriptors in Discovery RE

“WORKING AT” expectation. <u>Most</u> children are expected to reach these expectations.	GREEN DESCRIPTORS Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry Child’s own thoughts, opinions, belief, empathy.	BLUE DESCRIPTORS Knowledge and understanding of the subject matter of that enquiry (subject knowledge)	RED DESCRIPTORS Skills of evaluation and critical thinking in relation to the big enquiry question
End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2)	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people’s.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.



Discovery RE and Church of England Schools

Christianity is taught in every year group in Discovery RE and the enquiry approach adds challenge, requiring children to retain knowledge and apply it to the big question using their critical thinking skills.

Each enquiry addresses an aspect of Christian theology, sometimes explicitly using the theological language and sometimes laying foundations of experience and understanding which will later facilitate learning the explicit theology. To ensure church schools using Discovery RE are confident they are teaching enough Christianity to satisfy their SIAMS requirements, the 3rd edition of Discovery RE has 3 additional (optional) Christianity enquiries, one in each of years 4, 5 and 6.

Discovery RE and 'Understanding Christianity'

Mindful of the 'Understanding Christianity' materials, launched in 2016, which emphasise theological literacy, gaining knowledge and interpreting source texts in order to enhance children's holistic understanding of Christianity, each Christianity enquiry in Discovery RE has the underpinning Christian concept/core belief made explicit. These are aligned with the 'Understanding Christianity' materials.

Discovery RE is pleased to work co-operatively with the 'Understanding Christianity' Project. The Church of England recommends its schools use the UC materials to deliver Christianity work in RE, and has shown how this might be done in schools already using Discovery RE. www.churchofengland.org

This is also in the 'Other' section of Discovery RE.

If church schools choose to substitute some of the Discovery RE enquiries on Christianity with UC units, these can sit comfortably in the holistic programme of Discovery RE, which gives a whole-school structure for RE including coverage of the 5 principal religions other than Christianity, and using a consistent, developmental approach.

SIAMS inspections seek additionality from church schools. Discovery RE supports schools to improve their SIAMS inspection outcomes. See the article on www.discoveryschemeofwork

Our research shows that 94.5% of the Church of England schools using Discovery RE have gained 'good' or 'outstanding' grades in their SIAMS Reports since implementing this resource. See the research report on the Discovery RE website.

Discovery RE and Catholic Schools

Discovery RE, by its very nature as a progressive and comprehensive set of RE planning, is in no way, denominational. Because of this, and due to the fact that it is a medium term planning tool, no part of it contradicts the aims and objectives of the religious education curriculum in Catholic schools.

In such schools, specific elements need to be included in the RE programme in line with Canon Law, advice, guidance and the support of the Diocesan Bishop and Catholic Education Service. Teachers can therefore use Discovery RE and tailor it to fulfil the expectation that, 'in religious education in particular, the Church aims to transmit (to children) the Catholic faith'.

The Bishops' Statement also states that through Religious Education and the general life of the school, "young people are prepared to serve as witnesses to moral and spiritual values in the wider world".

The philosophy of Discovery RE is clearly in line with this,

"children's ...knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced."

As stated by the Catholic Bishops' Conference:

"The outcome for religious education is religiously literate young people who have the knowledge, understanding and skills – appropriate to their age and capacity- to think spiritually, ethically and theologically, and who are aware of the demands of religious commitment in everyday life".
(Religious Education Curriculum Directory for Catholic schools page 10).

"Excellence in Religious Education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom Religious Education will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."
(Statement on Religious Education in Catholic Schools, issued by the Catholic Bishops' Conference of England and Wales (7), 5th May 2000).



Discovery RE and the English National Curriculum

RE is statutory and sits alongside the national curriculum. However, it serves not only the SMSC and British values agendas but also contributes significantly to literacy skills as well as linking easily to many areas of the national curriculum.

The article, 'Discovery RE and the national curriculum' shows the possible links. See www.discoveryschemeofwork.com or contact us to receive this article.

Support for Discovery RE schools www.discoveryschemeofwork.com

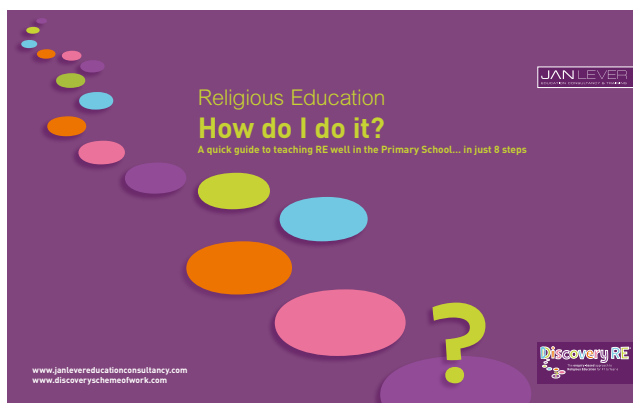
We offer the website to you as an ongoing hub of support. You are welcome to contribute; just contact us through the website. Termly newsletters, fresh articles and additional resources are added regularly. We will alert you by email.

We do our best to offer ongoing support to schools using Discovery RE by:

- Offering each school a mentor, always on hand to answer any questions and offer support and advice
- Giving passworded access to the Discovery RE Community Area on the website (we will email you the login details)
- Termly newsletters to keep you up to date and give more teaching/learning ideas

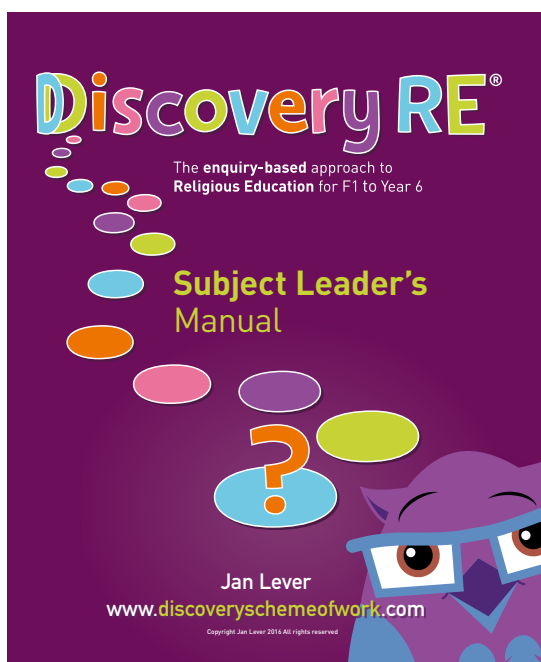
We also listen and respond to teachers' requests and concerns and as a result have recently produced:

- RE: How do I do it?



This booklet is designed to take teachers inexperienced in RE, and those in initial teacher training, through an 8 step process showing how to plan RE across a school. It includes sample materials from Discovery RE and may be a useful resource to use for in-house training. This is available through the Discovery RE website online shop.

- Subject Leader's Manual



The subject leader's manual is designed to be a source of guidance and support for teachers leading this subject across the school.

Chapters on: Organisation
Action planning
Budget and resources
Monitoring
Staff training
Visits and visitors
and more, suggest what needs to be done, how to evidence your work as leader as well as the teaching and learning in RE.

A usb stick has editable documents to help further e.g. policy documents, action planning templates etc.

The folder can become your actual subject leader's folder as you add evidence to each chapter.

Each manual also comes with a copy of RE: How do I do it?

The subject leader's manual can be ordered through the website online shop or just contact the office
+44 (0)1202 377193



Free update policy

Books, websites and learning clips. Although Discovery RE is medium-term planning, we do our best to suggest teaching resources that may be helpful. However, because these may change, become unavailable etc. over time, we recommend you check the Community Area of the website where we will post updated resource lists at the end of each half-term. In the meantime, please let us know if you come across a clip that is inactive and we will source an alternative straight away for you. Contact elaine@janlevergroup.com. Check website www.discoveryschemeofwork.com, log in with your password to the Community Area and look in the Resources section for Updated Resource List.



We continue to operate a free update policy at Discovery RE regarding the Scheme of Learning, believing we are here to support schools and once you have invested in us and the resource, you join the Discovery RE Community. Therefore, this 3rd edition of Discovery RE is offered as a free download to schools currently using the older version/s.

Our Philosophy

Our belief is that, using an enquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced.

This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

Discovery RE is a thoughtful and creative set of RE planning for the whole Primary school, F1/2 to Year 6.

We hope it makes teachers' lives easier and short-cuts the planning process, freeing them to design exciting and challenging teaching/learning activities for each lesson/enquiry.

Thanks go to teachers: Hayley Lynam, Dawn Murray, Karen Hunnisett and Sian Pell whose enthusiasm for RE and children's learning, willingness to spend many hours on this project and share their current classroom experience, have helped me to make Discovery RE a relevant and creative teaching resource.

Thanks also go to Discovery RE Consultants, David Rees, Hannah Rees and Alison Harris who, with me, bring a collective 90+ years of RE experience to Discovery RE.

We hope our work supports you to keep improving children's learning in and deepening their thinking through Religious Education.

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The Jan Lever Group comprises 3 enterprises supporting schools:

Discovery RE www.discoveryschemeofwork.com

Jigsaw PSHE www.jigsawpshe.com

Jan Lever Education Consultancy and Training www.jlect.com





Introduction

The context... ENGLAND

What do you have to teach in RE?

The situation with Religious Education in England is unique. RE is a statutory subject that sits alongside the National Curriculum.

It is compulsory in all schools in England except for pupils withdrawn at the request of their parents.

(The Education Act 2002, section 80)

Academies must provide RE in accordance with their funding agreements.

(RE in English schools: non-statutory guidance 2010)

It becomes more complicated when considering what must be included in the RE curriculum and the approach to be used.

Community schools/ Foundation schools/ Voluntary Controlled schools must provide RE in accordance with the locally agreed syllabus for RE.

In Voluntary Aided schools with religious character the RE curriculum is determined by the governors in accordance with the trust deed, and they may choose to follow the locally agreed syllabus or to design their own.

Academies and Free schools

- Such schools with no religious character may choose to follow the locally agreed syllabus but are free to design their own schemes of work
- Denominational academies e.g. Roman Catholic, and most Muslim and Jewish academies, deliver RE in line with their denominational syllabus (where there is one)
- Faith (but non-denominational) academies are free to agree their RE curriculum with sponsors and the Department for Education.

These schools could adopt the locally agreed syllabus but are autonomous in this choice.

(RE in English schools: non-statutory guidance, DCSF 2010, pages 27-30)

Does Discovery RE meet the requirements of your locally agreed syllabus?

Discovery RE is not an agreed syllabus but is a set of detailed medium-term planning that can support schools to structure their RE scheme of work in order to deliver their locally agreed syllabus if they need to, or to structure their RE curriculum in this developmental and comprehensive way if they are autonomous.

At Discovery RE, we understand it can be challenging to assess the extent to which Discovery RE can help you fulfil the requirements of your locally agreed syllabus, and to assist you we have mapped it to 100+ syllabi. These mapping documents can be requested through the website. We are happy to map Discovery RE to your syllabus if we have not yet done so, or to update our maps when your syllabus is updated if you get in touch and let us know what is needed.

It is never possible to state categorically that Discovery RE will fulfil all requirements as this depends to a large extent on the way the teacher translates Discovery RE into short-term planning and on the nature of the delivery.

However, we are very confident that Discovery RE gives a comprehensive structure for RE across the whole primary school, provides a key enquiry question for each half-term, selects the most appropriate subject knowledge to be taught to enable children to answer the enquiry question and goes on to provide assessment tasks, guidance and attainment descriptors, with exemplification.

This confidence is certainly supported by the evidence base we have regarding Church of England schools which are using Discovery RE.

The quantitative and qualitative evidence shows Discovery RE to be making a significant contribution to RE, school ethos and additionality.



Christianity is taught in each year group, with one other religion selected to be considered alongside this. There are additional optional extra Christianity enquiries for Years 4, 5 and 6 which can be added to ensure church schools deliver more than the specified amount of Christianity in relation to the SIAMS requirements.

(There is also an overview that suggests how schools wishing to use the 'Understanding Christianity' materials could integrate these into the Discovery RE programme, in the 'other' section of the folder).

Suggestions on how and when to include work on Humanism (should that be deemed appropriate) are included in some enquiries.

Is there any national guidance on what should be taught in RE or what an agreed syllabus should look like?

1. 2004 non-statutory national framework for RE

This framework, whilst non-statutory, offered guidance to SACREs on the structure, content and, to an extent, the pedagogical approach of their syllabi.

It describes learning in RE in terms of two attainment targets:

Attainment Target 1: Learning ABOUT religion

Attainment Target 2: Learning FROM religion

This framework also suggests assessing according to a national 9 level descriptors, 1-8 plus EP (Exceptional Performance)

Some agreed syllabi around the country still use these systems to structure and describe learning, so Discovery RE references the two attainment targets on the overview maps. It shows AT1 in **BLUE** and AT2 in **RED**.

For those who still need it, Discovery RE also references the 9-level assessment system but alongside this provides a 'beyond levels' process comprising 3 age-related expectation attainment descriptors (working TOWARDS, AT and BEYOND) for each enquiry, as well as summary descriptors for the end of each key stage.

2. 2013 national curriculum framework for RE (NCfRE)

This framework, again non-statutory, reorganised RE learning under 3 strands:

A. know about and understand a range of religions and world views

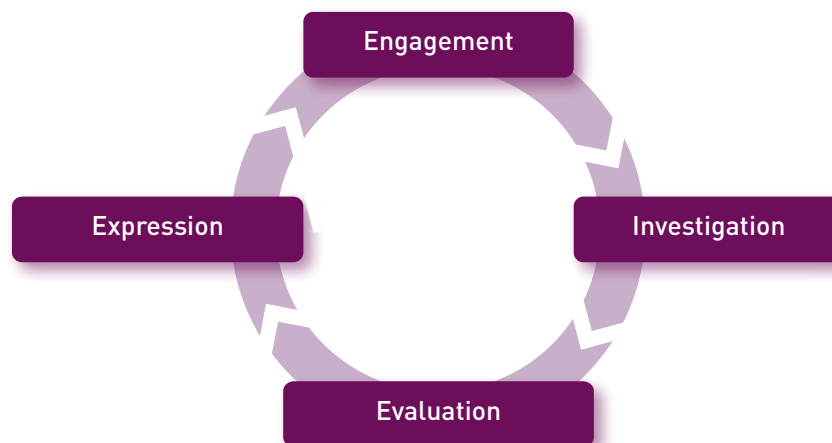
B. express ideas and insights about the nature, significance and impact of religions and world views

C. gain and deploy the skills needed to engage seriously with religions and world views.

It is assumed that aspects of all 3 strands will be contributed to in every enquiry so the strands are not referred to on the overview mapping grid.

