RE 5/6

Subject Specific Links – English – studying religious stories and texts; discussing key questions; recording in a variety of ways; Arts – Expressing responses to different stimulus creatively; History /Geography – understanding historical/geographical and cultural factors
Enrichment/Personal development – Range of quality wider opportunities; Trips to different localities eg London, York, Scarborough; Use a range of social skills
SMSC/ Cultural Capital – Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect; investigate moral and ethical issues; offer reasoning views; appreciate cultural influences; participate in culture opportunities; understand, accept respect and celebrate diversity and protected characteristics
Careers – Ordained church minister, religious leader, place of worship staff, Church historians
British Values – Individual liberty, Mutual respect and Tolerance
Equality – As new concepts and views are introduced, provide support to ensure equal access and inclusion for all
Independence – Promote independent thinking and discussion skills ; Self-belief, motivation, self-control, coping skills, resilience, persistence and resolving conflict developed throughout school life
Community – Range of Visits and visitors to enhance learning; Appreciate diverse viewpoints; Participate in the local community
Outdoor learning – Forest School, Reflection Spaces, Outdoor collective worship space

RE teaching and learning should enable pupils to…

A. Know about and understand a range of religious and non-religious worldviews.	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.

End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. 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.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.	C3. 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.

Year 5/6 - RE **Year A Autumn Term**

Unit: 2.3 What do religions say to us when life gets hard?

Prior Learning: Collective worship, EYFS units; KS1 units; LKS2 units

Key Essential Skills and knowledge:

BELIEVING: Theological lens

Outline Christian, Hindu and/or non- religious beliefs about life after death (A1).

- Key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also one non-religious view about what happens after death, e.g. Humanism.

EXPRESSING: Human/Social Science lens

Express ideas about how and why religion can help believers when times are hard, giving examples (B2).

Explain some similarities and differences between beliefs about life after death (B2).

Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3)

LIVING: Philosophical lens

Explain their own views and apply these thoughtfully and creatively in different forms (C3).

- Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life.
- Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc.
- Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too.
- Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that many non-religious people believe that death is the end of life, and that there is no afterlife.
- Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hindu Dharma (karma, soul, samsara, reincarnation and moksha); also, one non-religious view about what happens after death, e.g. Humanism.
- Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with artwork of their own. How do ideas of life after death help people in difficult times?
- Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs.
- Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address.
- Taking due care, ask pupils to reflect on and express their own ideas, concerns and possibly worries about death and the idea of life beyond.

Sticky Knowledge:

- There are some questions that do not have easy answers and people have different opinions depending on their worldview
- Religions can help people to live, even when times are tough e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together.

- Most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering/bereaved
- Christians believe that there is life after death. Those who believe in Jesus and have accepted Jesus as Lord and Saviour will go to Heaven to live with God in eternal life, while others go to Hell to suffer eternal punishment
- Muslims believe they enter a state of waiting until the day of Judgement. On this day they will get to Heaven if they have lived religiously, asked Allah for forgiveness and shown good actions in their life. If not they will go to Hell.
- Hindus believe that the goal of the atman (soul) is their journey around the cycle of life (samara) and their liberation from it (moksha) can be achieved by doing its duty each lifetime (dharma). During the cycle of life (samsara) actions in this life, our "karma", affect future incarnations. Eg. Kindness leads to good karma, whilst selfishness leads to bad karma. The soul may be reincarnated thousands of times.
- Humanists believe that death is the end of life, and that there is no afterlife
- Death is marked in different ways depending on worldview and religious practice.

