

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: UKS2 Year A RE and World Views – Exploration – What matters the most?

Key Question (to be used all year): Is life like a journey?

Focus Question (for this investigation): What matters the most?

PoS aims:

In this unit children will look at the different values and some of the traditions from different faiths and worldviews. Before looking at different faiths and worldviews children will first think about what matters most to themselves. Children will learn different elements of faiths and worldviews and consider what matters to each one. The unit concludes with children reflecting on what they have learnt and reassessing how their perceptions of what matters most in life may have changed.

Prior Learning (what pupils already know and can do)

Islam – The 5 Pillars are considered each year and the Shahadah was considered in KS1. This unit provides an opportunity to recap and further explore this pillar.

Christianity – Children learnt the story of the Good Samaritan in LKS2 and will connect their learning to explore the beliefs and values that are present within that parable and how that can impact the lives of many Christians.

Hinduism – Children may have learnt about Karma in UKS2 Year B and this unit provides the opportunity to recap and explore the role of karma in many Hindu peoples' lives.

Long-term Learning (what pupils MUST know and remember) End Goals

- To know that there are beliefs and values that are central to each religion and world view but to realise that many of these values are similar across religions and world views e.g. to look after other people, not just yourself.
- To know that a person's beliefs and values impact their actions, life choices and the way they treat others

Disciplinary knowledge (on-going for the year)

- Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers
- Explain the impact of beliefs and values – including reasons for diversity
- Explain differing forms of expression and why these might be used
- Describe diversity of religious practices and lifestyle within the religious tradition
- Interpret the deeper meaning of symbolism – contained in stories, images and actions
- Explain (with appropriate examples) where people might seek wisdom and guidance
- Consider the role of rules and guidance in uniting communities
- Discuss and debate the sources of guidance available to them
- Consider the value of differing sources of guidance

Key Vocabulary

Morals, guidance, values, expression, respect, parable, karma, Shahadah

Session 1: What Matters Most to Me?

Children will begin to express their own values while respecting the values of others by exploring what matters most to themselves.

Core knowledge

- To know that a person's beliefs and values impact their actions, life choices and the way they treat others

Suggested activities

- Children sort cards with a set of values/choices/objects e.g. family, being popular, friends, being intelligent, worshipping, holidays. This could be a diamond nine activity. Discuss their order and choices – make comparisons with other children.
- What really matters to me? - After discussion and activity, children could write about the key morals, values and choices that matter to them and why.

Vocabulary = morals, values, choices

Session 2: What Matters Most to Hindus?

Children will learn about the importance of making good choices by exploring the concept of Karma in the Hindu faith. They will learn the difference between positive and negative Karma.

Core knowledge

- To know that there are beliefs and values that are central to each religion and world view
- To know that a person's beliefs and values impact their actions, life choices and the way they treat others

Suggested activities/Teacher subject knowledge

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- Explore and recap karma in Hinduism
- 1) An image often used to show karma (and this) is one of a man sitting in a circle of large rectangular slabs. He pushes the slab to his left, not realising the slabs will all knock each other down in a domino fashion until the one on his right lands on top of him. Are pupils able to come up with a quick sketch of their own to show the idea of 'what goes around comes around'? Explain that karma is similar to this phrase, it is the law of cause and effect. Someone's positive actions and intentions lead to good karma and leave a positive imprint on a person, but negative actions and intentions lead to bad karma and leave the opposite. Good and bad karma can affect someone in their current life and also affect their lives to come.
 - 2) Provide children with a list of different actions e.g. helping someone up if they have fallen over, stealing a chocolate bar from a local shop, etc. Label them as good or bad actions and grade them out of 10: how good or how bad are they? 10 is high/good, 1 is low/bad. Think about the idea that good actions and intentions lead to good results, and bad actions to bad results. What do they think could happen to the character as a result of their actions? [This is a simplified and speeded-up version of karma.]
 - 3) Give pupils an opportunity to reflect on good and bad deeds they have carried out. Remind pupils that whether or not we believe in the law of karma, actions tend to have consequences. You might ask pupils to pick the action they are most and least proud of from their reflections, and write the consequences of each on themselves and on others.

Vocabulary = Hinduism, Dharma, Karma, Samsara, Moksha, moral, virtue, reincarnation

Session 3: What Matters Most to Humanists?

Children will learn about what is important to a Humanist's way of life by looking at the Golden Rule and the beliefs and values of Humanists.