How is the planning set out in Discovery RE?

Discovery RE advocates an enquiry-based approach with a 4-step process



The 4-step enquiry process

The key question for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Discovery RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

Step 1 (usually 1 lesson)

Engagement: The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not e.g. a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so lesson 1 aims to help all children resonate with the experience of 'commitment' in their own lives. If they can relate to this human experience they will be better able to understand the world of religion into which the enquiry takes them. Their personal resonance with this underpinning human experience acts as the **BRIDGE** into the world of religion (which may be very much outside of their experience).

The **BRIDGE** concept/experience is shown clearly under the Step 1 box on the planning. This guides the teacher as to the focus of Lesson 1, which does not have to include anything explicitly 'religious'.

Step 2 (usually the equivalent of 3 lessons)

Investigation: The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question. Some of the enquiries have a lot of relevant content so teachers do need to be selective and not try to cover too much. Depth is more important. The acquisition of the factual information about the religion /belief system being studied is important, but not as an end in itself.

Step 3 (usually 1 lesson)

Evaluation: This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task (the activity sheet and resources are included) which the teacher can assess by using the age-related expectation descriptors at the end of each enquiry. These are exemplified, and tracking and record sheets are included, as are pupil self-assessment sheets.

The expectations may well lend themselves to meaningful and less onerous report writing, the activity sheets providing evidence in children's books for their learning in each enquiry.

We are not suggesting that paper-based evidence is the sole form of assessment in RE. The expectation is that the assessment activity sheets provided will be seen in conjunction with teacher observations of the children's work and responses throughout the enquiry.

The strands of learning are colour-coded in the planning, the assesment activity, attainment descriptors and exemplification to make this process easier for busy teachers.



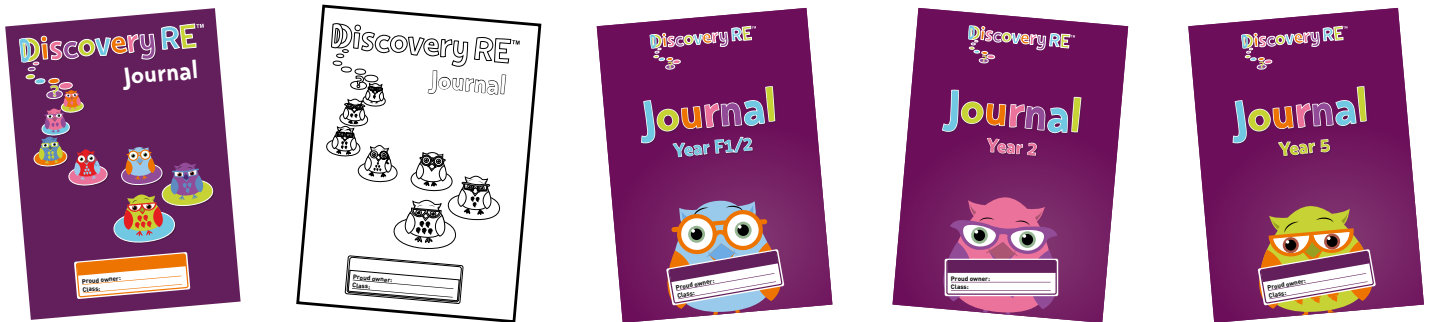
We believe that RE insights are not bound by literacy skills.

Step 4 (usually 1 lesson)

Expression: Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. There is often further evidence for their books produced in this lesson.

Children's progress is best recorded in individual journals or portfolios, but the whole learning experience of the class may be gathered into a class Discovery RE Portfolio.

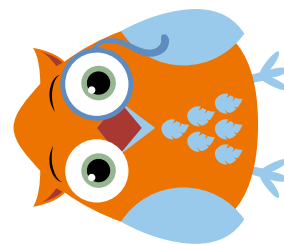
Discovery RE journal/portfolio covers can be downloaded from the CDRom/USB.



Overview Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam <i>NB: This enquiry is taught in 2 sections over the term</i>	
	Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity				

Teacher Note: There is an additional (optional) Christianity enquiry: How did Jesus create a 'New Covenant' and what does that mean to Christians today?, included at the back of the Year 6 section for schools to use if they choose to.



Discovery RE supports the teaching of British Values

Specific links between British Values and Discovery RE by Key Stage:

Please note for "Rule of Law", ticks have been added because even though Discovery RE does not teach UK law, it teaches children of the laws of that religion so that they understand what a law might be. As one of the main aims of the RE curriculum is to promote tolerance of those of different faiths and beliefs, and mutual respect, these values are ticked throughout.

Because this is a set of medium-term planning, not individual lesson plans, many of the values will be covered or not by the way the teacher/practitioner explains the concepts included and the language used. The ticks below represent the most likely/feasible connections that can be made although the teacher may well be able to make further connections to e.g. individual liberty and democracy by consciously deciding to include them.

Upper Key Stage 2 (Yr 6)

Discovery RE Enquiry		Religions studied: British Values				
Year 6		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
What is the best way for a Muslim to show commitment to God?	Islam		✓ (5 pillars)	✓	✓	✓
How significant is it that Mary was Jesus' mother? OR Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity	✓ (class vote) ✓		✓ (her choice)	✓ ✓	✓ ✓ ✓
Is anything ever eternal?	Christianity				✓	✓
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity	✓	✓	✓	✓	✓
Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)	Islam	✓ (respecting law and leading peaceful lives)	✓ (Qur'an)	✓	✓	✓
Optional enquiry: How did Jesus create a 'New Covenant' and what does that mean to Christians today?	Christianity	✓			✓	✓



The overview mapping grid that follows...

Year 6 Overview

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, social and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Islam	What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)	Beliefs and practices	AT1 B Practices and ways of life	AT2 F Values and commitments	We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.	Spiritual Cultural	www.bbc.co.uk/education/clips/zsqvcdm : Salat - Muslim prayer www.bbc.co.uk/education/clips/z4yxnxb : Muslims and Charity www.islamic-relief.org.uk : Muslim Charity www.bbc.co.uk/education/clips/zw37tfr : Fasting during Ramadan
OR							
Autumn 2 Christianity	How significant is it that Mary was Jesus' mother? Do sacred texts have to be 'true' to help people understand their religion? (Believing)	Christmas Concept: Incarnation	AT1 A Beliefs, teachings and sources	AT2 E Meaning, purpose and truth	We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.	Spiritual	Bible stories (New Testament): Angel visiting Mary - Luke 1:26-38, Mary's Song Luke 1:47-55, Joseph Matthew 1:18-25, God as Man John 1:14
Autumn 2 Christianity	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Do sacred texts have to be 'true' to help people understand their religion? (Believing)	Christmas Concept: Incarnation	AT1 A Beliefs, teachings and sources	AT2 E Meaning, purpose and truth	We are learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.	Spiritual Cultural	Bible stories (New Testament): Angel visiting Mary - Luke 1:26-38, Mary's Song Luke 1:47-55, Joseph Matthew 1:18-25, God as Man John 1:14
Spring 1 Christianity	Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death? (Believing/Behaving)	Belief and meaning Concept: Salvation	AT1 A Beliefs, teachings and sources	AT2 E Meaning, purpose and truth	We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.	Spiritual Moral	Christian wedding video (internet) Post-it notes Bible stories (New Testament): Love (Matthew 6:43-47), Commandments (Mark 12:29-31), The Lost Son (Luke 15:11-32, Healing (Luke 17:11-9), Forgiveness (Luke 23:34), Love (John 3:16) & Letter to Corinthians 13:4-13), Eternal Life (John 3:16), Walk to Emmans (Mark 16:12-13), Beach Barbeque (John 21:1-14)

From left to right..explaining the columns

Column 1

The academic term and focus religion

Column 2

The key enquiry question with additional sub-questions to help the focus.

Believing/Belonging/Behaving. The most relevant of these are shown, again to add focus.

Column 3

The theme of the enquiry and, for the Christianity enquiries, the 'concept' (core belief) is also shown. These concepts are aligned to the 'Understanding Christianity' project and are developed throughout Discovery RE in a spiral manner.

Column 4

For those who need this because their agreed syllabi still include them, this column shows the Attainment Targets 1 and 2 (Learning ABOUT and Learning FROM) as well as identifying the specific areas of enquiry (A-F) most contributed to in this enquiry.

Areas of enquiry

Some syllabi structure the RE learning expected under 6 areas of enquiry:

- A. beliefs, teachings and sources
- B. practices and ways of life
- C. forms of expressing meaning
- D. identity, diversity, belonging
- E. meaning, purpose and truth
- F. values and commitments

Column 5

The overall learning objective for the whole enquiry.

Column 6

SMSC. This column indicates which of the spiritual, moral, social, cultural development opportunities are most likely to be offered in this enquiry.

Column 7

Resources. This column acts as a summary of the resources suggested /signposted in the enquiry.

The Discovery RE website has 'shopping lists' of suggested 'essential' and 'desirable' resources useful for each enquiry.

www.discoveryschemeofwork.com

Year 6 Overview

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Autumn 1 Islam	What is the best way for a Muslim to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)	Beliefs and practices	AT1 B Practices and ways of life AT2 F Values and commitments		We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.	Spiritual Cultural	www.bbc.co.uk/education/clips/zsqvcdm : Salat - Muslim prayer www.bbc.co.uk/education/clips/z4yixnb : Muslims and Charity www.islamic-relief.org.uk : Muslim Charity www.bbc.co.uk/education/clips/zw37tfr : Fasting during Ramadan
Autumn 2 Christianity	How significant is it that Mary was Jesus' mother? Do sacred texts have to be 'true' to help people understand their religion? (Believing)	Christmas Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.	Spiritual	Bible stories (New Testament): Angel visiting Mary - Luke 1:26-38, Mary's Song Luke 1:47-55, Joseph Matthew 1:18-25, God as Man John 1:14
Autumn 2 Christianity	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Do sacred texts have to be 'true' to help people understand their religion? (Believing)	Christmas Concept: Incarnation	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.	Spiritual Cultural	Bible stories (New Testament): Angel visiting Mary - Luke 1:26-38, Mary's Song Luke 1:47-55, Joseph Matthew 1:18-25, God as Man John 1:14
Spring 1 Christianity	Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death? (Believing/Behaving)	Belief and meaning Concept: Salvation	AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.	Spiritual Moral	Christian wedding video (internet) Post-it notes Bible stories (New Testament): Love (Matthew 6:43-47), Commandments (Mark 12:29-31), The Lost Son (Luke 15:11-32, Healing (Luke 17:11-9), Forgiveness (Luke 23:34), Love (John 3:16) & Letter to Corinthians 13:4-13), Eternal Life (John 3:16), Walk to Emmans (Mark 16:12-13), Beach Barbeque (John 21:1-14)

Year 6 Overview cont.

	Enquiry Question	Theme/ Concept	Areas of Enquiry A-F		Learning Objective	Spiritual, moral, and cultural opportunities	Resources
			AT1 ABOUT	AT2 FROM			
Spring 2 Christianity	Is Christianity still a strong religion 2000 years after Jesus was on Earth? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Is religion the most important influence and inspiration in everyone's life? (Believing/Belonging/Behaving)	Easter Concepts: Salvation. Gospel	AT1 B Practices and ways of life AT2 D Identity, diversity and belonging. AT2 F Values and commitments		We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.	Cultural Social	Bible stories: Love their neighbour (Mark 12:28-31) Christians who are suffering for their beliefs: internet search www.opendoorsusa.org/christianpersecution/world-watch-list/: Regions of the world where persecution happens
Summer 1&2 Islam	Does belief in Akhirah (life after death) help Muslims lead good lives? Should religious people be sad when someone dies? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? (Believing/Belonging)	Beliefs and moral values	AT1 A Beliefs, teachings and sources AT2 D Identity, diversity and belonging.		We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.	Moral Social	www.bbc.co.uk/education/clips/zvvq6sg What does it mean to be a Muslim? www.bbc.co.uk/schools/gcsebitsize/rs/war/justwartheoryrev2.shtml www.bbc.co.uk/schools/gcsebitsize/rs/war/islamrev3.shtml
Optional Christianity	How did Jesus create a 'New Covenant' and what does that mean to Christians today? (Believing)		AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth		We are learning to understand the Christian belief that Jesus fulfilled the Old Testament Covenant and created a 'New Covenant'	Spiritual	Bible texts (see planning)



Humanism Links - You may like to make reference to Humanism when appropriate. Suggestion below

Spring 1 Humanism Link	Is anything ever eternal? (Believing/Behaving)	Death - coming to terms with human life.	AT1 B Practices and ways of life AT2 D Identity, diversity, belonging	We are learning to understand that Humanists have special ways to mark milestone moments in life.	Spiritual Cultural	Understanding humanism – a clip about death http://understandinghumanism.org.uk/films/?film=pR7e0fmfXGw
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Overview of Learning Outcomes for Year 6

Year 6 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 6 Autumn 1	What is the best way for a Muslim to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.	
Year 6 expectation WORKING AT (Levels 4/5)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.	
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&6).	

Year 6 Autumn 2	How significant is it that Mary was Jesus' mother?	Comments
WORKING TOWARDS (Level 3)	I can identify some qualities that someone chosen for an important job would need. I can start to explain the significance of why Mary was chosen as Jesus' mother. I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.	
Year 6 expectation WORKING AT (Levels 4/5)	I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.	
WORKING BEYOND (Level 5)	I can suggest who I would choose for important roles in my school and in the country and identify the qualities these people would need. I can explain why it is significant to Christians that Mary was Jesus' mother. I can explain my own response to the Christian belief in the Virgin birth.	