Vocabulary:

Life
Death
Ultimate Questions
Suffering
Recognise
Reflect
Spirit
Soul
Faith
Encourage
Comfort
Bereaved
Life after death
Afterlife
Judgement
Deeds
Consequence
Heaven
Paradise
Salvation
Karma
Samsara
Reincarnation
Moksha
Liturgies
Meditations
Funeral
Eulogy
Order of service
Live life to the full

Sequence:

- **What questions have you got about what happens when we die?**
- **What do some people think carries on after we have died? What is our soul?**
- **Do some people believe that you come back to life as a different thing? What is reincarnation?**

- **Do you get to heaven if you do things wrong?** - **What do Christians think happens when we die?** - **What do people who don't believe in God think happens when we die?** - **What different ideas are there about what happens when we die? What do I think?**
Thinking Deeper: Reflect on own views and other religious and non-religious worldviews, comparing and contrasting
Resources: **RE Planning Unit**

Year 5/6 - RE **Year A Spring Term**

Unit: 2.4 If God is everywhere, why go to a place of worship?

Prior Learning: Collective worship, EYFS units; KS1 units; LKS2 units

Key Essential Skills and knowledge:

BELIEVING: Theological lens

Make connections between how believers feel about places of worship in different traditions (A3).

EXPRESSING: Human/Social Science lens

Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).

Select and describe the most important functions of a place of worship for the community (B3).

LIVING: Philosophical lens

Present ideas about the importance of *people* in a place of worship, rather than the *place* itself (C1).

- Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue.
- Explore the duty of pilgrimage in Hindu traditions, which is seen as a wider part of worship. This concerns the need for Hindus to be *seen* by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places?
- Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places?
- Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide.
- Learn about the destruction of the Jewish temple, the 'house of God', in 70 CE. Find out what purpose modern synagogues serve in the absence of a 'house of God'.
- Consider these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the key question in light of these definitions.
- What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the 'body of Christ', mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don't like institutions, hierarchies, crowds! Why do Christians worship in different ways?
- Find out about alternative forms of Christian communities, e.g. www.freshexpressions.org.uk Consider the appeal of these to some Christians.
- Note that there are many Christians, Hindus and Jewish people who see themselves as members of the communities but don't attend places of worship. Return to the unit key question; how might different people answer this? What answers do pupils have?

Sticky Knowledge:

- Places of worship: Hindu – Mandir (temple); Sikh – Gudwara; Buddhist – Temple
- Places of worship can be used for different functions (meeting together, taking part in a religious ceremony, worship, prayer etc)
- Christian places of worship may look very different depending on denomination (a group that has a distinctive interpretation of Christianity) as people worship and practice their belief in different ways. Some Christian denomination are: Anglican (traditional Church of England), Baptist, Methodist, Pentecostal
- Jewish places of worship can be Orthodox (traditional) or Reform (modern) synagogues.
- 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn).

- Hindus also have special places that they travel to on a pilgrimage, which is seen as a wider part of worship.
- Many Christians, Hindus and Jewish people who see themselves as members of the faith communities but don't attend places of worship.
- Places of worship do not always have to be buildings

Vocabulary:

Place of worship
Anglican Church
Baptist Church
Denomination
Baptistery
Immersion
Lord's Supper
Pastor
Holy Communion
Bread & Wine
Lectern
Congregation
Font
Altar
Priest
Mandir
Deity
Murti
Shrine
Sadhu
Shikara
Orthodox Synagogue traditional
Reform Synagogue modernised Synagogue - Ark
Bimah
Torah
Ner Tamid
Skull Cap
Talit

Sequence:

- **What is a place of worship? What is it for?**
- **What is a Christian place of worship? What is it for?**
- **What is a Hindu place of worship? What is it for?**
- **What is a Jewish place of worship? What is it for?**
- **Are people more important than the place?**
- **What does a place of worship mean to believers?**

Thinking Deeper: Reflect on own views and other religious and non-religious worldviews, comparing and contrasting

Resources:

RE Planning Unit

Year 5/6 - RE	Year A Summer Term
Unit: 2.6 What does it mean to be a Muslim in Britain today?	
Prior Learning: Collective worship, EYFS units; KS1 units; LKS2 units	

Key Essential Skills and knowledge:

BELIEVING: Theological lens

Make connections between the key functions of the mosque and the beliefs of Muslims (A1).

Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).

Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).

EXPRESSING: Human/Social Science lens

Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).

