

**Religious Education Medium Term Plan**  
**Year 6 Spring**  
**OTHER RELIGIOUS BELIEFS 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 them 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

<b>DIVERSITY</b> <b>‘To celebrate the differences of each individual within our school community.’</b>	<b>COMMUNITY</b> <b>‘To understand that we are part of the local community and the impact that it has on us.’</b>	<b>EMOTIONAL AWARENESS</b> <b>To be aware of my emotions and the emotions of those around me.’</b>
<p>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.</p> <ul style="list-style-type: none"> <li>• Christianity, Hinduism and Buddhism relating to the spirit – comparing</li> <li>• How humans express spiritualism through music – across different beliefs</li> <li>• Ancient beliefs used in everyday scenarios – Taoism, Confucius, Legalism</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• Aboriginal beliefs and spiritualism in art</li> <li>• How do famous people express their beliefs through different mediums</li> <li>• Native Americans comparing to rules, 10 commandments and Buddhist morals</li> </ul>	<p>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.</p> <ul style="list-style-type: none"> <li>• How spiritualism is reflected through objects and how it makes you feel?</li> <li>• What makes a good person?</li> </ul>

#### **QUESTION: What religion is the right religion?**

<p><b>LEARNING INTENTIONS:</b></p> <ul style="list-style-type: none"> <li>• Explain what spiritualism means to the individual (What is spiritualism?)</li> <li>• How do humans express spirituality in Art?</li> <li>• How do human’s express spirituality through music?</li> <li>• Recognise that famous people express their beliefs through different medium</li> <li>• Recognise the similarities and differences between the beliefs of the Native Americans and other worldly religions.</li> <li>• Recognising how spiritualism is reflected through objects.</li> <li>• Understand how different ancient beliefs are used in everyday scenarios</li> <li>• What makes a good person?</li> </ul>	<p><b>RELIGIOUS LINKS: Spirituality, Christianity, Hinduism, Buddhism,</b> Islam, Jainism, Rastafarian, Taoism, Confucianism, Legalism, Native Americans, spiritualism, Christian ‘<i>soul</i>’ the Hindu ‘<i>atman</i>’ and Buddhist ‘<i>mind</i>’, Hinduism and Buddhism – reincarnation, A Bhajan is any type of devotional song. Nature should be protected, Symbolism – Ying and Yang, Symbol of an animal – lion, Samson had strength in his hair in the bible, Rastafarians eat clean and natural produce, such as fruit and vegetables, Rastafarians try to not eat meat, especially pork, or drink alcohol. Many Rastafarians are vegans. Christianity/Judaism – 10 commandments, Buddhism – 5 morals, Christianity – 10 commandments – rules of way to be a good person, Is there a God, Hinduism – gods, Buddhism – Buddha, Islam – Allah</p> <p><b>CURRICULUM LINKS:</b></p> <ul style="list-style-type: none"> <li>• Speaking and listening through discussion, questions and answers</li> <li>• English – defining vocabulary, explanations, writing poetry, songs, raps, fact-files, stories, drama – hot-seating</li> <li>• Art and Design – painting, DT making dream catchers/Kachina dolls</li> <li>• Music – listen to various tracks, composition using percussion instruments, performing</li> <li>• ICT – Research skills</li> <li>• PSHE – what makes a good person? - recipe for a good person</li> </ul>
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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.	<p>To understand and evaluate the diversity of belief in different religions, nationally and globally.</p> <p>Articulate and apply the different responses to ethical questions from a range of different religions</p>	To reflect and respond to the significance of meaning behind different beliefs and practices.	<p>Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.</p> <p>Recognise those with no faith also have a belief system.</p>	<p>Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives.</p> <p>Discuss and apply their own and others ideas about ethical questions and to express their own ideas clearly in response.</p>