OR

Year 6 Autumn 2	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Comments
WORKING TOWARDS (Level 3)	I can talk about the variety of ways I celebrate different events or occasions and explain why I celebrate these in different ways. I can explain why Christmas is important to Christians. I can explain why Christians would find some celebrations remind them of Jesus' birth and life.	
Year 6 expectation WORKING AT (Levels 4/5)	I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.	
WORKING BEYOND (Level 5)	I can identify when I am celebrating in a way that reflects the meaning of the event. I can explain how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life and can explain which activities do this. I can explain my own feelings on whether or not it is important to follow Christian beliefs in all Christmas celebrations.	

Year 6 Spring 1	Is anything ever eternal?	Comments
WORKING TOWARDS (Level 3)	I can start to show an understanding of the concept of eternity. I can describe what a Christian might learn about life after death from a Bible story. I can ask important questions about eternity.	
Year 6 expectation WORKING AT (Levels 4/5)	I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal.	
WORKING BEYOND (Level 5)	I can explain the difference it would make to me to know that something was eternal. I can explain why Christians believe some things are eternal and the difference this makes to them. I can give my own answer to whether anything is eternal and give my reasons.	

Year 6 Spring 2	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Comments
WORKING TOWARDS (Level 3)	I can describe how people have influenced me in different ways and say why I think this happened. I can describe one way that Christianity seems to be a strong religion today. I can start to consider whether I think Christianity is a strong religion now.	
Year 6 expectation WORKING AT (Levels 4/5)	I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.	
WORKING BEYOND (Level 5)	I can explain how I would like to be a positive influence on others. I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.	

Year 6 Summer 1	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1	Comments
WORKING TOWARDS (Level 3)	I can explain how knowing that my actions have consequences makes a difference to the choices I make. I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. I can identify why leading a good life might be a good idea and why people think this.	
Year 6 expectation WORKING AT (Levels 4/5)	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.	
WORKING BEYOND (Level 5)	I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after death and explore how what I believe about this might influence my life.	

Year 6 Summer 2	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2	Comments
WORKING TOWARDS (Level 3)	I can explain how sometimes people see/interpret things in different ways. I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War. I can start to express my opinion on how Jihad is interpreted by some Muslims.	
Year 6 expectation WORKING AT (Levels 4/5)	I can give examples of times when I misinterpreted something. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.	
WORKING BEYOND (Level 5)	I can start to explain how my beliefs about right and wrong make a difference to how I see things. I can explain two different Muslim interpretations of Jihad and explore their justifications for these. I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.	

Year 6 Optional	How did Jesus create a 'New Covenant' and what does that mean to Christians today?	Comments
WORKING TOWARDS (Level 3)	I can think of something that I could change which would benefit others. I can describe the meaning behind a Biblical text with regard to the New Covenant. I can explain why I have ranked these texts in this order with regard to their importance to Christians.	
Year 6 expectation WORKING AT (Levels 4/5)	I can explain how I may or may not want somebody to commit to do something for me in return for my commitment. I can make links between the Bible texts I have chosen and the New Covenant. I can reflect on the Christian belief in the New Covenant and whether it is relevant to Christians today.	
WORKING BEYOND (Level 5)	I can use my judgement to decide whether my commitment is conditional or unconditional and can explain why I have chosen this option. I can explain how different texts build together to form evidence towards Jesus creating a New Covenant (assessed throughout investigation as well as Activity Sheet). I can explain my opinion on how relevant the New Covenant is to Christians today.	



Pupil Self-Assessment

Enquiry:

Name:

Class:

Term:

I learnt...

I enjoyed...

I wonder...

Discovery RE Tracking Sheet

Teacher: Class: Year Group:

Children's names	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:		Enquiry:	
	T	T	T	T	T	T	T	T	T	T	T	T
Year 6 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 6 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 6 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 6 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 6 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B
	T	T	T	T	T	T	T	T	T	T	T	T
Year 6 expectation	A	A	A	A	A	A	A	A	A	A	A	A
	B	B	B	B	B	B	B	B	B	B	B	B

Table

Green = Personal resonance with or reflection on (AT2 Personal	T = Working Towards
Blue = Knowledge and understanding of (AT1)	A = Working At
Red = Evaluation/critical thinking in relation to the enquiry question (AT2 impersonal)	B = Working Beyond

Colour-coded descriptors in Discovery RE

“WORKING AT” expectation. <u>Most</u> children are expected to reach these expectations.	GREEN DESCRIPTORS Personal resonance with or reflection on The concept / belief underlying the subject matter of the enquiry Child’s own thoughts, opinions, belief, empathy.	BLUE DESCRIPTORS Knowledge and understanding of the subject matter of that enquiry (subject knowledge)	RED DESCRIPTORS Skills of evaluation and critical thinking in relation to the big enquiry question
End of Key Stage 1 (Year 2, Age 7, ‘old’ Level 2)	I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts	I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.	I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
End of LOWER key Stage 2 (Year 4, Age 9, ‘old’ Level 3)	I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.	I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
End of Key Stage 2 (Year 6, Age 11, ‘old’ Level 4)	I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people’s.	I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.

Discovery RE Resource List

February 2017 - Year 6

Enquiry	Book, Film Clip, other resource	Author/s	Detail
Autumn 1 What is the best way for a Muslim to show commitment to God?	Salat - Muslim prayer	BBC website	www.bbc.co.uk/education/clips/zsqvcdm
	Muslims and Charity	BBC website	www.bbc.co.uk/education/clips/z4yjnxb
	Muslim Charity	Islamic relief website	www.islamic-relief.org.uk
	Fasting during Ramadan	BBC website	www.bbc.co.uk/education/clips/zw37tfr
Autumn 2 How significant is it that Mary was Jesus' mother? or Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Bible stories		
Spring 1 Is anything ever eternal?	Bible stories		
Spring 2 Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Regions of the world where persecution happens	Open Door USA website	www.opendoorsusa.org/christian-persecution/
Summer 1 and Summer 2 Does belief in Akhirah (life after death) help Muslims lead good lives?	What does it mean to be a Muslim?	BBC website	www.bbc.co.uk/education/clips/zwvq6sg
	Just War theory	BBC website	www.bbc.co.uk/schools/gcsebitesize/rs/war/justwartheoryrev2.shtml
	Islam and War	BBC website	www.bbc.co.uk/schools/gcsebitesize/rs/war/islamrev3.shtml
	Teacher info on Jihad	Chris Hewer	www.chrishewer.org

Year 6

Autumn 1

Theme:
Beliefs and Practices

Key Question:
What is the best way for a Muslim to
show commitment to God?

Religion:
Islam





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 6

Term: Autumn 1

Theme: Beliefs and Practices

Religion: Islam

Key question for this enquiry: What is the best way for a Muslim to show commitment to God?

Learning Objectives: We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.

Teaching and Learning Activities

Step 1 Engagement (1 lesson)

Introduce Gudrun Owl and let children know he will be asking them challenging questions in RE but that they can also ask him challenging questions whenever they like. Give out the envelope cards (printed from the Discovery RE CDrom/USB). Gudrun Owl is a source of wisdom. What does the name 'Gudrun' mean? In which language? Look at a variety of situations e.g. someone training/practising a sport or skill regularly, someone visiting a sick relative every Tuesday evening. Sort situations into those that do/do not require commitment. What does it mean to make a commitment? Elicit that you can show commitment by doing something on a regular basis and by demonstrating loyalty, hard work and belief. Is it always easy to stick to a commitment? Explain that at times it can be difficult. Brainstorm reasons why it might be difficult e.g. you are invited to a party on the same evening you usually visit your sick relative, you are tired and it is sunny so you want to relax in the sun instead of training for the marathon, etc. Children to share examples of how they show commitment in their lives. Decide on 3 key ingredients needed for commitment e.g. perseverance, patience, etc. Share them with Gudrun Owl . Possibly display.

BRIDGE: COMMITMENT TAKES EFFORT

Step 2 Investigation (3 lessons)

Recap on the five pillars of Islam. Introduce the question 'What is the best way for a Muslim to show commitment to God?' Watch www.bbc.co.uk/education/clips/zsqvcdm Salat - Muslim Prayer on BBC Learning clips online. While watching, children to jot down ways in which prayer shows commitment to God. It is their duty to pray to Allah five times each day. Why? Muslims believe they need to pray five times to show their belief and be reminded of God so they do not forget about Him. Explain that Muslims believe they can worship God anywhere. However, many Muslims choose to go to the Mosque for lunchtime prayers on a Friday, the Muslim holy day. Do children think it is necessary for Muslims to pray five times each day in order to show that they believe in God and are not forgetting about Him and to remember that every bit of their lives should reflect what God wants them to do? Children to justify their reasons why or why not. How might praying five times each day affect a Muslims' daily life? Would it always be easy to stop what they are doing in order to pray? When would it be easiest/hardest?

Gudrun Owl can lead these big questions. Explain that the third pillar of Islam is Zakah - giving money to charity. Watch www.bbc.co.uk/education/clips/z4yjnxb 'Muslims and charity' on BBC Learning clips online. While watching, children to jot down why they think Muslims are required to give to charity. Muslims think it is their duty to do this as everything they own belongs to God. Does giving this mean a Muslim is showing their commitment to God? Should this be a duty or should Muslims have the choice whether or not to give their money to charity and how much? Why is it a good idea to help charities? Lots of people choose to donate money to charity on a regular basis. What other ways do Muslims help people less fortunate than themselves? Other than giving money, what other ways can we help people? Would somebody still be a good Muslim if he/she did not give any money to charity? Explore ideas. Possibly investigate a Muslim charity e.g. www.islamic-relief.org.uk. How does Zakah show commitment to God?

Explain that the fourth pillar of Islam is 'Sawm'. During the month of Ramadan every year, Muslims do not eat or drink at all during the hours of daylight. Watch www.bbc.co.uk/education/clips/zw37tfr 'Fasting during Ramadan' on BBC Learning clips online. Children to jot down why Muslims fast. Feedback from children - Muslims fast because Allah (God) says in the Qur'an that they should (ensure children know the Qur'an is the holy book for Muslims). Fasting is a way of showing that they are living in the way that God wants and remembering people who are hungry. They believe it shows that their religion is the most important thing in their lives - far more important than eating or drinking. Do children think that fasting is necessary for Muslims to show their commitment to God? If a Muslim was really hungry and ate something, would this mean that he/she is not a good Muslim?

Do the children have any questions for Gudrun Owl? Give them the envelope cards for their questions. Gudrun Owl can answer next lesson. Recap on fifth pillar of Islam - Hajj (children should have learned about this in Year 2). Muslims are expected to visit Makkah at least once in their lifetime if conditions allow.

Bring together a range of ways that Muslims could show their commitment to God.

Children stand on a continuum line to show how important each of these practices is. Which one shows most commitment? Why? Is there only one answer? A Muslim visitor would be valuable here or a visit to a mosque for dialogue with Muslims there. (Use 'Crossing the Bridges' materials from www.discoveryschemeofwork.com).

Key Stage 2

Medium Term Planning

Teaching and Learning Activities cont.

Step 3 Evaluation (1 lesson)

Children to write their answers to the following questions:
In which ways do Muslims show their commitment to God?

🧑🏫 What is the best way for a Muslim to show commitment to God?

Summarise that even if children do not think it is necessary to pray five times each day, give to charity, fast during Ramadan and visit Makkah, often being committed to someone or something means putting them before yourself and doing things that are difficult or you may not want to do. Commitments are not always easy to stick to. Think back to Lesson 1 and the key ingredients (see display).

Step 4 Expression (1 lesson)

Children think back to the commitments they have in their own lives whether a commitment to a sport, club, person, etc. How are they going to ensure that they show this commitment? Why are they so committed to this person/thing? Are there some things that they are more committed to than other things? Why?

Can they write an affirmation or a short mission statement to reinforce their commitment to their chosen focus? Stick these in their journals.

Evidence in Discovery RE Journals: Activity Sheet.



Year 6: Autumn 1 - Islam

Enquiry: What is the best way for a Muslim to show commitment to God?

Name:

Class:

I think praying is the best way to show commitment to God because...

I think it is Zakah because...



What do YOU Think?

I think a Muslim would best show commitment to God by...

I think Sawm is the best way because...

Why do Muslims choose different ways to show their commitment to God?



Year 6 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 6 Autumn 1	What is the best way for a Muslim to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.	
Year 6 expectation WORKING AT (Levels 4/5)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.	
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&6).	

I am proud that I

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Exemplification

Year 6: Autumn 1 - Islam

Enquiry: What is the best way for a Muslim to show commitment to God?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I think to show real commitment you need to be honest because your actions will show what you believe in, and have perseverance and independence because sometimes you are doing something nobody else is so you need to just keep on doing it, quite often on your own. This can be a good thing for you and other people.

Muslims show commitment to God by following the 5 pillars. Some of these are praying 5 times every day, giving money to charity (Zakah) and fasting during Ramadan (Sawm).

I think Muslims have different ways of showing commitment because they learn from their families what is most important. Some Muslims can't afford to go on the pilgrimage.

Year 6 expectation

WORKING AT

I follow my team, but I don't really call that commitment. I would say that I am committed to visiting my Nan in the home she is in because it takes effort and she would be sad if I didn't and I would miss her. That's an important commitment because it affects other people.

Muslims believe that it is their duty to pray 5 times each day to show their belief and be reminded of God so they do not forget about Him. Muslims also believe that everything they own belongs to God so they give money to charity. During the month of Ramadan, Muslims do not eat or drink anything during daylight hours. Fasting shows that they are living in the way that God wants. Some of these would feel more significant because they would take more effort. Maybe some Muslim families think some of these ways are more important than others.

I think some ways would be better than others because I think God would be pleased with the ways that took the most effort.

WORKING BEYOND

My mission statement shows that I am committed to kindness as I used to be a bit thoughtless— it's a bit like my own charter. It says "I commit to thinking about other peoples' points of view, stopping to consider the consequences before I act and only doing things that do not harm other people." This means that I haven't just said I am committed to something, I can show it by what I do. Someone else might choose a different way to be good person, it's up to them.

Muslims follow the five pillars of Islam. These pillars include praying five times each day, giving money to charity, fasting during the month of Ramadan and going on a pilgrimage to Makkah. Although following the five pillars shows a Muslim's commitment to God, it is not always easy for them to do. It would be difficult to stop what you are doing five times each day in order to pray. What if they didn't have much money? They might not be able to afford to give money to charity. Muslims could get hungry during Ramadan, especially if they are children as they might not be able to concentrate in school without food. I expect knowing what they do is out of respect and duty to God is the most important thing.