LIVING: Philosophical lens

Consider how communities with different religious and non-religious worldviews can live together respectfully (C2).

- Find out what pupils already know about Islam (e.g. from key question 1.2); how many Muslims do they think there are in Britain and in your local area? Find out and talk about the information from the 2021 Census.
- Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action); Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?
- Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah). Investigate how they are practised by Muslims in Britain today, noting that practice varies – not all Muslims practise all the pillars. Consider what beliefs, practices and values are significant in pupils' lives.
- Talk about the Shahadah ('There is no god except Allah and Muhammad is the messenger of Allah') and use the 99 names of Allah to explore the attributes of God. Make links with belief in tawhid. Explore Islamic art, looking at shape, pattern, colour and calligraphy. Ask: what is their significance for Muslims, in the context of tawhid? (NB link with key question L2.1.)
- Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17 (the Prophet's Night Journey). Find out about people who memorise the Qur'an and why (hafiz, hafiza).
- Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad).
- Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.
- Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.

Sticky Knowledge:

- The Five Pillars of Islam are an expression of ibadah (worship and belief in action): Shahadah, Salah, Zakat, Sawm and Sawm.

- The first pillar - Shahada - the assertion of faith. "There is no god but God" and "Muhammad is the messenger of God". It is essential to utter it to become a Muslim and to convert to Islam. It is said five times a day during prayer.
- The Second Pillar - Salah, or prayer. Muslims must wash before prayer (Wudu). A caller (Muezzin) chants aloud from a raised place in the mosque. Verses from the Qu'ran are recited either loudly or silently. These prayers are done five times a day, at set strict times, with the individual facing Mecca. The prayer is accompanied by a series of set positions. A Muslim may perform their prayer anywhere, however, the mosque is the preferable place for prayers.
- The Third Pillar - Zakāt, or almsgiving or charity where a payment makes the rest of one's wealth legally and religiously pure. Muslims have to deduct certain amount of their wealth to support the Islamic community to take good care of the holy places and mosques or to give assistance to those in need. Zakāt is obligatory for all Muslims who are able to do so.
- The Fourth Pillar - Sawm or fasting. Fasting (no food/drink/smoking) takes place during the daylight hours in Ramadan, which is the holy month in the Islamic calendar. This is a period of reflection and to remind Muslims that all individuals are similarly needy upon the assistance of God and that there are less lucky individuals who need their assistance. Fasting is obligatory, but exceptions are made.
- The fifth Pillar - Hajj, or pilgrimage. During one's life, a Muslim is required to make the pilgrimage to Mecca during the 12th month of the lunar calendar (a pilgrimage made at any time other than the Hajj season is called an *Umrah*, and while not mandatory is strongly recommended).
- There are different forms of authority for Muslims: Firstly the Qur'an then: Sunnah (practices, customs and traditions of the Prophet Muhammad) and Hadith (sayings and actions of the Prophet Muhammad).
- Mosques/masjid are designed to support Muslim practices and beliefs: Room for men and women to pray separately; large space for prayer mats; areas of Wudu (washing before prayer); mihrab (indicating the direction of Mecca)

Vocabulary:

Five Pillars of Islam
Ibadah
Belief in Action
Muezzin
Shahadah
Salat
Rak'ahs
Wudu
Daily Prayer
Sawm
Fasting
Ramadan
Discipline
Zakat
Alms
Giving
Ummah
Hajj
Pilgrimage
Mecca/Makkah
Kab'ah
Mina
Ibrahim
Holy Qur'an
Respect
Commandments
Authority

Guidance
Sunnah
Hadith
Mosque
Masjid
Imam
Impact
Daily
Regularly
Annually
Lifetime

Sequence:

- **What helps you through the journey of life? What helps Muslims through the journey of life?**
- **What is the key belief of Muslims? How does this affect their life?**
- **Why does prayer matter to Muslims?**
- **How is charity important to Muslims? How is charity important to you?**
- **Why do Muslims fast?**
- **Why do Muslims want to go on pilgrimage?**
- **Where do people get advice and guidance from?**
- **What is a special place for Muslims?**
- **Can you think of similar commitments to the five pillars in your life? What matters to Muslims?**

