

# Thorpepark Academy

## Religion, Belief and Values



**Year Group: 5**

**Term:** Spring (6 weeks in Spring 1 and 3 weeks of Spring 2)

**Unit 5.2**

**Theme:** Faith in action

**Concept:** People of God, holy, belief, ethics & morality

**Worldview:** Christianity, Sikhism, Islam, personal view

**Key Question:** What are the challenges?

**About this unit:**

This unit is an opportunity to use the lens of Theology to explore in greater depth the impact of the teaching of faith founders and other religious figures and the influence they had - and continue to have - today. In addition, contrast the ideas and influence of significant people who hold non-religious worldviews. There are elements of personal development covered in this unit.

By the end of this unit pupils should know something of the challenges posed by choosing to live a life of faith. Also see the KS2 Easter2 unit which may follow.

**Links to British Values**

<b>Democracy</b> ✓	<b>Rule of Law</b> ✓	<b>Individual Liberty</b> ✓	<b>Mutual Respect</b> ✓	<b>Tolerance of people of different faiths and beliefs</b> ✓
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**Links to SMSC**

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**Hull and East Riding Agreed Syllabus**

**Relate end of Key Stage 2 expectations pupils should be able to...**

Exploring	Learning outcomes by the end of KS2 pupils should be able to
<p><b>Theology</b> What do key religious figures teach?</p>	<p>Explain the significance of the key teachings of faith founders for faith members</p> <p>Describe the teachings of key religious figures, identifying some similarities and differences</p> <p>Reflect on the teachings of key religious figures and how these teachings impact on society</p>
<p><b>Theology</b> How do the lives of faith founders influence believers?</p>	<p>Identify key events in the lives of faith founders and their impact on those around them</p> <p>Explain the relevance of different faith founders for their followers today</p>

**Skills**

**Theology**

Identify and make connections

Reflect on and find meanings

Explain and understand similarities and differences

**Prior Learning**

This unit follows on from 5.1 Expressions to build upon Unit 3.2 Founders of faith and 4.1 What makes a saint?

**Future Learning**

In Summer of Year 5 children will talk about the Pilgrimages that the four key religions take part in to show their faith.

Sticky knowledge	Key Vocabulary
<p>People who are famous or not can inspire and influence us.</p> <p>Our beliefs are influenced by many things including our parents, the news and our faith or values.</p> <p>One Sikh belief is Sewa or 'selfless service' which means to help others without any reward or personal gain. This belief shapes the life of a Sikh.</p> <p>Jesus provides a model for Christian behaviour in obedience to God the Father</p> <p>Muslims beliefs include praying 5 times a day, giving zakat, fasting and pilgrimage.</p> <p>Faith charities exemplify faith teachings by showing kindness to those less fortunate than themselves</p> <p>Vocation is a calling to a specific cause or job. This can be influenced by beliefs, religious or not.</p> <p>How I live my life demonstrates my beliefs</p>	<p><b>Add here all of the teaching and key concepts for each religion as used in the planning below that you think your pupils will not know</b>, belief, vocation, inspiration, influence, Sikhism, Islam, Muslim, Christianity, St. Teresa...</p>

**Resources**

Video links given in each lesson, bible, Qur'an, 10 commandments, stories of Jesus, information about Jesus and Saul/St Paul, 5 pillars, teachings of Muhammad

