

**Bullion Lane Primary School
Medium Term Plan for Religious Education**

Year: 5/6

Cycle: A

Term: Spring 1 and 2

Spring1

Topic: How and why do people care about the environment?

Spring 2

Topic: Why are Good Friday and Easter Day the most important days for Christians?

Knowledge	Skills	Key Vocabulary
<p style="text-align: center;"><u>Spring 1</u></p> <p>Introduction of how Christian, Buddhist and Muslim values will affect views on the environment (Impact of Belief) This unit further develops skills of investigation and enquiry by comparing 3 religious traditions in one area of study: The Environment. Children will develop a general awareness of the global world in which they live and learn about the impact of religion on individuals, and communities.</p> <p><u>Knowledge and Understanding</u> Pupils will understand some of the beliefs and teachings of Christianity, Buddhism and Islam which relate to the natural world (environment)</p> <p><u>Critical Thinking</u> In response to questions raised about religious beliefs and the environment, pupils will express views and give reasons to back these up</p> <p><u>Personal reflection</u> Pupils will be given the opportunity to reflect on their own ideas, feelings and thought on care for the natural world.</p>	<p>AF1: Thinking about religion and belief</p> <ul style="list-style-type: none"> • Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world • Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures <p>AF2: Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> • Identify the influences on, and distinguish between, different viewpoints within religions and beliefs • Interpret religions and beliefs from different perspectives • Interpret the significance and impact of different forms of religious and spiritual expression <p>Beliefs and teachings (what people believe)</p> <ul style="list-style-type: none"> • Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary <p>Practices and lifestyles (what people do)</p> <ul style="list-style-type: none"> • Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities <p>Expression and language (how people express themselves)</p> <ul style="list-style-type: none"> • Compare the different ways in which people of faith communities express their faith. 	<p>Christianity Buddhism Islam</p> <p>Christian Buddhist Muslim</p> <p>Environment Natural world Communities Creation Religious Beliefs Stewardship</p>

By the end of this unit most pupils should be able to:

- Demonstrate understanding of the teachings of Christianity, Buddhism and Islam in relation to care of the natural world by humans
- Show understanding of some of the ways Christians, Buddhists and Muslims may act on these teachings and describe the impact this may have for them and others
- Describe some of the similarities and differences between the teachings
- Ask questions raised by these teachings and actions, express views on these and give reasons to support these views
- Reflect on their own feelings and values in relation to care for the natural world

Identify and experience (making sense of who we are)

- Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths

Meaning and purpose (making sense of life)

- Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths

Values and commitments (making sense of right and wrong)

- Make informed responses to people's values and commitments (including religious ones) in the light of their learning. They will use different techniques to reflect deeply