Thinking Deeper: Reflect on own views and other religious and non-religious worldviews, comparing and contrasting

Resources:
RE Planning Unit
NATRE Unit 32

Year 5/6 - RE	Year B Autumn Term
Unit: 2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	
Prior Learning: Collective worship, EYFS units; KS1 units; LKS2 units	

Key Essential Skills and knowledge:

BELIEVING: Theological lens

Outline Jesus' teaching on how his followers should live (A2).

EXPRESSING: Human/Social Science lens

Explain the impact Jesus' example and teachings might have on Christians today (B1).

Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).

LIVING: Philosophical lens

Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).

- Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the global community.
- Examine Jesus' mission (Luke 4:18–19). Find examples of where he fulfilled this.
- **Love**: use some of Jesus' stories, teachings and examples to understand what Christians believe he meant by loving others (e.g. greatest commandments, Matthew 22:37–40; good Samaritan, Luke 10:30–35; the lost son, Luke 15:11–32; love your enemies, Matthew 5:43–48; compare with Paul's letter, 1 Corinthians 13:4–7; explore the idea of *agape* love – self- sacrificial love; make link with belief that Jesus died to show his love for all humans, John 3:16).
- **Forgiveness**: use some of Jesus' stories, teachings and examples to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21–35; Jesus forgives those who crucify him, Luke 23:34; link to previous learning about sin and the 'Fall' in question L2.2).
- **Justice and fairness**: use some of Jesus' stories, teaching and examples to understand the way many Christians believe people should treat each other (the sheep and the goats, Matthew 25:31–46; serve others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39–42).
- **Generosity and not being greedy**: use some of Jesus' stories, teaching and examples to understand the way many Christians believe people should handle wealth (the vineyard workers, Matthew 20:1–16; widow's offering, Mark 12:41–44; the rich young man, Mark 10:17–27; Zacchaeus, Luke 19:1–9).
- Read gospel passages that talk about the 'kingdom of God', where people live the way God wants people to live (e.g. mustard seed, Mark 4:30–32; hidden treasure, Matthew 13:44–46; good and bad soil, Matthew 13:1–8, 18–23; the great feast Luke 14:15–24). What would this kingdom be like?
- Devise some moral dilemmas; pupils ask 'what would Jesus do?', to apply their learning in this unit. Reflect on and discuss what impact following Jesus' example and teaching have on the school/local community/world. Some say Jesus' demands are impossible: is this true, and if so, is it worth aiming for them or not?

Sticky Knowledge:

- The Bible teaches that Jesus came to give poor people good news, to free prisoners, to help the blind to see, to give liberty to oppressed people and to tell people God would bless them and to show them how to bring God's kingdom to earth.
- Christians believe that their life is about bringing the Kingdom of God to earth to defeat suffering.

- Jesus taught that the love of God is the greatest treasure; that giving your life for others is the greatest love, and that in the end, love wins and even death will be destroyed and that Jesus was sent to rescue people from the effects of sin and to bring them back to God (salvation)
- One way Christians try to follow Jesus is by copying his example of love, even as he died. Another is by thanking God for coming to earth in Jesus to show God's love is stronger than death.
- Jesus used short, memorable stories featuring everyday people and objects for many of his teachings (parables).
- Jesus teaches that we all need forgiveness and that a thankful response to God's generous forgiveness is to forgive others who do wrong to us.
- Jesus teaches that people should treat each other with fairly and with justice.
- Jesus teaches that we should be servant-hearted and generous (time, money kindness etc.)
- Christians may give a percentage of their money to God's work. Some give up to 10% (sometimes called 'tithing', and based on practice from before the time of Jesus in the Bible).
- Living by the values of Jesus is the human side of the new covenant to work towards defeating suffering to bring the Kingdom of God to earth.