I think people have to make their own decisions about what sort of commitment they make to their religion. Sometimes this is about the sort of person you are or it might be influenced by your family e.g. if your family takes you to the Mosque a lot or not. I make commitments in my life for important things like my family. I stick with it but sometimes I get fed up, like with my extra maths class after school, and my commitment goes. I think my Mum and Dad are really committed to bringing up my sister and me. They work really hard to give us a lovely home and family. This makes me committed to them.

Year 6: Autumn 1 - Islam

Enquiry: What is the best way for a Muslim to show commitment to God?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
	✓ (5 pillars)	✓	✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.
WORKING AT Year 6 expectation (Level 4/5)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&6).

Resources needed for this Enquiry

www.bbc.co.uk/education/clips/zsqvcdm: Salat - Muslim Prayer
www.bbc.co.uk/education/clips/z4yjnbn: Muslims and charity
www.bbc.co.uk/education/clips/zw37tfr: Fasting during Ramadan

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)

Year 6

Autumn 2

Theme:
Christmas

Key Question:
How significant is it that Mary was
Jesus' mother?

Religion:
Christianity
Concept: Incarnation





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 6		Term: Autumn 2
Theme: Christmas		Religion: Christianity Concept: Incarnation
Key question for this enquiry: How significant is it that Mary was Jesus' mother?		
Learning Objectives: We are learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>If the virgin birth was used to symbolise Jesus being God, humble and here for everyone, what would Jesus' mother be like if God chose to send Him back to be born today?</p> <p>Think about why Jesus might be sent by God and the symbolism attached to His mother. Draw a portrait of the woman you think could be Jesus' mother now and explain your thinking.</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Gudrun Owl 🦉 wants to get to know what makes Year 6 tick. Have a circle time using Gudrun as the 'talking object' to explore: Have the children ever been chosen to do something important? Why were they chosen? How did they feel when they were chosen? Have the children ever had to choose someone else to do something important? Make a class list of these occasions. Who did they choose? Why did they choose that person? Look at various reasons for choosing somebody to do something important e.g. you like the person, the person is popular, the person is good at this particular thing, the person deserves to do it because they have been through difficult times, the person has the right qualities, etc. In groups, children draw up spider diagrams to show the task and the person chosen to do it in the centre, and then all the reasons why that person might have been chosen. Then sort the reasons into good reasons for choosing someone and not such good reasons for choosing someone. Children to justify their reasons why. Maybe use choosing a class rep. for school council as an example.</p>
<p>Step 3 Evaluation (1 lesson)</p> <p>Christians believe Mary did not choose to have a baby. This choice was made for her, by God.</p> <p>Children to complete the Activity Sheet:</p> <p>Why was a virgin chosen to be Jesus' mother?</p> <p>How significant is it that Mary was Jesus' mother?</p> <p>Summarise that a virgin was chosen so that it was obvious that Jesus was not just a human with 2 human parents but was also God. The Incarnation (Jesus is God on earth in human form) is a key belief in Christianity.</p> <p>What other Christian beliefs rely on Jesus being God as well as human?(eg miracles/resurrection) Would people have listened to Jesus so much if He had been an ordinary man with 2 human parents and not the incarnation of God? Would He still have done what He did? Would He still have been crucified?</p>		<p>BRIDGE: CHOOSING THE RIGHT PERSON</p>
<p>Step 2 Investigation (3 lessons)</p> <p>🦉 Introduce question: How significant is it that Mary was Jesus' mother? Mary was chosen to be Jesus' mother which was an important role. (Use Gudrun to pose questions and give children envelope cards to write their questions for Gudrun as the lessons go along).</p> <p>Look at different depictions of Mary in art. What do we learn about her? Why was she painted in these ways?</p> <p>Children to read Luke 1:26-38 where the angel visits Mary and says she is highly favoured and will give birth to a son - Jesus. What was Mary's first reaction? Why do you think she was scared? Look now at Mary's song Luke 1:47-55. As it is being read, children to jot down words and phrases to describe feelings Mary has regarding the news e.g. my soul glorifies the Lord, my spirit rejoices, all generations will call me blessed, etc. Mary was the Lord's servant. What does this mean? Why do you think Mary was chosen to give birth to Jesus? What do we know about Mary? What was special about her? Elicit that she was young, pure, a virgin and an ordinary girl (not a princess or celebrity). What clues do we have so far as to why God chose her to be Jesus' mother?</p> <p>What sort of person would the children have chosen to be Jesus' Mum? Why?</p> <p>Look now at Matthew 1:18-25. What is meant by 'Joseph did not want to expose her to public disgrace'? Why was he going to divorce her (actually, they were not married yet but he was going to break off the engagement)? He thought that she was not a virgin and that she must have betrayed him. Was this an unrealistic assumption to make? Elicit that after the angel had visited Joseph he realised that 'what is conceived in her is from the Holy Spirit' - that God had put the baby inside her. What do you think about this? Why do you think a virgin was chosen to give birth to Jesus? So that it was obvious that she had not conceived the baby through sexual intercourse. Why was Mary chosen? Why not somebody else who was also a virgin? Why did God send Jesus to earth this way? Why didn't God send Jesus to earth through some other means e.g. He could have just appeared on earth?</p> <p>Look at the word 'incarnation': what does this mean? Explain that it means 'God in human form'. Thinking about incarnation, look again at the question 'Why did God send Jesus to earth this way?' Elicit that if He had been sent to earth in a different way, He would not have been 'God and man'. He would have just been God as He wouldn't have taken on a human body (through birth). Look at John 1:14. What does this mean?</p>		
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. *From 'Understanding Christianity' Church of England*



Year 6: Autumn 2 - Christianity

Enquiry: How significant is it that Mary was Jesus' mother?

Name:

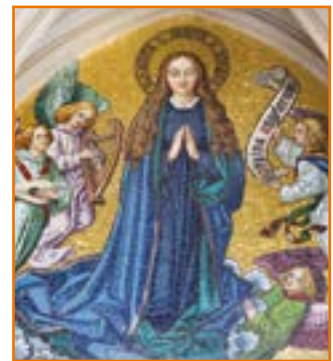
Class:

The 3 most important aspects of the nativity story for Christians are (explain why)

1. _____

2. _____

3. _____



Why do Christians believe Mary was chosen to be Jesus' mother?

Would it matter to Christians if Mary was NOT a virgin? Why/why not?

How significant is it that Mary was Jesus mother? What do YOU think?



Year 6 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 6 Autumn 2	How significant is it that Mary was Jesus' mother?	Comments
WORKING TOWARDS (Level 3)	I can identify some qualities that someone chosen for an important job would need. I can start to explain the significance of why Mary was chosen as Jesus' mother. I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.	
Year 6 expectation WORKING AT (Levels 4/5)	I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.	
WORKING BEYOND (Level 5)	I can suggest who I would choose for important roles in my school and in the country and identify the qualities these people would need. I can explain why it is significant to Christians that Mary was Jesus' mother. I can explain my own response to the Christian belief in the Virgin birth.	

I am proud that I

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My TINT Box

To improve next time I will

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Exemplification

Year 6: Autumn 2 - Christianity

Enquiry: How significant is it that Mary was Jesus' mother?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
<p>I think it is important to do what you promised when you were chosen...for example I said I would be at the Christmas Fayre so School Council picked me to man the stall – I wouldn't say that then not turn up.</p> <p>Christians believe the Bible says that Mary was a virgin. An angel told Mary and Joseph that they were going to have a baby, they should call Him Jesus and that He was the Son of God. It is significant to Christians that Mary was a virgin because it means that Jesus' birth was a miracle and He was not an ordinary person with a human mother and father.</p> <p>Mary was a virgin so Christians believe this makes Jesus human and God in one. This seems a bit unrealistic to me and I think He would be just as important even if Joseph was His dad. I wonder if this confused Jesus when He was a child.</p>	

Year 6 expectation	WORKING AT
<p>People who need to do important jobs need to be trustworthy, dependable, honest and sometimes quite brave because it could be something scary.</p> <p>Mary was chosen to be Jesus' mother because she was a virgin and God wanted to make it clear that Jesus was His son and not Joseph's son. If she had not been a virgin this may have not been so clear. Christians believe that Jesus was the Incarnation of God.</p> <p>I don't think it would be a problem if the virgin birth story was made up and Jesus was really Joseph's. He still did amazing miracles and was a great teacher. Maybe the virgin birth part is a symbol to show Jesus' mother was good and pure.</p>	

	WORKING BEYOND
<p>I would choose somebody clever and popular to be head boy or head girl so other children would listen to them and so they would make the school proud of them. If I could vote I would vote for an honest and strong Prime Minister who believes in animal rights and who would not shout and argue in the Houses of Parliament.</p> <p>It is significant to Christians that Mary was Jesus' mother because she was a virgin therefore could not have conceived in the natural way. By giving birth to Jesus it was clear that He was the Son of God, God in human form. This is called Incarnation. I think another reason Mary was chosen is because she was a strong believer in God and very loyal to God. She was also poor so it shows Jesus was on earth for everybody, not just rich people.</p> <p>As a Christian I do believe Mary was a virgin but I don't think it would matter to me if somebody proved she wasn't because it is Jesus' teaching that is most important and the symbolism of His death and resurrection.</p> <p>OR</p> <p>I can't see why Christians would think a virgin birth was possible or why God would need to make a point in that very odd way. It all seems pretty unlikely to me, but I do believe in and respect Jesus. I think if everyone followed His teaching to 'love your neighbour' the world would be a more peaceful place with less greed and poverty.</p>	

Year 6: Autumn 2 - Christianity

Enquiry: How significant is it that Mary was Jesus' mother?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
		✓ (her choice)	✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 3)	I can identify some qualities that someone chosen for an important job would need. I can start to explain the significance of why Mary was chosen as Jesus' mother. I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this.
WORKING AT Year 6 expectation (Level 4/5)	I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.
WORKING BEYOND (Level 5)	I can suggest who I would choose for important roles in my school and in the country and identify the qualities these people would need. I can explain why it is significant to Christians that Mary was Jesus' mother. I can explain my own response to the Christian belief in the Virgin birth.

Resources needed for this Enquiry

Bible stories (New Testament): Angel visiting Mary - Luke 1:26-38, Mary's Song Luke 1:47-55, Joseph Matthew 1:18-25, God as Man John 1:14

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)

Year 6

Autumn 2

Theme:
Christmas

Key Question:
Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born?

Religion:
Christianity
Concept: Incarnation





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 6		Term: Autumn 2
Theme: Christmas		Religion: Christianity Concept: Incarnation
Key question for this enquiry: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?		
Learning Objectives: We are learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.		
Teaching and Learning Activities		
<p>Step 1 Engagement (1 lesson)</p> <p>Gudrun Owl 🦉 has party hat/tinsel/baubles etc. What does this suggest to children about his views on Christmas? If he celebrates Christmas, does this mean he is a Christian Owl? Could there be such a thing? Why/Why not? What celebrations have you had or have been to? What celebrations do you know of? (draw on any religious celebrations too). In groups write one celebration on a post-it, another celebration on the next post-it and so on...how many celebrations can each group think of in 2 minutes?</p> <p>Debrief and introduce the idea that some celebrations remember a past event (e.g. Guy Fawkes Night) and some celebrate something new (e.g. a marriage). Groups sort their post-its into 2 piles...past and new...</p> <p>What do we do at these celebrations? Children choose a celebration that they feel knowledgeable about from one of their post-its and each group makes a freeze-frame of one aspect of that celebration. Rest guess what celebration is being represented.</p> <p>Discuss similarities in ways events are celebrated e.g. food, cakes, people, music, traditions.</p> <p>Make a list of all the religious celebrations they have studied/know about... divide into which religions and identify what is being remembered at each event...past event or new event?</p> <p>What are their favourite celebrations and why? List the reasons people celebrate, to summarise lesson.</p>		
BRIDGE: REASONS FOR CELEBRATIONS ↓		
<p>Step 2 Investigation (3 lessons)</p> <p>🦉 Introduce the question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? What are children's initial responses?</p> <p>Use pictures, video, Christmas cards, decorations etc to pool ideas about how Christmas is celebrated in this country. Does everybody celebrate Christmas? Why/Why not?</p> <p>What celebrations and traditions do we have around the time of Christmas? Do they all help us understand what Christians are celebrating?</p> <p>Discuss and list Christmas 'activities' e.g. singing songs, going to church, giving presents, Christmas cakes, crackers, Christmas trees, stars, angels, Christmas cards, holly wreaths, building nativity scenes or cribs in public places and homes, parties, decorations, turkey, Father Christmas, reindeer etc. Could also bring in charity donations instead or as well as presents such as Operation Christmas Child if the school subscribes to this. Create a class list that can be referred to over the investigation.</p> <p>Gudrun Owl 🦉 asks: What has all this got to do with Jesus? Read the Christmas story from Luke 2: 1-20. Compare written source with interpretations on the internet e.g. www.biblesociety.org.uk/search/christmas/. What are the key messages that we can learn from these sources about the significance of Jesus' birth to Christians? What can we understand from the words or pictures about Christian beliefs about Jesus?</p> <p>Christians celebrate the arrival of Jesus as God's Son - The Incarnation. They are grateful because they believe Jesus brought to earth a message from God about how to live a good life. He performed miracles, helped people and offered forgiveness of sins. Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God "incarnate" (God made man). Look more closely at the word "incarnation" as this is the key fact of Jesus' birth - that God became fully human whilst also retaining his divinity. Gudrun Owl 🦉 doesn't understand this. Can the children explain 'Incarnation'?</p> <p>Where can we see this demonstrated in Christmas celebrations and traditions discussed earlier?</p> <p>Through class discussion, create a list of criteria or questions that would determine whether a tradition or celebration would help a Christian understand Jesus continually referring back to what Christians believe about Jesus' birth and life e.g. does it re-enact part of the nativity story, does it remind us that Jesus' came to save/help/heal. In groups, children take a tradition or celebration and research its origin and decide using the criteria whether or not they believe it would help Christians understand Jesus (e.g. singing carols tells the story from the Gospel but other Christmas songs such as Rudolph do not!) (Ensure all on Activity Sheet are covered). Present their findings to rest of the class and class discuss/vote on whether they feel it is meaningful to Christians or something which has evolved but does not support the understanding of Jesus.</p> <p>Invite a Christian visitor to the school to talk about what Christmas means to them.</p> <p>Design a survey sheet that can be used to collect responses to what people do (if anything) to celebrate Christmas. Allow children time to ask other people in the school, or take survey home and extend as home learning. Also ask whether the respondent feels that the traditions or celebrations they take part in remind them of Jesus' birth. Bring findings back to the class.</p> <p>Be mindful of children from families who do not chose to celebrate Christmas for whatever reason.</p>		

Key Stage 2


Medium Term Planning

Teaching and Learning Activities cont.

