

# Thorpepark Academy

## Religion, Belief and Values



<b>Year Group:</b> 6 <b>Term:</b> Summer term	<b>Unit 6.3</b> <b>Theme:</b> Hopes and visions <b>Concept:</b> God, creation, faith, peace, truth	<b>Religion:</b> Christianity, Islam, Hinduism <b>Worldview:</b> Humanism
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**Key Question:** What is life about?

**About this unit:**

This unit provides opportunities for pupils to consider the significance and impact of some key teachings, and the ways in which they have shaped believers' responses to ultimate questions. Philosophy for Children (P4C) strategies are helpful in enabling pupils to identify differences between ultimate and non-ultimate questions.

By the end of this unit, pupils should have investigated different ideas about god and humanity; they ask ultimate questions from different perspectives. When discussing the end of life, be sensitive to pupils who may have recently experienced bereavement.

**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
<b>Philosophy</b> What is an ultimate question?	Identify what makes some questions ultimate Offer answers to an ultimate question from different faith perspectives
<b>Theology</b> Who is god?	Explain how people of different faiths describe what god is like Identify what different sacred writings say about the attributes of god

**Skills**

<b>Philosophy</b> Explain a range of opinions and give reasons Summarise and apply a range of ideas Weigh up different points of view	<b>Theology</b> Compare and contrast Give a considered response
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**Prior Learning**

**Future Learning**

This unit builds on work from Unit 5.2 Faith in action about key religious teachings and follows on directly from Unit 6.2 Living a faith; pupils should be encouraged to debate challenging questions whilst being respectful of the responses of others	<b>KS3</b>
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Sticky knowledge	Key Vocabulary
<p>I can give a considered response about my purpose in life.</p> <p>For Christians, the purpose of life is to love God and each other. Muslims believes that the purpose of life is to know and worship God (Allah). Humanists believe there is no ultimate purpose of life and it is within ourselves to make life meaningful.</p> <p>All major religions have one golden rule: to treat others how you would like to be treated.</p> <p>Christians and Muslims hold similar beliefs in an afterlife in heaven or hell, which will be judged by their 'God' on how they have lived their lives on Earth. Humanists do not believe in an afterlife.</p> <p>To know we are all influenced by someone or something and that not all influences are positive.</p> <p>I can give a considered response about my hopes for the future world.</p>	<p>Purpose, meaning of life, mission, ambition, hope, God, creation, faith, peace, truth, Allah, Humanism, Islam, Christianity, belief</p>

**Resources**

Links/resources identified within planning.

	LO	Lesson outline
<p><b>Lesson 1</b> Ask questions</p>	<p><b>LO:</b> To express my opinions on what I think life is about and our purpose</p> <p><b>Sticky Knowledge:</b> I can give a considered response about my purpose in life.</p> <p><b>Skill:</b> Give a considered response</p>	<p><b>Mini Question:</b> What is the purpose of our existence?</p> <p><b>Recap:</b> Learning from unit 5.2</p> <p><b>Lesson Outline:</b> Begin with children thinking about why humans are on the earth. Consider literal purposes e.g., to reproduce, support sustainability but also emotions: being happy, giving charity etc.</p> <p><b>Discuss:</b> What makes 'What is the purpose of our existence?' an ultimate question? Explain that some people atheists believe that the world just happened to be there, not a creator. Watch the following video: The Existence <a href="https://www.youtube.com/watch?v=oGEBMhb2AjU">https://www.youtube.com/watch?v=oGEBMhb2AjU</a></p> <p><b>In books:</b> Complete the following sentences in books: 'My main purpose in life is...' and 'I think the purpose of life is...' and create a class display.</p> <p><b>Challenge:</b> What questions do you have about existence? Record them in your book (or these could be added to the class RBV floor book.)</p>
<p><b>Lesson 2</b> Investigate and dig deeper</p>	<p><b>LO:</b> To discuss and compare the different beliefs regarding the purpose of life</p> <p><b>Sticky Knowledge:</b> For Christians, the purpose of life is to love God and each other. Muslims believes that</p>	<p><b>Mini Question:</b> What do different people believe about the purpose of life? What is similar, what is different?</p> <p><b>Recap:</b> What do you think is the purpose of your existence?</p> <p><b>Lesson Outline:</b> Consider different world views' beliefs about the purpose of life. Focus on the following three: Christianity, Islam and Humanism.</p>