	LO	Lesson outline
<p><b>Lesson 1</b></p> <p>Ask questions</p>	<p><b>LO:</b> To know who influences us</p> <p><b>Sticky Knowledge:</b> People who are famous or not can inspire and influence us.</p> <p><b>Skill:</b> Identify and make connections</p>	<p><b>Mini Question:</b> <i>Who do we listen to? Where do we get our beliefs from?</i></p> <p><b>Recap:</b> <i>Think about our last unit: How do people express their beliefs?</i></p> <p><b>Lesson Outline:</b> <i>Introduce the pupils to the mini question- Who do we listen to? Make a list of their ideas on the board.</i></p> <p><i>Explain the word influence- have you heard it before? What does it mean? What/ who influences you?</i></p> <p>Show children some pictures of relevant, well-known celebrities who they may find inspirational. Discuss why they may inspire us and what they may influence us to do.</p> <p>Then discuss lesser-known inspirational people (BBC Bitesize link) <a href="#"><u>Six inspiring stories from incredible young people</u></a></p> <p>– are these people more or less inspirational? Why?</p> <p>Discuss whether the people who inspire us always have to be in the public eye.</p> <p>Are all people influenced by the same things?</p> <p>Do people who influence us always influence us to do good things?</p> <p><b>In books:</b> Pupils choose 1-2 people in the public eye who influence them and why. Then choose 1-2 people who are not well known who influence them and why.</p> <p><b>Finishing Thinker:</b> How do you show how someone has influenced you in the way you live and what you do?</p>
<p><b>Lesson 2</b></p> <p>Ask questions</p>	<p><b>LO:</b> To explore where our beliefs come from</p> <p><b>Sticky knowledge:</b> Our beliefs are influenced by many things including our parents, the news and our faith or values</p>	<p><b>Mini Question:</b> Where do we get our beliefs from?</p> <p><b>Recap:</b> Who influences you/us?</p> <p><b>Lesson outline:</b></p> <p><i>Discuss what the word belief means – give children dictionary definition.</i></p> <p><i>Can we substitute the term worldview for belief?</i></p> <p><i>Discuss:</i></p>

	<p><b>Skill:</b> Identify and make connections</p>	<p><i>What does 'belief' mean to them?</i></p> <p><i>Why do they think they have these beliefs?</i></p> <p><i>How do our beliefs change over time/ as we get older?</i></p> <p><i>Do beliefs always have to abstract things such as Father Christmas/God?</i></p> <p><i>Can we have beliefs within ourselves/about ourselves? What could some examples be?</i></p> <p><b>In books:</b></p> <p>Children to mind-map the things that they believe in.</p> <p>Answer questions in books: Where do they think their beliefs have come from? How may their beliefs differ from a person of faith?</p> <p><b>Challenge:</b> <i>Where do they think their beliefs have come from? How may their beliefs differ from a person of faith?</i></p>
<p><b>Lesson 3</b></p> <p>Investigate and dig deeper</p>	<p><b>LO:</b> To know that faith can influence lives</p> <p><b>Sticky knowledge:</b> One Sikh belief is Sewa or 'selfless service' which means to help others without any reward or personal gain. This belief shapes the life of a Sikh.</p> <p><b>Skill:</b> Identify and make connections</p>	<p><b>Mini Question: Who and what helps to shape belief?</b></p> <p><b>Recap:</b> <i>Tell your partner 3 things you believe in. Share some ideas with the class.</i></p> <p><b>Lesson outline:</b></p> <p>Recap previous lesson about children's own beliefs. Ask children again about what beliefs they have. Ask children who has influenced their beliefs.</p> <p>Explain that a person's faith/religion and its beliefs can influence how they live their life. Explain that today we are going to focus on Sikhism. What can they recall about this religion?</p> <p>Explain that one of the beliefs for Sikhs is Sewa which means 'selfless service'. It involves helping others without any reward or personal gain. Explore the life of The Selfless Sikh: Ravi Singh, a Sikh charity worker who, inspired by his religious principles, puts his life on the line to help people in need. The programme follows Ravi's journey to northern Iraq, where he provides aid to Yazidi families who have fled their homes to escape the brutality of Islamic State. The film reveals the teachings of selfless service at the heart of his Sikh faith.</p> <p><a href="https://www.youtube.com/watch?v=paKAzqiVjfo">https://www.youtube.com/watch?v=paKAzqiVjfo</a> <b>(You will need to look through the full film clip and select only the most appropriate timings/clips – there may be some sections that are too distressing for year 5 children!)</b></p> <p><b>In books:</b></p> <p><i>Children write what they have learnt about Ravi Singh and show how his faith and belief in sewa has influenced him and impacted on his life.</i></p> <p>How did following his faith pose a challenge to him? (His life was in danger)</p> <p><b>Challenge:</b></p> <p>Write a question/s you have for Ravi in relation to his actions.</p>
<p><b>Lesson 4</b></p> <p>Investigate and Dig Deeper</p>	<p><b>LO:</b> To know how Christian faith founders influence how Christians live their lives</p> <p><b>Sticky Knowledge:</b> Jesus provides a model for Christian behaviour in obedience to God the Father</p>	<p><b>Mini Question:</b> <i>How does Christian beliefs influence the lives of Christians?</i></p> <p><b>Recap:</b> What does 'sewa' mean?</p> <p><b>Lesson Outline:</b> Discuss: What makes a good leader? Write pupils ideas on the board.</p> <p>Explain that Jesus was a key figure of Christianity but was born a Jew. St Paul is considered the faith founder of Christianity but he was influenced</p>