Core knowledge

- To know that there are beliefs and values that are central to each religion and world view
- To know that a person's beliefs and values impact their actions, life choices and the way they treat others

Suggested activities / Teacher subject knowledge

- 1) Look at <https://understandinghumanism.org.uk/wp-content/uploads/2021/10/What-do-humanists-value-7.pdf> which considers what Humanists value (8 people note their values). Open this to discussion and summarise their findings.
- 2) Pick one or more of these stories https://understandinghumanism.org.uk/wp-content/uploads/2023/03/Think-for-Yourself-Act-for-Everyone_FINAL.pdf Read the stories of four amazing humanist women who changed the world. With additional information and questions to help you explore and discuss what inspires and motivates humanists. Featuring George Eliot (Mary Ann Evans), Florence Dixie, Rosalind Franklin, and Lorraine Hansberry.
- 3) Explore Humanist values <https://humanists.uk/about/our-values/> Put these values in their own words. Comment upon the values and discuss collectively. Discuss how these are the same and different to religions that they have learnt about.
- 4) Use <https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Here-we-are.pdf> and watch or read <https://www.youtube.com/watch?v=cPPQdDwTUvE> 'Here we are' by Oliver Jeffers. The pdf provides links to humanist beliefs and values as found in the book

Vocabulary = Humanist, values,

Session 4: What Matters Most to Christians?

Children will recap and learn more about how belief in the teachings of Jesus can shape a Christian's life. They will explore the role of Christians in society by exploring Christian values and what they might look like in action.

Core knowledge

- To know that there are beliefs and values that are central to each religion and world view
- To know that a person's beliefs and values impact their actions, life choices and the way they treat others

Suggested activities/ Teacher subject knowledge

- Recap the parable of the 'Good Samaritan' that children will have considered in LKS2 Year B. Remind them that this is a story that Jesus told. Recap the word 'parable'. What are the themes and morals from this story? What Christian values does this story show? How might this story impact the life of a Christian?
- Recap the story of Jesus crucifixion from earlier this year.
- Find links between these stories by looking for Christian values that are present in the stories e.g. peace, hope, forgiveness, friendship, generosity, courage, agape
- How do many Christians show these values in their own lives and why? Discuss the importance of these stories.

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Vocabulary = parable

Session 5: What Matters Most to Muslims?

Children will recap and explore further their understanding of the 5 pillars, concentrating on the first pillar – The Shahadah. They will be able to explain why the First Pillar is the most important to Muslims

Core knowledge

- To know that there are beliefs and values that are central to each religion and world view
- To know that a person's beliefs and values impact their actions, life choices and the way they treat others

Suggested activities /Teacher subject knowledge

- Recap and explore the 5 pillars of Islam. Ask the children to put the pillars in order and then compare with the actual order. Is there a reason why the pillars are ordered in this way? Are some pillars more important than others? Which is the most important and why?
- You could interview a Muslim from the school community and ask them about the 5 pillars.
- Explore the Shahadah in more detail as children will not have studied this in depth since KS1 but it is the first and foremost of the pillars.
- This video clip from BBC Belief File- Islam: The Shahadah may be helpful <https://www.bbc.co.uk/programmes/p0110kt3>

Vocabulary = Shahadah

Session 6: What Does Matter Most?

Children learn that people from different faiths and worldviews have the same and different values by exploring the choices that people might make in situations and comparing that to their own. Children can say why some values might matter most to people from different faiths and worldviews.

Core knowledge

- To know that there are beliefs and values that are central to each religion and world view but to realise that many of these values are similar across religions and world views e.g. to look after other people, not just yourself.
- To know that a person's beliefs and values impact their actions, life choices and the way they treat others

Suggested activities

- Children in groups are presented with the same sorting cards as lesson 1 e.g. family, being popular, friends, being intelligent, worshiping, holidays. This time, they are given a religion or world view and asked to place the cards in order for the followers of that religion or world view. Come up with a rationale for their reasoning.
- Compare their religion or world view with the others around the room. Do other groups agree with the order?
- Which set of cards are ordered in the way the children would order them? - have their own views changed at all since they started this unit of work? Reflect upon what they have learnt and the differences and similarities they have noticed between the religions and worldviews they have considered.

Vocabulary = world views, values, impact

Future learning this content supports:

In UKS2 year B, children will consider how beliefs and values impact the life choices of different people of different faiths and world views (in the unit on 'Is life like a journey?').