

**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**

**Spring 1**

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.

**Knowledge and Understanding**

Pupils will understand some of the beliefs and teachings of Christianity, Buddhism and Islam which relate to the natural world (environment)

**Critical Thinking**

In response to questions raised about religious beliefs and the environment, pupils will express views and give reasons to back these up

**Personal reflection**

Pupils will be given the opportunity to reflect on their own ideas, feelings and thought on care for the natural world.

**Skills**

**AF1: Thinking about religion and belief**

- 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

**AF2: Enquiring, investigating and interpreting**

- 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

**Beliefs and teachings (what people believe)**

- 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

**Practices and lifestyles (what people do)**

- Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities

**Expression and language (how people express themselves)**

- Compare the different ways in which people of faith communities express their faith.

**Key Vocabulary**

**Christianity**  
**Buddhism**  
**Islam**

**Christian**  
**Buddhist**  
**Muslim**

**Environment**  
**Natural world**  
**Communities**  
**Creation**  
**Religious Beliefs**  
**Stewardship**

**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