	<p>the purpose of life is to know and worship God (Allah). Humanists believe there is no ultimate purpose of life and it is within ourselves to make life meaningful.</p> <p><b>Skill:</b> Explain a range of opinions and give reasons</p>	<p>Watch the following videos, children to make notes along the way (in writing journals):</p> <p>Christianity: What is the purpose of life?  <a href="https://www.youtube.com/watch?v=bPrYdjdJ1Gc">https://www.youtube.com/watch?v=bPrYdjdJ1Gc</a></p> <p>Islam: Purpose of life episode 5  <a href="https://www.youtube.com/watch?app=desktop&amp;v=EpRTaNXuZMk">https://www.youtube.com/watch?app=desktop&amp;v=EpRTaNXuZMk</a></p> <p>Humanism: How can I be happy?  <a href="https://understandinghumanism.org.uk/res_films/how-can-i-be-happy-2/">https://understandinghumanism.org.uk/res_films/how-can-i-be-happy-2/</a></p> <p>In books:</p> <p>Children to record the beliefs of all three in writing. This could be in the form of Q and A, a poem, etc. Children to highlight the similarities and differences between the three viewpoints.</p> <p><b>Challenge:</b></p> <p>Which faith/non-faith perspective are you most aligned with, and why?</p>
<p><b>Lesson 3</b> Investigate and dig deeper</p>	<p><b>LO:</b> To discuss and compare how different people teach about how we should live our life</p> <p><b>Sticky Knowledge:</b> All major religions have one golden rule: to treat others how you would like to be treated.</p> <p><b>Skill:</b> Weigh up different points of view</p>	<p><b>Mini Question:</b> What do religious and non-religious communities teach about how people should live their lives?</p> <p><b>Recap:</b></p> <p><b>Lesson Outline:</b></p> <p><b>Focus on different religions, all having the same belief. Use the following poster:</b></p> <p><a href="https://religionsforpeaceaustralia.org.au/wp-content/uploads/2013/03/golden-rule-interfaith.pdf">https://religionsforpeaceaustralia.org.au/wp-content/uploads/2013/03/golden-rule-interfaith.pdf</a></p> <p><b>Ask children to come up with the golden rule.</b></p> <p>What about humanism? What is their purpose? To live a good and happy life and support others to do the same. In order to do this, before committing any action they need to use reason and empathy, considering the consequences of their actions and the likely impact on other people...</p> <p><b>In books:</b></p> <p>Children redesign the one golden rule poster.</p> <p><b>Finishing Thinker:</b></p> <p>Do you think the golden rule is followed by all members of society? Why/why not?</p>
<p><b>Lesson 4</b> Interpret and analyse</p>	<p><b>LO:</b> To discuss our ideas on what is beyond life</p> <p><b>Sticky Knowledge:</b> Christians and Muslims hold similar beliefs in an afterlife in heaven or hell, which will be judged by their 'God' on how they have lived their lives on Earth. Humanists do not believe in an afterlife.</p> <p><b>Skill:</b> Compare and contrast</p>	<p><b>Mini Question:</b> <i>Is there something beyond this life and how does that serve as a motivator for the way we live life?</i></p> <p><b>Recap:</b> <i>What is the one golden rule?</i></p> <p><b>Lesson Outline:</b></p> <p>Explore reports of visions of life after death. (These could include the sign of a rainbow at someone's funeral, the sight of a butterfly at a significant moment e.g. deceased's birthday, etc.)</p> <p>Read 1 Cor 15:20 – what does this passage from the Bible tell us?</p> <p>Evaluate the meaning of the Apostle's Creed</p>

