



Unit Overview	In this unit, children consider the climate, and how some people are so dedicated to it's cause that they live their lives according to the rules that are best for the planet. Children consider what other religions say about caring for the Earth and ways in which all people can help to protect the world we live in.	
Prior Learning/ Links	EY – Children learn about what is special about our world and what they feel is important to them. KS1 – Children look at the beliefs of religions – including the belief about looking after living things and caring for others. They study about why everyone should look after the Earth.	
Unit Title:	Substantive Knowledge	Disciplinary Knowledge
<p>Key Questions:</p> <p>Why is it important to care for the Earth?</p> <p>How do religious communities help to care for the Earth?</p>	<ul style="list-style-type: none"> • Children can describe some key environmental issues which may concern people of all faiths. • To know that there are activists around the world who fight for what is right for our planet. Children know Greta Thunberg and David Attenborough as examples of these. • That some people believe the world belongs to God and so care for the planet. • It is everyone's responsibility to care for the planet. • Children can name ways in which everyone can make a contribution t caring for the world and everyone in it. • Children know that there are religious groups and societies who actively work to change the environment. 	<p>Believing</p> <ul style="list-style-type: none"> • Gain and employ the skills and knowledge needed to engage seriously with religion and world views. <p>Expressing</p> <ul style="list-style-type: none"> • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. <p>Living</p> <ul style="list-style-type: none"> • Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong and what is just and fair, and express their own ideas clearly in response.
Vocabulary	Trips/ Visits/Useful Websites/ Resources	Key Misconceptions:
<p>Substantive: Environment Care Activist charity</p> <p>Disciplinary: Belief</p>	<p>How all religious faiths advocate for environmental protection (unep.org)</p> <p>Environmental responsibility - The world - GCSE Religious Studies Revision - WJEC - BBC Bitesize</p>	



Unit Planner RE Year: 5

Title: Green religion: How and why should religious communities do more to care for Earth?

<p>Views Stories Religion</p>		
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