	<p><b>Skill:</b> Identify and make connections</p>	<p>by the teachings of Jesus. Give pupils resources and stories of Jesus to show how St Paul was influenced by Him.</p> <p>Teach pupils the key beliefs of Christianity- do they know any already? 10 commandments, Fruit of the Spirit.</p> <p>Jesus' actions influenced St Paul/Saul (a long time ago) how do his teachings still influence people today?</p> <p>Pupils answer the questions:</p> <ul style="list-style-type: none"> <li>• How did Jesus' actions influence St Paul/Saul?</li> <li>• How do Jesus' teachings influence people today?</li> <li>• How could following the teaching of Christianity pose a challenge today?</li> </ul> <p>Resources: <a href="#">What is Christianity?</a> <a href="#">Jesus recruits disciples and shares stories</a> <a href="#">J is for Jesus</a></p> <p><b>Challenge:</b> Is there a Christian belief that is similar to the Sikh belief of sewa? Explain your answer.</p>
<p><b>Lesson 5</b></p> <p>Investigate and Dig Deeper</p>	<p><b>LO:</b> To know how Islamic faith founders influence how Muslims live their lives</p> <p><b>Sticky Knowledge:</b> Muslim beliefs include praying 5 times a day, giving zakat, fasting and pilgrimage.</p> <p><b>Skill:</b> Identify and make connections</p>	<p><b>Mini Question:</b> <i>How does the Islamic faith influence Muslims?</i></p> <p><b>Recap:</b> <i>What makes a good leader? Was Jesus a good leader? Who did he lead and influence?</i></p> <p><b>Lesson Outline:</b> Explain that Muhammad was a key founder of Islam Give pupils resources and stories of Mohammad. (<b>Do not use any pictures/representations of Muhammad or Allah as these are forbidden in the religion</b>). How did Muhammad influence people?</p> <p>Teach pupils the key beliefs of Islam- 5 pillars, Qur'an, 5 key teachings of Muhammad</p> <p>How do Muhammad's teachings still influence people today?</p> <p>Pupils answer the questions:</p> <ul style="list-style-type: none"> <li>• How do Muhammad's teachings influence people today?</li> <li>• Can following the teaching of Islam pose a challenge in today's society? If so, how?</li> <li>• Which of the key teachings from Christianity and Islam are similar?</li> </ul> <p>Resources: <a href="#">Who was the Prophet Muhammad (pbuh)? - 1st level</a> <a href="#">Religious and moral education - BBC Bitesize</a> <a href="#">How Islam Began</a></p> <p><b>Finishing Thinker:</b></p>
<p><b>Lesson 6</b></p>	<p><b>LO:</b> To know about good and bad influences</p> <p><b>Sticky knowledge:</b> Influences in our lives come from a range of sources including the media and social media</p> <p><b>Skill:</b> Reflect on and find meanings</p>	<p><b>Mini Question:</b> <i>How can we tell the difference between good and bad influencers?</i></p> <p><b>Reccap:</b> <i>How does a Muslim's faith influence his/her life? 5 beliefs (use bullet point fingers).</i></p> <p><b>Lesson outline:</b></p> <p>Discuss the saying: He/She is a bad influence- what does that mean? Repeat for 'good influence'</p> <p>Ask children: what is an influencer? Discuss who the chi would consider to be 'influencers'; talk about 'influencers' on social media:</p> <p>Are modern day celebrities good influences? Why/why not?</p> <p><i>Linking back to the previous lessons: What can the children say about religion influences? Would the faith founders be good or bad influencers? Ensure children are explaining their answers.</i></p> <p><b>Activity:</b></p> <p><i>Explore the influence that the media/social media has on beliefs and the practice of religion today. Perhaps look at famous Christians, Muslims, etc</i></p>