		<p>Read the poem by Christina Rossetti – ‘Hurt No Living Thing.’ Explain that this poem summarises the teaching of the Buddha and reincarnation</p> <p>Share Roman Emperor Marcus Aurelius, “Live not one’s life as though one had a thousand years but live each day as the last.”</p> <p>Show children images of Muslim prayer rugs with a ‘Garden of Paradise’ motif. Discuss meaning.</p> <p>Discuss the humanist perspective that there is no afterlife and so they focus on finding happiness in this life.</p> <p>Useful links to use within teaching:</p> <p><a href="#">BBC Hinduism: Cycle of birth, death and rebirth</a></p> <p><a href="#">EGfL - Beliefs regarding death</a></p> <p><a href="#">RE:QEst - Christian Views</a></p> <p><a href="#">What happens when we die?</a></p> <p><b>Work:</b></p> <p>Children write findings in own RBV books. Children focus on Christianity, Muslim and Humanist beliefs. Then focus on presenting the similarities and differences.</p> <p><b>Finishing Thinker:</b></p> <p>How do funerals allow individuals to gain encouragement and strength as they celebrate their belief in life after death?</p>
<p><b>Lesson 5</b></p> <p>Evaluate and review</p>	<p><b>LO:</b> To discuss what influences me</p> <p><b>Sticky Knowledge:</b> To know we are all influenced by someone or something and that not all influences are positive.</p> <p><b>Skill:</b> Give a considered response</p>	<p><b>Mini Question:</b> Who am I? Who and what influences me?</p> <p><b>Recap:</b> What are the beliefs surrounding after life?</p> <p><b>Lesson Outline:</b></p> <p><b>Discuss: Who am I? Who and what influences me?</b></p> <p>Reflect on Lesson 1 of 6.2 where we discussed our identity and the different elements of our identity.</p> <p><b>Talk partners:</b></p> <p>Ask pupils to respond to the question Who am I? in as many ways as possible beginning ‘I am...’ E.g. I am a girl, I am a sister, I am a daughter, I am a pupil, etc</p> <p>Consider one scientific description – “A human being is enough iron to make a medium sized nail, enough sulphur to rid one dog of fleas, enough magnesium for one dose of salts, enough lime to whitewash a small building, enough sugar for 7 cups of tea and enough fat for 7 bars of soap.” If this is a true description, how is it true? Is anything missing?</p> <p>Invite pupils to think about who or what has the most influence on their life; what is the most important thing they have learned from this person or experience?</p> <p><b>In books:</b></p> <p>Children create an identity web and clearly identify who influences each part of their identity.</p> <p><b>Discuss further:</b></p> <p>Philosophy 4 Children type discussion on the role of social media influences, risks and impact including self-esteem and mental health.</p>

		<b>Challenge:</b> Are celebrities always the most positive influences?
<p><b>Lesson 6</b> Reflect and respond</p>	<p><b>LO:</b> To express my hopes for the world</p> <p><b>Sticky knowledge:</b> I can give a considered response about my hopes for the future world.</p> <p><b>Skill:</b> Give a considered response.</p>	<p><b>Mini Question:</b> What are my hopes for the world?</p> <p><b>Recap:</b> Does everyone believe in an afterlife? <b>Discuss.</b></p> <p><b>Lesson Outline:</b></p> <p>Share hopes and dreams and aspirations for the future and for the world</p> <p>Consider global issues and the part we play in these. Look at the 17 Global goals: <a href="https://www.globalgoals.org/goals/">https://www.globalgoals.org/goals/</a></p> <p>How can we overcome problems? What steps can we take as individuals and as a school community to work towards these?</p> <p><b>In books:</b></p> <p>Express ideas about the learning question in a poem, painting or design.</p>