Step 3 Evaluation (1 lesson)

Christians believe that Jesus was born so that God could become fully human as well as fully divine and show by his example how people should live. He was born into poor surroundings to show that he was not a worldly King and that he had come to give his good news to everyone.


Analyse pupils' surveys by discussing the responses as a class. Ask pupils to make a rough list of the concepts about Jesus as they emerge throughout the discussion. How do these fit with the key facts discussed from Luke's gospel? Are there celebrations that centre around Christian beliefs? Are the most popular answers the ones which help Christians understand who Jesus was and why he was born?

 Does it matter if people are celebrating or giving gifts to one another without really thinking about the cause?

Children to complete the Activity Sheet.

Step 4 Expression (1 lesson)

Think carefully about the Christian belief that Jesus is both human and God.

Design a piece of art that reflects this Christian belief and share your thinking with Gudrun Owl .

Evidence in Discovery RE Journals: Activity Sheet.

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. *From 'Understanding Christianity' Church of England*



Year 6: Autumn 2 - Christianity

Enquiry: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?

Name:

Class:

Give 3 reasons why Jesus' birth is important to Christians:

1. _____
2. _____
3. _____

Explain why you think these traditions or celebrations either may or may not help Christians understand their beliefs in Jesus as the Incarnation of God.

Singing carols



Going to church



Father Christmas



Nativity scenes



Christmas trees



Eating special food



Giving presents



Decorations



Does it matter to Christians if a Christmas tradition does not relate to Jesus' birth? What do you think? Explain why or why not.

Should only Christians be allowed to celebrate Christmas?



Year 6 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 6 Autumn 2	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Comments
WORKING TOWARDS (Level 3)	I can talk about the variety of ways I celebrate different events or occasions and explain why I celebrate these in different ways. I can explain why Christmas is important to Christians. I can explain why Christians would find some celebrations remind them of Jesus' birth and life.	
Year 6 expectation WORKING AT (Levels 4/5)	I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.	
WORKING BEYOND (Level 5)	I can identify when I am celebrating in a way that reflects the meaning of the event. I can explain how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life and can explain which activities do this. I can explain my own feelings on whether or not it is important to follow Christian beliefs in all Christmas celebrations.	

I am proud that I

My TINT Box

To improve next time I will

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Exemplification

Year 6: Autumn 2 - Christianity

Enquiry: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
<p>Guy Fawkes night celebrates something that happened a long time ago but Harvest Festival celebrates what has been grown that year so it is celebrating something new. I go to a firework display at school on November 5th because fireworks are relevant to the Gunpowder Plot but I bring tins of food for Harvest Festival as that is about being thankful for our food etc. So each celebration has a way of celebrating that is relevant to what it remembers.</p> <p>Christians believe that God became human at Christmas and came to help everyone to lead good lives and gain forgiveness from God.</p> <p>The angels appeared to the shepherds which is why we put angels on top of Christmas trees. They believe Jesus is God's gift to the world so giving presents reminds Christians of God's gift of Jesus.</p>	

Year 6 expectation	WORKING AT
<p>When it's my birthday I have a cake and the candles represent how many years I have been alive. I celebrated my cousin's wedding day by dressing up, going to the ceremony and then dancing at the reception. We celebrate different things in different ways. I have presents at Christmas even though I am not a Christian.</p> <p>People give gifts at Christmas to remind them of the wise men bringing Jesus gifts which foretold him being a great king. The gifts were symbolic of Jesus as King but who would die to save the world.</p> <p>I think it is important to give gifts at Christmas to show people you care. This doesn't mean you have to be a Christian. Christians celebrate differently as they may go to church and sing carols; probably non-Christians wouldn't do this. They might focus on gifts and being with family. To Christians, Christmas is about the Incarnation of Jesus so giving presents has a deeper meaning. They are grateful to God for giving them His Son.</p>	

	WORKING BEYOND
<p>Harvest festival at school is meaningful as to celebrate how lucky we are to have plenty of food (and harvest). We share this with people who need more food. I'm not sure why we celebrate the end of term with a non-uniform day though. Bonfire night has fireworks as that is remembering the Gunpowder Plot, so is directly relevant.</p> <p>Christians would sing carols which tell the story of Jesus and put cribs or nativities in their homes to remind them of the Christian meaning of Christmas which is that God became man to show people how to live good lives. This is called the Incarnation and it is a key Christian belief.</p> <p>I respect the Christian teachings of being kind to people and caring for your neighbour so I believe it is important to give gifts and show you care at Christmas. I enjoy a lot of the Christmas traditions but I don't think they all help Christians understand Jesus himself and I don't think that matters because the whole celebration reminds us of his birth. I am not a Christian so to me Christmas celebrations are about being with my family. My Nan and Grandad come and stay and that is special to me. I think people can put their own meaning on Christmas if they are not Christians, if they want to, that is.</p>	

Year 6: Autumn 2 - Christianity

Enquiry: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
✓ (class vote)		✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 3)	I can talk about the variety of ways I celebrate different events or occasions and explain why I celebrate these in different ways. I can explain why Christmas is important to Christians. I can explain why Christians would find some celebrations remind them of Jesus' birth and life.			
WORKING AT Year 6 expectation (Level 4/5)	I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.			
WORKING BEYOND (Level 5)	I can identify when I am celebrating in a way that reflects the meaning of the event. I can explain how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life and can explain which activities do this. I can explain my own feelings on whether or not it is important to follow Christian beliefs in all Christmas celebrations.			
Resources needed for this Enquiry				
Bible stories (New Testament): Angel visiting Mary - Luke 1:26-38, Mary's Song Luke 1:47-55, Joseph Matthew 1:18-25, God as Man John 1:14				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		

Year 6

Spring 1

Theme:
Beliefs and Meaning

Key Question:
Is anything ever eternal?

Religion:
Christianity
Concept: Salvation





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 6		Term: Spring 1
Theme: Beliefs and Meaning		Religion: Christianity Concept: Salvation
Key question for this enquiry: Is anything ever eternal?		
Learning Objectives: We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p>Whatever you believe, it is important to lead a good life. Qu: Why is it important? Qu: How can we do this? Make a class collage of what the world would look like if everyone 'loved their neighbour'. Share with Gudrun 🦉.</p> <p>↑</p> <p>Step 3 Evaluation (1 lesson)</p> <p>Children to write their answers to the following questions: Do Christians believe that anything is eternal? If so what and why? Do you think anything is ever eternal and why? Summarise the Christian teaching of eternal life and unconditional love and explain that even if your personal belief is that nothing is eternal, many religions believe that some things are eternal e.g. God, the soul, Brahman etc.</p> <p>↑</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Gudrun Owl 🦉 challenges the children with a big question at the beginning of the lesson. Qu: Which of these do you think will last forever - oceans, celebrities, love, friendship, the world, water, dinosaurs, the truth, memories, mountains, the sun, planets, a skeleton, food, trees, sky, Stonehenge, Jesus, a photograph? Children to sort according to those images they think will last forever and given an opportunity to explain and justify why they think that. Remind class of class charter to establish safe learning environment. (Refer to Jigsaw Charter if you are a Jigsaw School www.jigsawpshe.com) Teacher to display headings - Has lasted my lifetime so far/ I think will last forever / I wish would last forever. Give post it notes to children to think of ideas under each heading and share if they choose to. (Be mindful of personal nature of this activity). Looking at the list of things the children wish would last forever, ask them why and how they feel about these things, encouraging the vocabulary of feelings, e.g. security, safe, reassuring. 🦉 Qu: Does anything last forever? Doesn't everything change all the time?</p>
<p>Step 2 Investigation (3 lessons)</p> <p>🦉 Revisit the question: Does anything last forever? Watch a Christian wedding and focus on vows and promises that are made and the rings that are exchanged. Qu: What do they promise each other? (To love each other for their whole lifetime.) Discuss how the ring symbolises eternity. Do you think the marriage between a couple can last forever? 🦉 Qu: What does eternity mean? Ask children the key question: Is anything ever eternal? Can love last forever? (Be mindful of children's home situations). What other love exists? E.g. love between a parent and child, etc. Discuss unconditional love and ask the children can love be unconditional. Explore what is meant by 'unconditional' Give children a series of Bible references. In groups, children to investigate how Jesus portrayed love (love your enemies Matthew 6:43-47, The two great commandments Mark 12: 29-31, The Lost Son Luke 15:11-32, Jesus heals 10 men (lepers) Luke 17:11-19, Jesus forgives the people who have crucified him Luke 23:34, God loves the world John 3:16, What is love? 1 Corinthians 13:4-13). Children could freeze-frame key moments and summarise teachings. 🦉 Gudrun asks if the children think it is possible to forgive someone who was about to kill you like Jesus did. Feedback from the children. What have we learnt about love from these Bible readings? Elicit that Jesus taught that love should be eternal and unconditional. Is this possible? Did Jesus do this? Teach children the Christian word 'agape' meaning unconditional love. Give children the stem sentence: Heaven is... Hell is... Children to think of what these two concepts mean to them. Explore the Christian belief that because of Jesus' resurrection, Christians will also be able to have life after death (eternal life) John 3: 16. Use resurrection appearances e.g. The walk to Emmaus (Mark 16:12-13) and Jesus at the beach barbecue (John 21: 1-14) to illustrate this. Qu: How do Christians get to Heaven? Qu: Can everybody go to Heaven? Children to read parable of the sheep and the goats (Matthew 25: 31-46) After considering this parable ask children if people who have not done good deeds can go to Heaven. Discuss. How do they feel about this? Children to then read 'Jesus forgives the criminal crucified next to Him' (Luke 23: 32-43) Do the children agree with their thoughts from the previous question or do they want to reconsider? If possible invite a Christian visitor to discuss their beliefs on life after death. Christians believe that for eternal life they need to believe in God, do their best to follow the Ten Commandments and the 2 great commandments, and ask for forgiveness when they need it (sin). They believe Jesus made forgiveness possible by His crucifixion. 🦉 Qu: Can a non-Christian go to Heaven? Qu: Is going to Heaven a Christian's only motivation for doing good things? Teacher could introduce children to the Humanist perspective that it is right to lead a good life even though they do not believe in life after death. So is anything eternal? Life? Love? Relationships? Religion? God?</p>		<p>BRIDGE: ETERNITY ↓</p>
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Salvation

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.

From 'Understanding Christianity' Church of England



Year 6: Spring 1 - Christianity

Enquiry: Is anything ever eternal?

Name:

Class:

A Christian story about love:

[illegible]

From this story Christians learn.....

From this story Christians learn.....

Do Christians believe anything is ever eternal?

Do YOU believe anything is ever eternal?



Year 6 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 6 Spring 1	Is anything ever eternal?	Comments
WORKING TOWARDS (Level 3)	I can start to show an understanding of the concept of eternity. I can describe what a Christian might learn about life after death from a Bible story. I can ask important questions about eternity.	
Year 6 expectation WORKING AT (Levels 4/5)	I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal.	
WORKING BEYOND (Level 5)	I can explain the difference it would make to me to know that something was eternal. I can explain why Christians believe some things are eternal and the difference this makes to them. I can give my own answer to whether anything is eternal and give my reasons.	

I am proud that I

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Exemplification

Year 6: Spring 1 - Christianity

Enquiry: Is anything ever eternal?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
<p>Eternal means forever and I don't think much lasts that long – things in the world can last lots of peoples' lifetimes but not forever. I think things that get passed on like stories or love can be eternal because people still love people even when they have died so it lasts.</p> <p>In the Bible it says that if you believe in God you will have eternal life. Christians believe that this means when they die they will go to heaven to be with God forever. The Sheep and Goats story says that people who listen to Jesus and do good deeds will go to heaven, but goats will have to try harder. Goats are the people who do not 'love their neighbour'.</p> <p>I want to believe in Heaven but can't understand where this is or what it looks like. Would people be young there or stay the same age as when they died? Can only Christians meet Jesus there?</p>	

Year 6 expectation	WORKING AT
<p>I would love my family to live forever, that would make me happy, but I know that all people die eventually and that makes me frightened. I don't think anything on Earth is forever because one day the world may not be here either. There have been Ice-Ages in the past and meteorites so I am not sure even the Earth will last forever.</p> <p>Christians think that if they believe Jesus died to save everyone from their sins and if they follow the Ten Commandments and ask to be forgiven when they sin, that they will have eternal life with God in Heaven. So they try their best to stay close to God, pray and follow the Ten Commandments. They believe God, Jesus and Heaven are eternal.</p> <p>The more I think about it, the more I can't think of anything that will be eternal. Even human beings might be extinct one day if another Ice Age or something happens. Maybe love is, but only if there are people to give and receive it. I'm not sure I believe in God. It must be a secure feeling if you believe God is eternal.</p>	

	WORKING BEYOND
<p>If I knew my parents would live forever I would be so relieved and feel nice and secure. It scares me to think they will not be here one day as I love them so much.</p> <p>I am sure a part of why Christians lead a good life is because they think it is morally the right thing to do and they try to be like Jesus. I think the main reason Christians lead a good life and follow the Ten Commandments is because they want to have eternal life with God in Heaven when they die. So, the belief in life after death, eternal life, helps them to do their best to lead good lives.</p> <p>I don't think anything can be eternal because I think once the body dies, that's it. Maybe your legacy lasts after that, but even that will be forgotten after a while.</p> <p>OR</p> <p>As a Muslim I believe God will judge me when I die and if I have done my best to live a good life, pray and respect God, He will let me go to heaven.</p>	

Year 6: Spring 1 - Christianity

Enquiry: Is anything ever eternal?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
			✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 3)	I can start to show an understanding of the concept of eternity. I can describe what a Christian might learn about life after death from a Bible story. I can ask important questions about eternity.
WORKING AT Year 6 expectation (Level 4/5)	I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal.
WORKING BEYOND (Level 5)	I can explain the difference it would make to me to know that something was eternal. I can explain why Christians believe some things are eternal and the difference this makes to them. I can give my own answer to whether anything is eternal and give my reasons.