Vocabulary:

Teachings
Values
National
Global Mission
Fulfilled
Love
Agape (self-sacrificial love)
Forgiveness
Justice
Fairness
Moral
Dilemma
Resist
Reflect
Anointed
Proclaim
Judge
Reward
Generosity
Greed
Tithing
WWJD
Confess

Sequence:

- **Where do Christians find out about what Jesus did?**
- **Why do Christians think it is wise to follow Jesus' teachings?**
- **Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement?**
- **Sermon on the mount**
- **What is the importance of the value of love? How did Jesus teach his followers to love?**
- **What do Jesus' parables about forgiveness teach to Christians today?**
- **How do some Christians follow Jesus' example in caring for those in need?**
- **How do Christians today try to follow Jesus' teaching about justice and fairness?**
- **What did Jesus teach about being generous and being greedy?**

- **What does the teaching of Jesus have to say about some problems people face today? What would Jesus do?** - **How far do Jesus' teachings and actions inspire others?** - **What have we learned about living by the values of Jesus in the modern world?**
Thinking Deeper: Reflect on own views and other religious and non-religious worldviews, comparing and contrasting
Resources: RE Planning Unit. NATRE unit 37

Year 5/6 - RE	Year B Spring Term
Unit: 2.9 What can be done to reduce racism? Can religion help?	
Prior Learning: Collective worship, EYFS units; KS1 units; LKS2 units	

Key Essential Skills and knowledge:

BELIEVING: Theological lens

Describe examples of connections between anti- racism and religion (A1).

EXPRESSING: Human/Social Science lens

Understand the challenges racism presents to human communities and consider different religious responses (B2).

LIVING: Philosophical lens

Share their own views about racism and prejudice and apply these thoughtfully and creatively (C1).
Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).

- Discover and think about the meanings of some key ideas about racism and religion by studying some people who have given their lives to reducing prejudice and hatred.
- Learn in depth and detail about the statues of Colston and Wesley in Bristol.
- Consider how music, film, prayer, art and other forms of expression have been used in struggles against racism.
- Enable pupils to think for themselves about the ways that scriptures encourage religious people to treat all humans with dignity, respect, equity or love – and consider reasons why this does not always happen.
- Learn that early Christian traditions include important stories about human unity, even though the Christian church has sometimes been complicit in racism.
- Learn that Prophet Muhammad taught his followers to set racial difference aside.
- Ask good questions about racism and equality, discussing how religion could make more positive contributions to justice.
- Consider some questions, such as: can prayer help reduce racism? Does God care about racism? Why are religious people sometimes racist even though they preach love for all? Is it only religious people who fail to live up to their ideals?
- Create a work of art and commentary on it, expressing pupils' reactions to the idea that 'we have far more in common than keeps us apart'.
- Pupils weigh up their own learning in relation to their own ideas about equity, justice and race.

Sticky Knowledge:

- Sacred texts carry messages about racial justice.
- Know that Rosa Parks (1950s) George Floyd (2020) Edward Colston (17th century) are considered examples of racism
- Historically, the treatment of others (mainly slavery) was not always seen as negative at the time by some people eg statue of Edward Colston (a slave trader) given to recognise his contributions and achievements
- John Wesley (founder of Methodism in 17th century) believed that every human was precious to God. He spoke against racism and worked with many black people to support the abolition movement.
- Acts 10 shows how the Christian community was not just open to Jewish people, but to all people, and was not to be a racist religion, but one where people from every nation and tribe were united in worship and faith.

- ‘Do to others as you would like them to do to you’. Many religions and cultures have different versions of this rule in their holy writings. (sometimes known as the Golden Rule).
- There are many examples of people who have made a courageous stand for justice, equality and fairness: Hany El Banna, a Muslim, was the founder of Islamic Relief; Jess Benjamin, a Buddhist, worked with the Buddhist Peace Fellowship; Bhai Khanaiya, a Sikh, confronted many prejudices in his work; Jonah, a Jew, is an example of anti-racist scripture; Nelson Mandela was raised a Methodist Christian. In later life, he was careful not to identify with one religion and Martin Luther King is a Christian example.

