Religious Education Medium Term Plan
Year 6 Autumn
BUDDHISM AROUND THE WORLD

Intent

Park Junior School follows the procedures and guidelines of the Northamptonshire Agreed Syllabus. Our RE curriculum encourages our children to become religiously literate; to enable our children to develop the knowledge and understanding around a range of religious and worldwide views so that they can describe, explain, analyse and investigate allowing then to appreciate the beliefs, practises and spiritual insights of others, including non-religious. We aim to offer rich, vibrant and meaningful opportunities that, through discussion and a range of learning activities, will enable our children to develop local, national and global awareness. Our RE curriculum plays an important part in preparing our children for life in modern Britain. Its importance is increasing as globalisation has created greater links and migration between societies of different faiths and cultures. It is important that children develop the ability to talk with fluency and understanding about religion and belief. Through Religious Education, our children are given opportunities to reflect on the nature and role of beliefs, the attitudes and values underpinning these, and the practices and behaviours that arise because of them. Skills developed through the teaching of R.E. include developing self-awareness, respect for all, open-mindedness, appreciation and wonder. Our approach to learning is experiential and through enquiry. We explore diversity, respect and value of others in all communities by comparing similarities and differences within and between religions, humanism and other world views.

Implementation

Our long term RE plan covers the Northamptonshire Syllabus objectives thoroughly, ensuring that each year group builds on the previous experiences. Across the four years, we teach Christianity, Buddhism, Islam, Hinduism, Sikhism and Judaism. As well as this, non-religious beliefs (humanism) and an acknowledgment of other world views. Our children are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. The sequences of lessons promote an enquiry based curriculum, which planned so that links between beliefs are consistently revisited to enable children to build upon the skills, knowledge and understanding of the diverse communities within our own locality, nationally and globally. Children are encouraged to make connections between different features of the religions and worldviews they study, and ask questions that lead them further into their enquiry and research. They describe and understand links between stories and other aspects of the communities they are investigating and explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Deeper thinking promotes why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Discussing challenging questions about belonging, meaning, purpose and truth, in their own lives and that of others, and linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing their own and others' beliefs. They consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect, and discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. Every child is encouraged to reach their potential through careful differentiation of questioning, depth of discussion, resources and activities to support and extend. Rich experiences including visitors and visits enable children to observe and question.

Impact

We believe that it is essential that all pupils are able to explore religions, engage with their knowledge, and reflect on their learning and their lives. Consideration of the pupils' religious experiences and their responses in discussion forms part of our formative assessment. Each sequence of learning will enable pupils to deepen their knowledge and understanding of the essential core ideas and practices of the religions and beliefs being studied and that this is shown in the development of their abilities to interpret, apply and evaluate those ideas and practices. At the end of each sequences of learning, assessment for each pupil is guided by the statements that support the progression and attainment for each year group. Over the year there should be a variety of AT1 and AT2 pieces in different styles of creativity, such as

discussion, role play, drama, music, art, writing, reading, research, presentation and design. A range of monitoring strategies by the subject leader and senior managers, including book trawls, planning checks, pupil voice and learning walks support the assessment of impact across year groups. At the end of Key Stage Two, the collection of data Is reported to the local authority.

CURRICULUM DRIVERS

DIVERSITY **'To celebrate the differences of each individual within our school community.'**	**COMMUNITY** **'To understand that we are part of the local community and the impact that it has on us.'**	**EMOTIONAL AWARENESS** **To be aware of my emotions and the emotions of those around me.'**
All religious beliefs are celebrated locally, nationally and globally. We value, question, and respond thoughtfully to the ideas concerning the diverse communities and our own beliefs and that of others. • Comparing religious stories to the story of Buddha • Links between Buddhist morals and the 10 commandments • Symbolism across religions • Festivals across the different religions • Places of worship	In RE, we discuss how belonging to a community can be valuable in many aspects, and to celebrate our own communities and acknowledge and understand those of others. • What Buddhists believe in and comparing to individual lives • Rules and instructions for others to follow and comparing to 8-fold plan of Buddhism • Following tradition within the community • Places of worship – does the place matter?	Through RE we discuss and apply our own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and demonstrating a sense of empathy towards others beliefs, thoughts and emotions. • Consequences immoral actions from rules and instructions • The idea of Karma and its effect on oneself and others • Meditation through script/story

QUESTION: How do Buddhists live their lives?

LEARNING INTENTIONS:

- To understand the historical context of Buddhism (Where does Buddhism come from?)
- To reflect on the life and character of the Buddha
  To find out about the 4 noble truths of Buddhism (What do Buddhists believe in?)
- To know what the Buddhist Eightfold path is and link to rules in society (What do Buddhists believe is the right way to live their life?)
- To recognise any moral similarities with other religions (What do Buddhists believe is the right way to live their life?)
- To understand what we mean by the word karma (What do Buddhists believe is the right way to live their life?)
- To understand symbols that are important to Buddhists (What do Buddhists believe is the right way to live their life?)
- To recreate a Lotus Flower using paper. (What do Buddhists believe is the right way to live their life?)
- To investigate the different festivals/traditions that Buddhists have. (Is it important to follow traditions?)

RELIGIOUS LINKS: Christianity, Islam, Hinduism, Judaism, Sikhism, Non-Religious believers

Who founded Christianity, Islam, Hinduism, Judaism, Sikhism? How do the varying religions compare to the story of The Buddha? What noble acts of kindness have people done or have had done to them? Charities, Non-religions – What rules in life do we have to adhere to? Why? What consequences would we face if our actions were immoral? Christianity and the 10 Commandments, 613 commandments in the Jewish Torah, Non-religion - Someone pushes you over in the playground, and later that person trips over their own laces and breaks their leg – Is this karma? What other symbolism is there across different religions – similarities and differences, Jainism is an ancient religion from India. What festivals do other religions celebrate? Link monks' possessions to 5 Ks in Sikhism, Religious places of worship across religions, Christianity church and sangha similar in meaning – congregation, assembly, association,

CURRICULUM LINKS:

- Speaking and listening through discussion, questions and answers
- English – drama, role play, reading skills, stories, debating skills, instructions, writing, persuasive language

• To learn about the Buddhist temple and its importance to individuals and the community. (Does it matter where people worship?)			• ICT – Powerpoint presentation, research skills, • Art and Design – drawing, painting, origami paper folding, • PSHE – Well-being, meditation		
AT1			**AT2**		
EMERGING	**EXPECTED**	**EXCEEDING**	**EMERGING**	**EXPECTED**	**EXCEEDING**
Make connections between different belief and practices of all religions.	Make links and compare stories, beliefs and practices from different religions including differences and similarities.	To understand and evaluate the diversity of belief in different religions, nationally and globally. Articulate and apply the different responses to ethical questions from a range of different religions	To reflect and respond to the significance of meaning behind different beliefs and practices.	Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts. Recognise those with no faith also have a belief system.	Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives. Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.