Resources needed for this Enquiry

Christian wedding video (internet)

Post-it notes

Bible stories (New Testament): Love (Matthew 6:43-47), Commandments (Mark 12:29-31), The Lost Son (Luke 15:11-32, Healing (Luke 17:11-9), Forgiveness (Luke 23:34), Love (John 3:16) & Letter to Corinthians 13:4-13), Eternal Life (John 3:16), Walk to Emmaus (Mark 16:12-13), Beach Barbeque (John 21:1-14)

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)

Year 6

Spring 2

Theme:
Easter

Key Question:
Is Christianity still a strong religion
2000 years after Jesus was on earth?

Religion:
Christianity
Concept: Salvation





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 6		Term: Spring 2
Theme: Easter		Religion: Christianity Concept: Salvation
Key question for this enquiry: Is Christianity still a strong religion 2000 years after Jesus was on earth?		
Learning Objectives: We are learning to examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.		
Teaching and Learning Activities		
<p>Step 4 Expression (1 lesson)</p> <p> If you were starting a religion now that would help make the world a better place, what would be the Ten Commandments you would ask people to live by?</p> <p>↑</p> <p>Step 3 Evaluation (1 lesson)</p> <p> Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>Children write a newspaper/news article giving at least two arguments for and against, maybe including interviews with people e.g. Christians from Christian charities/Humanists who believe they do good in the world because it is the right thing to do and there is no need for Christianity to motivate people to do this, etc.</p> <p>Peer - assess and improve.</p> <p>↑</p>		<p>Step 1 Engagement (1 lesson)</p> <p>Gudrun Owl asks children to think about the people in their lives who are really influential. Children list the important/influential people in their lives or who have been in their life at some point and they still remember them. How have those people influenced you? Was it a particularly good teacher who you still remember? What did that teacher do for you that makes you remember them/ makes them significant to you? Perhaps it was a relative who has died. What do you remember about that person? What memories do you have of your time together? Do you have any objects that remind you of them? People can still influence you when they are no longer part of your life. Do you still do something that you used to do together, etc?</p> <p>Make a class list of the most influential people they can think of through history and present day and think about what and how they have influenced. Has this been for good or brought about bad effects?</p>
<p>Step 2 Investigation (3 lessons)</p> <p> Introduce the question 'Is Christianity still a strong religion 2000 years after Jesus was on Earth?'</p> <p>Do festivals and symbols show that Christianity is still a strong religion?</p> <p>Give children a list of festivals to sort into ones that are Christian festivals and ones that are not. Children may not realise that some of the following festivals are Christian festivals - Mother's Day, Lent, Ash Wednesday, Easter, Shrove Tuesday, Advent, Christmas, Harvest, etc. Establish the festivals that are Christian festivals and ensure children know what they represent. Whether we are Christians or not, which of these Christian festivals do we celebrate at school? Is it only Christians who celebrate these festivals?</p> <p>Recap on festivals - what symbols/objects do we associate with each festival? Investigate. Many people wear a cross necklace - this represents Jesus death and resurrection, Easter egg is new life after Jesus' resurrection, bread and wine in communion to represent Jesus' body and blood, presents at Christmas etc. Do we know the symbols for Christianity? What is the significance of a fish in Christianity (see on car bumpers etc)?</p> <p>Do children have any questions for Gudrun Owl? Write them on envelope cards (print from Discovery RE CDrom/USB).</p> <p>If Christianity was motivating people to do good in the world, would this show it is still a strong religion?</p> <p>Children research Christian charities doing good work to alleviate poverty, etc (CAFOD/Christian Aid/Traidcraft/Salvation Army/L'Arche) and discuss whether this shows that this religion is strong. Is it doing this work in response to Jesus' teaching to 'Love your neighbour'? (Mark 12:28-31)</p> <p>If some countries persecute/torture/imprison people for being Christians, does this show that they are fearful of Christianity and therefore that it is seen as a strong religion today?</p> <p>Direct teaching (sensitively) about Christians who are suffering because they are standing up for their beliefs. Examples to be found by searching the internet 'Christians who are suffering for their beliefs' and for statistics see www.opendoorsusa.org/christianpersecution/world-watch-list/.</p> <p>Where else in British society do you see the influence of Christianity?</p> <p>E.g. People take the oath in court by swearing on the Bible/national anthem has reference to 'God save our gracious queen'/ legal system... does this reflect the Ten Commandments? E.g. no death penalty in this country.</p> <p>Christian buildings</p> <p>Are they still used to worship God? Does this show Christianity is still strong? How could you argue that Christianity is NOT strong? Are other religions stronger? Some churches are turned into supermarkets.</p>		<p>BRIDGE: ETERNITY ↓</p>
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Salvation

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.
From 'Understanding Christianity' Church of England



Enquiry: Is Christianity still a strong religion 2000 years after Jesus was on Earth?

Class:

This could include interviews with people e.g.

- Christians from Christian charities
- Humanists who believe they do good in the world because it is the right thing to do and there is no need for Christianity to motivate people to do this, etc.

NEWS





Year 6 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 6 Spring 2	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Comments
WORKING TOWARDS (Level 3)	I can describe how people have influenced me in different ways and say why I think this happened. I can describe one way that Christianity seems to be a strong religion today. I can start to consider whether I think Christianity is a strong religion now.	
Year 6 expectation WORKING AT (Levels 4/5)	I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.	
WORKING BEYOND (Level 5)	I can explain how I would like to be a positive influence on others. I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.	

I am proud that I

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Exemplification

Year 6: Spring 2 - Christianity

Enquiry: Is Christianity still a strong religion 2000 years after Jesus was on Earth?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
	<p>My nursery leader taught me how to share and I have learnt to challenge myself and treat my body carefully from my swimming teacher, so sharing with others, staying healthy and trying to be the best you can be would be in my commandments.</p> <p>There are many Christian festivals that people around the world celebrate, whether they are Christians or not. Some examples of these are Mother's Day, Easter, Shrove Tuesday and Christmas. These festivals give Christians the chance to show they care about God and are still practising Christianity long after Jesus left the Earth.</p> <p>I think Christianity is a strong religion because it influences people even when they are not aware of it, through our laws and festivals.</p>

Year 6 expectation	WORKING AT
	<p>I really admire people who give up their lives to go and do good for others like Mother Teresa, but I also admire strong people who speak out more publicly about what they believe like Martin Luther King so my commandments include both quietly doing good but also being brave enough to stand up for what you believe in. I try to do this but sometimes I am too nervous so it would be a good commandment for me to try and keep.</p> <p>Some people believe Christianity is a strong religion today because there are Christian festivals, such as Mother's Day, Easter, Shrove Tuesday and Christmas that many people celebrate. In these festivals Christians remember stories about God and Jesus. It could be argued that this does not mean Christianity is still a strong religion and that these festivals are merely celebrated because it has become a tradition and that no Christian beliefs come into it. People just enjoy celebrating.</p> <p>I don't think Christianity is very strong any more because not so many people seem to go to church, shops open on Sundays and the church by me is now a Tesco Extra.</p>

	WORKING BEYOND
	<p>Making the world a better place means we all have to take the best things that have influenced us and pass them on. I remember watching a video about birds dying and since then I have been really careful about litter so as well as all the rules about being kind to people, I have also included some real commands such as do not litter, do recycle, do save water because you cannot love your neighbour if you throw rubbish which will pollute their living environment. Trying to be a good, honest person is important to me.</p> <p>It can be argued that Christianity is still a strong religion today because there are many Christian festivals celebrated across the world. There are Christian charities helping people around the world and the law reflects the Ten Commandments (stealing, murder). On the other hand, you could say that these festivals are simply celebrated because they have become traditional and people do not think of the Christian beliefs behind them. There are many charities helping people around the world. This is the right thing to do and makes no difference whether the charities are Christian charities or not because people would still want to help others. Would it still be against the law to steal and murder if there were no Ten Commandments?</p> <p>Even though it seems like less people are going to church now, I still think Christianity has a strong influence. Our laws and values are based on the Ten Commandments and most people think it is better to be friends than enemies. But this might be the case even without Christianity. I don't know any Christians and when we watch the DVDs in RE some of the church services seem really old-fashioned and hard to understand.</p>

Year 6: Spring 2 - Christianity

Enquiry: Is Christianity still a strong religion 2000 years after Jesus was on Earth?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
✓	✓	✓	✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 3)	I can describe how people have influenced me in different ways and say why I think this happened. I can describe one way that Christianity seems to be a strong religion today. I can start to consider whether I think Christianity is a strong religion now.
WORKING AT Year 6 expectation (Level 4/5)	I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.
WORKING BEYOND (Level 5)	I can explain how I would like to be a positive influence on others. I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.

Resources needed for this Enquiry

Bible stories: Love their neighbour (Mark 12:28-31)

Christians who are suffering for their beliefs: internet search

www.opendoorsusa.org/christianpersecution/world-watch-list/: Regions of the world where persecution happens

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)

Year 6

Summer 1 - Part 1

Theme:

Beliefs and Meaning

Key Question:

Does belief in Akhirah (life after death) help Muslims lead better lives?

Religion:

Islam





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 6		Term: Summer 1
Theme: Beliefs and Meaning		Religion: Islam
Key question for this enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?		
Learning Objectives: We are learning that the concept of Jihad can be interpreted differently leading to different actions and consequences.		
Teaching and Learning Activities Enquiry: Part 1		
<p>Step 1 Engagement (1 lesson)</p> <p>Gudrun Owl 🦉 tells children about an Owl March he went on to stand up for owls being allowed to live on farmers' land. Why might this be an issue for owls? Remind class of their charter (Jigsaw Charter if you are using Jigsaw PSHE www.jigsawpshe.com) as some of this material could raise strong feeling and respect is essential.</p> <p>How far would you go to stand up for something you believe in? Give children a scenario and invite them to stand on a continuum to show how strongly they agree/disagree with the person's actions in the scenario...then add some information to the scenario to see if this makes them change their minds/positions on the continuum, and why.</p> <p>e.g. a person puts a knife into someone's stomach...children decide...then add that the person is a surgeon operating to save the person's life...children decide...and discuss their reasoning.</p> <p>A stranger grabs a child...the child was about to be run over</p> <p>A policeman shoots someone...the person was threatening to detonate a bomb in a shopping centre</p> <p>Someone robs a bank...what could his/her motivation be? Would it always be wrong to rob a bank or could there be a situation in which it might be an understandable action?</p> <p>Discuss what motivation is. What motivates us to take certain actions?</p> <p>Would our actions change if we thought someone was watching us?</p> <p>i.e. are our actions sometimes dependent on what we think will happen to us if someone sees us do them. Do we make different decisions if we think no-one will know about our actions?</p> <p>Discuss what 'good' actions are. Do we all agree on what 'good' means?</p> <p>🦉 Could there ever be a time when one person thinks an action is 'good' and someone else thinks the same action is wrong/not good?</p> <p>Show visuals of World War 2. How do you feel about war? Is war ever right? Is war ever be considered to be a 'good' action?</p> <p>Can you imagine any situation which would make you decide to fight in a war? What are the alternatives to war?</p> <p style="text-align: right;">BRIDGE: INTERPRETATION/MOTIVATION ↓</p> <p>Step 2 Investigation (3 or 4 lessons)</p> <p>🦉 Start the discussion by asking children: What does leading a 'good' life involve/look like? How would you know if/when someone was living a 'good' life?</p> <p>Who do you think leads a 'good' life now? Can you think of anyone?</p> <p>Why have you chosen them?</p> <p>Mind map what the children can remember about how Muslims try to live 'good' lives i.e. lives they believe will show love and respect to Allah e.g. prayer, good work, fasting in Ramadan etc. The following clip may help (4.18 minutes)</p> <p>'What does it mean to be a Muslim?'</p> <p>http://www.bbc.co.uk/education/clips/zwvq6sg</p> <p>Ensure children remember that Muslims believe that Allah will judge them when they die and weigh up the good things they have done against the not so good i.e. every Muslim will have a judgement day which will determine whether they go to heaven after they die. It may also determine which tier/part of Heaven they are allowed to go to.</p> <p>Introduce the question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>What do children think so far?</p> <p>Do children have any questions for Gudrun Owl? 🦉 Use card envelopes to give questions to Gudrun. Do children think it might sometimes be a challenge/an effort/a struggle for Muslims to lead good lives e.g. might it sometimes take a lot of effort to pray 5 times a day or to fast during Ramadan?</p> <p>The spiritual struggle or effort of every Muslim to follow the teachings of Allah in their own lives e.g. overcoming anger, greed, pride, working for social justice etc is called 'Greater Jihad'</p> <p>(Jihad means struggle or effort)</p> <p>Invite in a Muslim visitor to talk with children about the 'effort' they try to put in to follow the teachings of Allah, their personal Jihad. Does belief in life after death motivate him/her to lead a 'good' life? Refer back to Lesson 1 when motivation and influence were discussed.</p>		
Evidence in Discovery RE Journals: Diamond 9 formations from Evaluation (Step 3) with written explanations, and Diamond 9 from Expression (Step 4) with explanations.		

Teacher note: This enquiry has 2 parts, 2 half term units that last the whole Summer Term, trying to give enough time to offer children a balanced view of Jihad and belief in Akhirah.

Key Stage 2

Medium Term Planning

Teaching and Learning Activities **Enquiry: Part 1 cont.**

Step 3 Evaluation (1 lesson)

Make a Diamond 9 to show what you think are the 9 most important ways a Muslim may try to follow the teachings of Allah and then rearrange them to show in Diamond 9 formation which of these might need the most effort (be seen as the most challenging for the person's Greater Jihad, and explain your reasons).



Step 4 Expression (1 lesson)

The most honoured of you in the sight of Allah is he who is the most righteous of you"

Surah 49:13

What do you think being 'righteous' means to Muslims?