		<p><b>Challenge:</b> <i>Who do you think has the most influence on you today? Famous people or faith leaders? Explain why.</i></p>
<p><b>Lesson 7</b></p> <p>Interpret and Analyse</p>	<p><b>LO:</b> To understand how faith-based charities demonstrate their faith teachings</p> <p><b>Sticky Knowledge:</b> Faith charities exemplify faith teachings by showing kindness to those less fortunate than themselves e.g. Christian aid, Muslim aid</p> <p><b>Skill:</b> Reflect on and find meanings</p>	<p><b>Mini Question:</b> <i>How do faith-based charities exemplify faith teachings? What are the challenges of following a faith?</i></p> <p><b>Recap:</b></p> <p><b>Lesson Outline:</b> What is a charity?</p> <p>Can the children name any charities?</p> <p>Why do we have charities?</p> <p>Why may religions get involved in any charities? Discuss how charities may follow the teachings of faiths before looking at some bible verses together – how does charity work follow these teachings?</p> <p>Such as: Luke 21:1-4, Luke 12:33, Matthew 5:42, Matthew 25:35, Isaiah 58:10</p> <p>Make a class scrapbook of cuttings to show caring work motivated by faith. For example:</p> <ul style="list-style-type: none"> <li>• Christian Aid</li> <li>• The Salvation Army</li> <li>• Action for Children</li> <li>• Red Crescent</li> <li>• Oxfam</li> <li>• Cafod</li> <li>• local food banks</li> <li>• chaplaincy groups</li> </ul> <p>Split into small mixed ability groups and have each group focus on the different work groups listed above.</p> <p><u><a href="#">This is Christian Aid</a></u></p> <p><u><a href="#">Islamic Relief</a></u></p> <p><u><a href="#">Charity Digital</a></u></p> <p><u><a href="#">Open Bible – Charity</a></u></p> <p><u><a href="#">Bible Reasons</a></u></p> <p><b>Challenge:</b> <i>How is your charity influenced by faith?</i></p>
<p><b>Lessons 8 &amp; 9</b></p> <p>Evaluate and Review</p>	<p><b>LO:</b> To understand what a vocation is and how your beliefs may be an influence</p> <p><b>Sticky Knowledge:</b> Vocation is a calling to a specific cause or job. This can be influenced by your beliefs, religious or not. How I live my life demonstrates my beliefs.</p> <p><b>Skill:</b> Explain and understand similarities and differences</p>	<p><b>Mini Question:</b> <i>What is vocation? Do you have to be religious to have a vocation?</i></p> <p><b>Recap:</b> <i>How has faith influenced people? What is the importance of faith to charity workers you looked at last lesson?</i></p> <p><b>Lesson Outline:</b></p> <p><i>Explain what a vocation is.</i></p> <p><i>Lesson 1 - Look at St. Teresa (was also known as Mother Teresa before her death) as a class as an example of how some people's faith leads them into a vocation. <u><a href="#">Mother Teresa: Everything you need to know - CBBC Newsround</a></u></i></p> <p><i>Pupils create a fact file/poster using pictures and text about St Teresa. The answers to the following questions need to be demonstrated in the poster: What has influenced her? What are her beliefs? How has she translated her influences and beliefs into action?</i></p> <p><i>Lesson 2 - Is it only religious people who have a vocation based on their beliefs? Pupils research Greta Thunberg. What has influenced her? What are her beliefs? How has she translated her influences and beliefs into action?</i></p> <p><i>Pupils create a poster using pictures and text about Greta Thunberg. The answers to the above questions need to be demonstrated in the poster.</i></p>

Resources: [Greta Thunberg: 16-year-old climate activist inspired international youth movement - CBBC Newsround](#) There are lots of other links on Newsround

Final reflection: Discuss similarities and differences between a vocation inspired by religious beliefs and those not associated with religion (based on science, etc).

**Challenge:** Thinking back to lesson 1 and the things that influence you as well as the knowledge you have of faith founders and influencers. How do your actions demonstrate your beliefs? How do your beliefs influence your actions?