Vocabulary:

Fairness
Prejudice
Racism
Ethnicity
Justice
Hate speech
White privilege
Tolerance
Sensitivity
Respect
Acceptance

Sequence:

- **Racism: what is it and why is it unfair?**
- **What can we learn from the stories of two statues in Bristol?**
- **How did St Peter learn that ‘God has no favourites’?**
- **The Golden Rule and the Silver Rule – can these rules reduce racism?**
- **Anti-racist people from different religions: what can we learn?**
- **How can I express my own vision for justice and equality? ‘More unites us than divides us.’**

Thinking Deeper: Reflect on own views and other religious and non-religious worldviews, comparing and contrasting

Resources: **https://www.natre.org.uk/uploads/Pri%20Unit%20of%20Work%20-%20KS2%208-11s%20AntiRacist%20Prim%20RE%20FINAL.pdf**

Year 5/6 - RE	Year B Summer Term
Unit: 2.7 What matters most to Christians and Humanists?	
Prior Learning: Collective worship, EYFS units; KS1 units; LKS2 units	

Key Essential Skills and knowledge:

BELIEVING: Theological lens

Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).

Describe Christian and Humanist beliefs and how they affect ways of life and meaning (A3).

EXPRESSING: Human/Social Science lens

Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).

Describe some Christian and Humanist values simply (B3).

LIVING: Philosophical lens

Identify ways that diverse communities can live together for the wellbeing of all, reflecting on mutual respect and shared values (C2).

Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).

- Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why?
- Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with traditional Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Why do many Christians think this is a good explanation of why humans are good and bad?
- Talk about how having a 'code for living' might help people to be good. Talk about the difference if someone believes guidance comes from a divine Being (e.g. many Christians) or that human beings must decide their own guidelines (most non-religious).
- Look at a Humanist, non-religious 'code for living', building on L2.9, e.g. be honest; use your mind; tell the truth; do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like?
- Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life?
- Christian codes for living can be summed up in Jesus' two rules: love God and love your neighbour. Explore in detail how Jesus expects his followers to behave through the story of the good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit?
- Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings. Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives.
- Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting on them?
- Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves?

Sticky Knowledge:

- Not all people are religious, non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god'

- Christian codes summed up in Jesus' two great commandments: 'Love God and love your neighbour'
- Christians believe a human being is 'a good thing spoiled' – they say we are made in the image of God (Genesis 1:28) and so can do good things, but our bad choices have messed us up in some ways. (The story of Adam and Eve in Genesis 3 is the background to these ideas. Some Christians call this the 'Fall' – where humans 'fell' from their place of closeness to God and so do not really show God's image in themselves as they should.). But Christians believe God the Rescuer can put this right. ('Jesus' means 'he saves'.)
- Jesus wanted people to follow God, and he 'showed a path'
- The values of Christianity include love, forgiveness, peace between people and God, honesty, prayer, worship and fellowship (togetherness).
- Humanist codes for living include: Be Honest, Use your mind, Tell the truth, Do to other people what you would like them to do to you.
- Freedom of action: Each individual is free to choose how they act in most situations, but the decision about what to do in any given situation is based on beliefs about the situation and the consequences of the action taken.

Vocabulary:

Rules
Principles
Code for living
Humanist
Morals
Consequence
Concepts
Values
Humanism

Sequence:

- **Do rules matter? What is a code for living?**
- **Who is a humanist? What codes for living do non–religious people use?**
- **What can we learn from discussion and drama about good & bad, right & wrong?**
- **What codes for living do Christians try to follow?**
- **What can we learn from a Values Game?**
- **Peace: is it more valuable than any money?**
- **Can we create a code for living that would help the world?**

Thinking Deeper: Reflect on own views and other religious and non-religious worldviews, comparing and contrasting

Resources:
RE Planning Unit
NATRE Unit 36