Make a Diamond 9 to show the 9 most important ways you might try to lead a 'good' life and explain why you have ordered them in this way.

Evidence in Discovery RE Journals: Diamond 9 formations from Evaluation (Step 3) with written explanations, and Diamond 9 from Expression (Step 4) with explanations.

Evidence in Discovery RE Journals: Diamond 9 formations from Evaluation (Step 3) with written explanations, and Diamond 9 from Expression (Step 4) with explanations.



Year 6: Summer 1 - Islam - Part 1

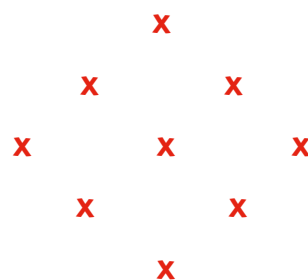
Enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?

Name:

Class:

Cut out the cards below and make a diamond 9 to show which are the most important ways a Muslim might try to lead a good life. Rearrange to show which you think would take the most effort and say why.

Diamond 9



Zakah

Sawm

Friday Prayer

Belief in Allah

Hajj

Praying 5
times a day

Being honest

Working hard

Helping
people

Going to
Mosque
School

Being
vegetarian

Being kind to
animals

Respecting
parents



Year 6 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 6 Summer 1	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1	Comments
WORKING TOWARDS (Level 3)	I can explain how knowing that my actions have consequences makes a difference to the choices I make. I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. I can identify why leading a good life might be a good idea and why people think this.	
Year 6 expectation WORKING AT (Levels 4/5)	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.	
WORKING BEYOND (Level 5)	I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after death and explore how what I believe about this might influence my life.	

I am proud that I



Exemplification

Year 6: Summer 1 - Islam - Part 1

Enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
<p>I know that not doing my homework will cause embarrassment to my Mum when Mrs Jenkins phones her to tell her I have a detention, so I choose to do my homework even when I can't really be bothered.</p> <p>Muslims try to lead a life respectful to God by following Allah's rules as outlined in the Qur'an (Holy Book) and they try to stick to the 5 pillars which are their belief in Allah, praying five times a day, giving money to charity, fasting during Ramadan and going on a pilgrimage to Makkah. They do this to respect Allah and also so that they are given a place in heaven.</p> <p>Some people lead a good life because they think the world will be a better place for everybody if they do, not because they want to go to Heaven, just because they think it is right. Other people believe their God will reward them with heaven if they are good.</p>	

Year 6 expectation	WORKING AT
<p>One time my friend wanted to go to the park on the way home but I realised my mum would be worried if I was late. I didn't have my phone so I couldn't let her know. I really wanted to go because I didn't want to be left out.</p> <p>Muslims believe in Akhirah which is afterlife. Muslims believe they will all have a judgement day, the good they have done will be compared with the bad they have done. If the good outweighs the bad, they will go to Heaven. However, if the bad outweighs the good they will go to Hell. Muslims want to go to Heaven so they try to lead a good life, following Allah's rules in the Qur'an and following the 5 pillars.</p> <p>I try to lead a good life just because I think if everybody tried to do that, the world would have less pain in it. My Mum is bringing me up this way but it's not about religion. Muslims try to lead good lives because they believe this is their duty to Allah. They also hope to go to Heaven.</p>	

	WORKING BEYOND
<p>I believe in being kind to animals so I have become a vegetarian. If I eat meat I will be supporting the way animals are farmed and I believe it is wrong to treat them with disrespect.</p> <p>Muslims believe that Islam is a way of life. They believe Allah is God and follow his rules as outlined in the Qur'an. They also follow the 5 pillars: belief in God, praying five times each day, giving money to charity, fasting during Ramadan and a pilgrimage to Hajj. All decisions they make in their lives should be based around these things. For example, they may decide not to spend much money on luxuries in order to give money to charity and to save for their pilgrimage to Makkah. They also make decisions about how to spend their day, making time for the five prayer times. By doing all of this, Muslims believe that when judgement day comes it will be clear that they have tried to lead a good life and they will therefore go to Heaven and not Hell.</p> <p>If there is such a thing as life after death I think it would be worth going all out to get there, but only if it is a lovely place/state of mind and there will be people there I know. I'm not sure such a place exists. If it does though, I think it might be worth being good for. I am not sure how anyone can ever find proof that heaven exists, so aren't people just hedging their bets?</p>	

Year 6: Summer 1 - Islam - Part 1

Enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
✓ (respecting law and leading peaceful lives)	✓ (Qur'an)	✓	✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 3)	I can explain how knowing that my actions have consequences makes a difference to the choices I make. I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. I can identify why leading a good life might be a good idea and why people think this.
WORKING AT Year 6 expectation (Levels 4/5)	I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.
WORKING BEYOND (Level 5)	I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after death and explore how what I believe about this might influence my life.

Resources needed for this Enquiry

www.bbc.co.uk/education/clips/zwvq6sg What does it mean to be a Muslim?

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)

Year 6

Summer 2 - Part 2

Theme:
Beliefs and Meaning

Key Question:
Does belief in Akhirah (life after death) help Muslims lead better lives?

Religion:
Islam





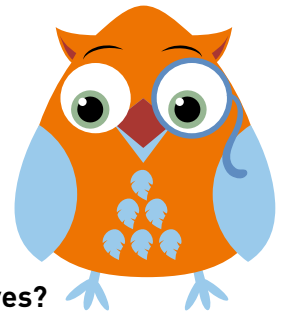
Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 6		Term: Summer 2
Theme: Beliefs and Meaning		Religion: Islam
Key question for this enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?		
Learning Objectives: We are learning that the concept of Jihad can be interpreted differently leading to different actions and consequences.		
Teaching and Learning Activities Enquiry: Part 2 Teachers are advised to and add read the 'Striving in the way of God' documents before teaching Part 2 www.chrishearer.org		
Step 4 Expression (1 lesson) Gudrun Owl suggests this enquiry ends with a positive vision for the world. Use this Expression lesson as an opportunity to bring the children to their own positive vision for the world and design a patchwork quilt collage. Every child has a square of paper and on it expresses their own vision of how they would like the world to be. Invite each child to share their thoughts (if they want to) as they fix their square to the patchwork quilt collage. Symbolism: all their squares make up a collective vision...		Step 1 Engagement (1 lesson) Use the children's personal Diamond 9s from the Expression (Step 4) lesson of Part 1 of the enquiry, to generate a discussion about how people see different things as important. Invite the children to consider why this is and what influences their own opinions/beliefs on this (culture/ family/ religion/ school etc). Gudrun Owl says he just won £1million in the lottery. How should he spend it? Can children suggest what he should do with the money. Then can the identify what values were driving their ideas e.g. being kind/equality/selfishness. Conclude that each person has their own idea of what leading a 'good' life means. Each person has their own INTERPRETATION of 'good' which is influenced by family, religion etc and may also be influenced by how they understand parts of their Holy Book/ what they read or saw on the internet etc. Remind children of the enquiry question: Does belief in Akhirah (life after death) help Muslims lead good lives?
Step 3 Evaluation (1 lesson) Does belief in Akhirah (life after death) help Muslims lead good lives? Summarise the work done in Parts 1 and 2 of this enquiry. Ask children to complete the Activity Sheet i.e. to write a balanced argument to answer the enquiry question, concluding with their own opinion/s.		BRIDGE: INTERPRETATION/MOTIVATION
Step 2 Investigation (3 or 4 lessons) Children can use envelope cards to ask Gudrun Owl any questions they like, anonymously, during this enquiry. In Part 2 of this enquiry we are going to consider some very complex and sensitive issues relating to how some people who say they are Muslims interpret parts of their Holy Book (the Qur'an) and how this influences their views of what leading a 'good' life means to them. Jihad means 'effort' or 'struggle' and some Muslims interpret this as meaning, not just a personal struggle inside themselves, but a struggle involving fighting or Holy war (a military Jihad), a struggle to protect the freedom of Muslims to practice their faith or to protect Muslims against attack. Some Muslims interpret the Prophet Muhammad's words: "The person who struggles so that Allah's word is supreme is the one serving Allah's cause" to mean it is their duty to fight in order to make sure people know Allah's word is supreme. They believe they are being 'good' by doing this and some of them believe they will be rewarded with heaven when they die if they do this. A small number of these may even become suicide bombers or terrorists. Show children images of fighting e.g. in Iraq etc and ask for their initial thoughts as to whether this could ever be seen as 'good'. Share with children the 5 Rules/Conditions of a Just War i.e. the conditions under which war may be justified, and ask them why they think each of these rules is there. What is the point of these rules? Do they work? These rules go back as far as Thomas Aquinas (1225-74) – they appear on another GCSE bitesize page Holy War (Military Jihad) The Qur'an makes it clear that Muslims may fight in self-defence but must not start a fight or a war. "Fight in the way of Allah against those who fight against you, but begin not hostilities. Allah loveth not aggressors" Qur'an 2:190 "But if the enemy incline towards peace, do thou also incline towards peace, and trust in Allah; for he is the one that hears and knows all things". Qur'an 8:61 There are strict rules about when fighting may be considered as a Jihad: www.bbc.co.uk/schools/gcsebitesize/rs/war/justwartheoryrev2.shtml Give the children images of fighting etc. as above in small groups. Also give each group the Rules of a Holy War (Lesser Jihad) Can the children try to relate these rules to the images they have and discuss whether they think the rules are being kept or broken. For rules see www.bbc.co.uk/schools/gcsebitesize/rs/war/islamrev3.shtml For wars to happen does it mean some people think it is right to fight for their beliefs, or what could the reasons be for fighting and causing so much suffering? Is it possible that some people may think this is what Allah wants them to do and thereby they believe that fighting is part of what they consider to be leading a 'good' life, and therefore will help them be judged as worthy of going to heaven when they die?		
Evidence in Discovery RE Journals: Activity Sheet. Quilt squares.		



Year 6: Summer 2 - Islam - Part 2

Enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?

Name:

Class:

What do your pictures show about Muslim beliefs about making an effort to lead a good life?

1. _____
2. _____
3. _____

AKHIRAH
(life after death)

3.

On the road of life, what would Muslims need to do to gain Akhirah?
Draw on the road.

2.

Does belief in Akhirah help Muslims lead good lives? How? Explain.

1.

Why do some Muslims interpret Jihad as Holy War?

How do your beliefs about life after death make a difference to how you behave? Or do they?



Year 6 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 6 Summer 2	Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2	Comments
WORKING TOWARDS (Level 3)	I can explain how sometimes people see/interpret things in different ways. I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War. I can start to express my opinion on how Jihad is interpreted by some Muslims.	
Year 6 expectation WORKING AT (Levels 4/5)	I can give examples of times when I misinterpreted something. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.	
WORKING BEYOND (Level 5)	I can start to explain how my beliefs about right and wrong make a difference to how I see things. I can explain two different Muslim interpretations of Jihad and explore their justifications for these. I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.	

I am proud that I



Exemplification

Year 6: Summer 2 - Islam - Part 2

Enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?

These are examples of the style of answer for each expectation. The content could be different.

	WORKING TOWARDS
<p>Sometimes I think the referee is wrong to give someone the red card, when from where I'm sitting it was not a bad tackle.</p> <p>Muslims believe the Qur'an says it is wrong to harm others except for a good cause. This has led to some people who say they are Muslims thinking a good cause is trying to make everybody into Muslims. Some Muslims have become terrorists. This does not mean that all Muslims are terrorists. It shows how people have different meanings for the same words and how people in the same religion can interpret things differently.</p> <p>I think it is good to stand up for what you believe in but not if it means hurting or killing people. I don't like how some Muslims interpret Jihad as it being OK to kill people. Is that what Allah wants?</p>	

Year 6 expectation	WORKING AT
<p>Once I heard my Mum talking about boarding schools and for a week I was worried she was going to send me to one as I had been fighting my brother for a few weeks and causing trouble at school. I used to get muddled up with words and this made me misinterpret things e.g. I used to think vast meant tiny!</p> <p>Believing in God is not easy. Jihad means struggle. Some Muslims think this means the daily struggle and effort they have to lead a good Muslim life. Jihad can also mean war. However, Muslims believe that they should never start a war and they should only fight back if somebody else started it and are threatening the Muslim religion.</p> <p>Most Muslims are motivated to lead good lives by the promise of going to Heaven. Some Muslims think they need to fight to stick up for their religion and that this will get them to Heaven. I think it is right to be good just because it is and I don't need any other motivation.</p>	

	WORKING BEYOND
<p>Because I think it is wrong to steal, I also think it was wrong for James not to tell Mr Jenkins when he saw Cheryl steal. This gave me a dilemma because I didn't know if I should say anything or not.</p> <p>Jihad means struggle and this can be interpreted in different ways by Muslims. It can be interpreted as the struggle to lead a good Muslim life as this must be a very difficult thing to do considering they have to pray five times every day. It would also be really difficult not to eat during Ramadan so I can see how Muslims would struggle with these things. Some Muslims may interpret Jihad as meaning war and the struggle to defend Islam. It says in the Qur'an to defend Islam but do not begin the hostilities. If people are fighting Muslims then they must find it hard not to stick up for themselves especially when people are stereotyping and thinking that all Muslims are terrorists just because there are some Muslim terrorists.</p> <p>As a Muslim I believe most Muslims try to live good lives and hate being stereotyped because they want the world to be peaceful and don't agree with terrorism. I'm glad my friends see me for who I am and don't stereotype me. I just try to be nice so people see that not all Muslims are aggressive.</p>	

Year 6: Summer 2 - Islam - Part 2

Enquiry: Does belief in Akhirah (life after death) help Muslims lead good lives?

SMSC

Spiritual	Moral	Social	Cultural
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British Values

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
✓ (respecting law and leading peaceful lives)	✓ (Qur'an)	✓	✓	✓

Skills and attitudes focus for this enquiry

Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness

Attainment descriptors

WORKING TOWARDS (Level 3)	I can explain how sometimes people see/interpret things in different ways. I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War. I can start to express my opinion on how Jihad is interpreted by some Muslims.
WORKING AT Year 6 expectation (Levels 4/5)	I can give examples of times when I misinterpreted something. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.
WORKING BEYOND (Level 5)	I can start to explain how my beliefs about right and wrong make a difference to how I see things. I can explain two different Muslim interpretations of Jihad and explore their justifications for these. I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.

Resources needed for this Enquiry

www.bbc.co.uk/schools/gcsebitesize/rs/war/justwartheoryrev2.shtml
www.bbc.co.uk/schools/gcsebitesize/rs/war/islamrev3.shtml

Teacher reflection on this unit

WWW (What went well)	EBI (Even better if)
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Year 6

Optional

Theme:
Covenant

Key Question:
How did Jesus create a 'New
Covenant' and what does that mean
to Christians today?

Religion:
Christianity





Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.

Key Stage 2

Medium Term Planning

Year: 6		Term: Optional
Theme: Covenant	Religion: Christianity	Concept: Salvation
Key question for this enquiry: How did Jesus create a 'New Covenant' and what does that mean to Christians today?		
Learning Objectives: We are learning to understand the Christian belief that Jesus fulfilled the Old Testament Covenant and created a 'New Covenant'.		
Teaching and Learning Activities		
<p>Step 1 Engagement (1 lesson)</p> <p>Use Gudrun Owl to pose the questions. Have you ever promised to do something? Can look at Scout movement promise if appropriate or consider promises made at home e.g. work hard at school, keep bedroom tidy. What is the longest ever time that you have kept a promise or waited for one to be fulfilled (e.g. an adult telling you something will be bought when you grow up)? How long have you kept somebody waiting to receive something you have promised? Were they/you patient or impatient? Would your parent/carer wait patiently for years for you to tidy your room? Introduce the word "Covenant" - (if children followed the Judaism units in Yr2 they may remember this). Explain that it is like a promise but much more serious. Still used in British Law today to mean an agreement - either both people involved or one person will do something for the other. Refer to school/class charter if appropriate which may last a year or school lifetime. (Refer to 'Being Me in My World' in Jigsaw if you are a Jigsaw school www.jigsawpshe.com). Look at www.parliament.uk/business/news/2015/may/mps-swear-in-for-the-start-of-the-new-parliament/ which explains that all MPs have to take an oath (like making a covenant) when beginning their role in a new parliament and discuss how this would last 4/5 years. Also look at www.royal.gov.uk/ImagesandBroadcasts/Historic%20speeches%20and%20broadcasts/CoronationOath2June1953.aspx the oath/promise the Queen made on her coronation. Discuss how this will last her lifetime (unless she abdicates). Children can consider what agreements they would make that would last a long time - may help to record this for final lesson.</p>		
BRIDGE: PROMISES AND COMMITMENTS ↓		
<p>Step 2 Investigation (3 lessons)</p> <p>Introduce the enquiry question ensuring children have really grasped the serious nature of a Covenant - that it is a legally binding agreement. Explain that in Jewish tradition/culture it was the same as a contract. Direct teach that in the Old Testament there are 7 different Covenants that God made with his people. Explain that God had to make conditional and unconditional Covenants with many different people in the Old Testament because sometimes the people broke their side of the agreement. Briefly look at some:</p> <ul style="list-style-type: none"> Genesis 2: 15-17- Adam and Eve - that if they didn't eat from the tree of knowledge then they would never die. Genesis 9: 8-17- end of the story of Noah: God made an unconditional Covenant. He freely promised to never flood the Earth again and that the rainbow was the sign. Genesis 17: 1-7 - God's Covenant with Abraham and how he was promised a son even though he and his wife were nearly 100. This was unconditional - Abraham would have this done for him without him needing to do anything. Exodus 19: 5-6 - God's Covenant with Israel through Moses (10 Commandments follow in chapter 20) - conditional on Israelite's keeping the laws. <p>Children could look at these Bible extracts in groups and say what agreement is being made. What similarities do you see in the way they begin (usually start with God declaring who he is and what his role is e.g. "I am the God of..."). Isaiah 24:5 states that the covenant is broken - there will have to be a new one.</p> <p>Look in detail at Jeremiah 31: 31-37. Over the remaining two lessons look at the New Covenant and how Jesus has fulfilled the old Covenants and created a "New Eternal Covenant". Watch "Join the Bible" Jesus and Covenants clip: www.youtube.com/watch?v=8ferLslvImI</p> <p>Use the following New Testament references to answer the Enquiry question, looking at what the authors saw or heard Jesus do which reflected a New Covenant. Can record in any creative way the message of the text(s) and how that might impact on a Christian today:</p> <ul style="list-style-type: none"> Matthew 5: 17-19: Jesus himself talking about how he came to fulfil the old Covenant in the Sermon on the Mount (Could also look at Beatitudes as a way of living). Jesus summarised the 10 Commandments into two: Matthew 22: 34-39 Jesus himself said that the Last Supper created the New Covenant (Matthew 26:28, Mark 14:24, Luke 22:20). This was then repeated by Paul in explaining Jesus to non-Jewish people (Gentiles) in 1 Corinthians 11:25. (Created Communion today). Hebrews 8: 13 refers to the "old" Covenant as obsolete and refers to the new one. Chap 13: 20-21: discusses how God has fulfilled the eternal covenant through bringing Jesus back from the dead. <p>Opportunity for a Christian visitor to discuss what the Covenant means to them or what they do today to follow the Covenant actions in the New Testament.</p>		

Key Stage 2

Medium Term Planning

Teaching and Learning Activities cont.

Step 4 Expression (1 lesson)

Discuss how some Covenants were conditional and some were unconditional. Children complete "scroll" following the formats and tradition of a Covenant - can be for themselves e.g. unconditional but pledged to another e.g. parent, friend or teacher, or could be conditional with another person e.g. sharing with a friend or a change in behaviour. Discuss why you might wish to make it either. Children can cut them out and roll them to create proper scrolls for display or as a personal reminder.

Be mindful this work is personal to children.

Step 3 Evaluation (1 lesson)

Complete Activity Sheet - using the text excerpts, children choose the ones that they believe are most meaningful to a Christian and say what they have learnt from them.

Complete last section with own views about the Enquiry Question.

Evidence in Discovery RE Journals: Activity Sheets.

Teacher note: Salvation

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.

From 'Understanding Christianity' Church of England



Year 6: Optional - Christianity

Enquiry: How did Jesus create a 'New Covenant' and what does that mean to Christians today?

Choose 3 Bible texts from the selection given and rank them depending on how important you think they might be to Christians. Explain what the text means, then explain what actions a Christian may take today because of what it says.

Text here

What is the text saying or describing?

What might it encourage a Christian to do today?

I have put it first because

What is the text saying or describing?

What might it encourage a Christian to do today?

I have put it second because

Text here

What is the text saying or describing?

What might it encourage a Christian to do today?

I have put it third because

Text here

What do you think the 'New Covenant' means to Christians today?

Year 6: Optional - Christianity

Enquiry: How did Jesus create a 'New Covenant' and what does that mean to Christians today?

Choose three Bible texts that you feel show the New Covenant being formed. Put them in order of 1st, 2nd and 3rd according to how important you think they are to Christians, and then stick them to the Activity Sheet and answer the questions.

Matthew 5: 17

Do not think that I have come to abolish the Law or the Prophets; I have not come to abolish them but to fulfil them.

Matthew 22: 37-38

Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind.' 38 This is the first and greatest commandment. 39 And the second is like it: 'Love your neighbour as yourself.'

Mark 14:24

"This is my blood of the covenant, which is poured out for many," he said to them.

Matthew 26:28

28 This is my blood of the covenant, which is poured out for many for the forgiveness of sins.

Luke 22:20

In the same way, after the supper he took the cup, saying, "This cup is the new covenant in my blood, which is poured out for you."

1 Corinthians 11:25

In the same way, after supper he took the cup, saying, "This cup is the new covenant in my blood; do this, whenever you drink it, in remembrance of me."

Hebrews 13: 20-21

Now may the God of peace, who through the blood of the eternal covenant brought back from the dead our Lord Jesus, that great Shepherd of the sheep, 21 equip you with everything good for doing his will, and may he work in us what is pleasing to him, through Jesus Christ, to whom be glory for ever and ever. Amen.



Year 6: Optional - Christianity

Enquiry: How did Jesus create a 'New Covenant' and what does that mean to Christians today?

Notes for teachers on the meaning of Covenant:

The nearest thing we have in our language to Covenant is a promise, but in biblical terminology, a Covenant was much more serious - it was a binding agreement with parts to be played by both parties.

Many Christians believe God revealed himself throughout the Old Testament to Abraham, Moses and the prophets and so adopted Israel as his own people. He taught them to look for the promised Saviour and Messiah and, in this way, set the stage for the arrival of the Gospel in Jesus. He made covenants with the Old Testament prophets e.g. promising Abraham he would have descendants which would number the grains of sand in the desert, and the 10 commandments with the Israelites and Moses which formed an agreement on the part of both parties and were kept in the "Ark of the Covenant".

Finally, many Christians believe God sent Jesus as his incarnation on earth, to live among humanity and to show people how they could gain forgiveness and redemption. Jesus Christ completed and perfected the revelations from the Old Testament; He showed who he was, i.e. the incarnation of God, by his words and miracles - fulfilling scriptural references and predictions, especially by his crucifixion and resurrection from the dead.

Many Christians believe that by sacrificing His life for them, Jesus established a new and eternal covenant between God and people.



Year 6 My Learning Progress

(Please highlight a green, a blue and a red outcome)

These are aligned to the sequence of teaching/learning Steps 1-4 on the medium-term planning page.

Name:

Class:

Year 6 Optional	How did Jesus create a 'New Covenant' and what does that mean to Christians today?	Comments
WORKING TOWARDS (Level 3)	I can think of something that I could change which would benefit others. I can describe the meaning behind a Biblical text with regard to the New Covenant. I can explain why I have ranked these texts in this order with regard to their importance to Christians.	
Year 6 expectation WORKING AT (Levels 4/5)	I can explain how I may or may not want somebody to commit to do something for me in return for my commitment. I can make links between the Bible texts I have chosen and the New Covenant. I can reflect on the Christian belief in the New Covenant and whether it is relevant to Christians today.	
WORKING BEYOND (Level 5)	I can use my judgement to decide whether my commitment is conditional or unconditional and can explain why I have chosen this option. I can explain how different texts build together to form evidence towards Jesus creating a New Covenant (assessed throughout investigation as well as Activity Sheet). I can explain my opinion on how relevant the New Covenant is to Christians today.	

I am proud that I





Exemplification

Year 6: Optional - Christianity

Enquiry: How did Jesus create a 'New Covenant' and what does that mean to Christians today?

These are examples of the style of answer for each expectation. The content could be different.

WORKING TOWARDS

I know a lot of the rows at home are because I don't put things away so if I commit to being tidier the house will be more peaceful.

Ref Matthew 22: When Jesus tells Christians to love their neighbour he means everybody and he is saying that Christians should love God too. This shows the New Covenant is about God loving everyone.

Communion is important to Christians because it reminds them Jesus died for them. I have put the texts about that first and second. I think Jesus speaking in Matthew 22 is important because it tells Christians how to live.

Year 6 expectation

WORKING AT

My commitment is to stay calm when I play football on the playground because I get very upset when people don't play fair. I will try to be unconditional about this. I would like my friends to make the same commitment so we don't get thrown off the pitch by the lunch supervisors for getting too rowdy.

I chose Luke as my first text because it is speaking directly to the disciples and Jesus is saying his blood is poured out for them. Then I chose the Mark one because it is saying the same thing but for more people, then Corinthians because this is Paul explaining that Jesus dying and rising from the dead meant the New Covenant is for everybody.

Christians believe that Jesus died and rose again to make the New Covenant which can't be broken. It is different to the Old Testament covenants because of this. It is relevant to Christians today because it tells them they have a way to be with God in heaven.

WORKING BEYOND

I am going to ask 3 of the other boys in our class to make a conditional covenant with me to play fairly at football then we can depend on each other and it will mean we remind each other not to break our commitment. It is conditional because if any of us break it, the condition would be we have to leave the team.

Having 3 different texts all saying that Jesus said his blood was a New Covenant and that it would be poured out, show that it was not just something that might have been said by accident – it was important enough for people to pass the words on and for Paul to repeat it to the people everywhere else that he wrote to. The New Covenant means new agreement that Jesus died to save people from their sins so they could go to heaven and be with God forever.

I think the New Covenant is relevant to Christians today because it is the real reason why they have communion and go to church. I think some Christians don't go to church but could still follow Jesus' two commandments but having communion is remembering the things Jesus did to make the Covenant. The Covenant seems to be the whole point of Christianity.

Year 6: Optional - Christianity

Enquiry: How did Jesus create a 'New Covenant' and what does that mean to Christians today?

SMSC				
Spiritual	Moral	Social	Cultural	
British Values				
Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
✓	✓	✓	✓	✓
Skills and attitudes focus for this enquiry				
Step 1 Engagement	Step 2 Investigation	Step 3 Evaluation	Step 4 Expression	
Skills Interpretation Empathy	Skills Investigation Application	Skills Discernment Analysis Evaluation	Skills Expression Reflection Synthesis	
Attitudes Curiosity Appreciation Wonder	Attitudes Critical awareness	Attitudes Open-mindedness	Attitudes Self-awareness	
Attainment descriptors				
WORKING TOWARDS (Level 3)	I can think of something that I could change which would benefit others. I can describe the meaning behind a Biblical text with regard to the New Covenant. I can explain why I have ranked these texts in this order with regard to their importance to Christians.			
WORKING AT Year 6 expectation (Levels 4/5)	I can explain how I may or may not want somebody to commit to do something for me in return for my commitment. I can make links between the Bible texts I have chosen and the New Covenant. I can reflect on the Christian belief in the New Covenant and whether it is relevant to Christians today.			
WORKING BEYOND (Level 5)	I can use my judgement to decide whether my commitment is conditional or unconditional and can explain why I have chosen this option. I can explain how different texts build together to form evidence towards Jesus creating a New Covenant (assessed throughout investigation as well as Activity Sheet). I can explain my opinion on how relevant the New Covenant is to Christians today.			
Resources needed for this Enquiry				
Excerpts from the Bible texts given - photocopied 1 per child. (All taken from NIV) Scrolls for expression lesson				
Teacher reflection on this unit				
WWW (What went well)		EBI (Even better if)		