



# Dean Bank Primary School and Nursery

## RE - Medium Term Plan



**Subject Area: RE**

**Term: Spring**

**Class: 6**

<p><b><u>Enquiry Question</u></b> How and why do people care about the environment?</p>	<p><b><u>Durham Agreed Syllabus</u></b> -Similarities and differences within and between religious and non-religious worldviews through at least one thematic study e.g. about ritual, the environment, care for others</p>
<p><b><u>Key Vocabulary</u></b> Stewardship, environment, impact, creation, genesis, five moral precepts, hadith, Christianity, Buddhism, Islam</p>	<p><b><u>Core Knowledge and Understanding</u></b> Introduction of how Christian, Buddhist and Muslim values will affect views on the environment (Impact of Belief).</p>
<p><b><u>Skills and Attitudes</u></b> Skills: -Investigation and Enquiry: Knowing how to use different sources, including religious texts and listening to religious people, as a way of gathering information about beliefs and their impact. -Application: Making links between religious teaching and its impact on individuals, communities and international life. Identifying religious values about the natural world and their interplay with secular ones. -Expression: Give an informed opinion. -Empathy: Consider the thoughts, feelings and values of others.</p> <p>Attitudes: -Appreciation and Wonder: Appreciate the wonder of the world in which we live. -Open Mindedness: Recognise that people hold a wide range of opinions. -Self Awareness: Develop personal and moral integrity as they consider their own spiritual and moral ideas.</p> <p>This unit contributes to pupils' moral development as they investigate how the behaviour and actions of individuals and groups can be influenced by religious beliefs, teachings, sacred texts and guidance from religious leaders and organisations today.</p>	<p><b><u>Key Concepts</u></b> Belief: What people believe e.g. about God, meaning of life, the natural world, life after death</p> <p>Authority: Different sources of authority e.g. holy books, founders, leaders, teachings, tradition, spiritual encounters and experiences</p> <p>Expression Belief: What beliefs and feelings such as love, devotion, awe, gratitude and salvation can be expressed</p> <p>Impact: How beliefs and worship affect what people feel and think and how they act and behave</p>



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Learning Objective <i>Lesson Question</i>	Learning Intention <i>(Pupils will...)</i>	Key Questions	Activities and Differentiation
<b>Enquiry Introduction</b>	-Ask relevant questions	-Why do you think this person is doing this?  -What might this represent?	-Introduce the main enquiry. question to pupils and tell them we will be trying to answer this over the next few lessons. Put the question up on the whiteboard.  Chn will write questions about the pictures given to answer at the end of the unit.  -Explain we will think about our responses to care for the natural world. We will do this by asking a different question each week: this will help answer the main enquiry question.
<b>I can discuss how the creation story impacts Christians' beliefs on the environment</b>  <i>Is this the world that God created?</i>	-Know why the creation story is important to Christians  -Be able to understand and give examples of how humans have not been good stewards	What question are we looking to answer?  What questions will help us do this?  What religions will we be looking at?  What happens in the creation story? Why would this mean the world is precious to Christians?  How might a Christian react to this? What may they then do? Why?  What does stewardship mean?	-Retrieval quiz starter, previous topic, previous years.  -State the general learning intentions: we will find out what Christians, Buddhists and Muslims teach about the natural world and what this means followers will do (teaching, action).  -Tell children that we will read creation story. Find the answer to these questions while reading: What does the story say to Christians today about why the natural world is important and precious? What does the story say about humans' role in the natural world?  -Discuss answers ensuring children understand the idea of creation and stewardship  -Show chn pictures of natural beauty and pictures of beauty destroyed by humans, discuss what pupils think, linking to idea of stewardship.



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			<p>Task 1 - Discussion Is this the world God created? What has gone wrong? What would Christians say and do? Why?</p> <p>Task 2 HA/MA - Chn explain what the creation story teaches, referring to key parts of the story. They will then respond to the following questions: -What have humans done to this created world? -What do you think Christians would say and want to do as a result?</p> <p>LA - Chn will write what they think the creation story teaches and respond to the questions (sentence prompts)</p>
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<p><b>I can explore how Buddhists beliefs influence their actions</b></p> <p><i>Harm no living thing?</i></p>	<p>-Learn the meaning behind story of 'Siddhartha and the Swan' (make links between beliefs and sources)</p> <p>-Learn about the moral precept - harm no living thing</p> <p>-Show understanding of how Buddhist teaching has an impact on individuals and communities</p>	<p>What do you notice about the story? What do you think this is trying to teach Buddhists?</p> <p>What is a moral precept?</p> <p>What may Buddhists do/not do? Why do you think this?</p> <p>-What do you notice Buddhists do in the film? How does this show their beliefs?</p> <p>-What may a Buddhist do if...?</p>	<p>-Retrieval quiz, previous lesson, unit and year</p> <p>-Watch the story of Siddhartha and the Swan and then read through as class. Discuss the events of the story and what chn notice. Ask what this story might teach Buddhists?</p> <p>-Explain that Buddhists have 5 moral precepts and discuss what these do. Explain a key one is 'harm no living thing'. Ask chn to discuss in pairs what this might mean Buddhists will do / won't do. Share as class.</p> <p>-Show short film. <a href="https://www.youtube.com/watch?v=-ozXvQmXWOk">https://www.youtube.com/watch?v=-ozXvQmXWOk</a></p> <p>When watching, pupils to note what do Buddhists do which links to 'harm no living thing' and care for natural world.</p> <p>Task 1 (mixed ability) - Pupils (in pairs/groups) find out about other ways Buddhists 'harm no living thing' (e.g. looking at other films/responses on website.)</p> <p>-Pupils present to rest of class and review together.</p> <p>Task 2 - In books, pupils to list all the ways they have learnt in which Buddhists harm no living thing.</p>
<p><b>I can describe ways Muslims care for the natural world</b></p> <p><i>What does Islam teach about care for the natural world?</i></p>	<p>-Know what Muslims believe about natural world</p>	<p>-What do you think a Muslim might feel about the natural world? Why?</p> <p>-Which quote have you chosen? Why?</p>	<p>-Retrieval quiz, previous lesson, unit and year</p> <p>-Briefly explain to pupils what Muslims believe about the created universe and their responsibility towards it.</p>



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	<p>-Describe the impact that teaching can have on individuals and communities</p>	<p>-What does Islam teach? Why?</p> <p>-How might a Muslim help the natural world? Why?</p> <p>-What do you think this teaching means?</p>	<p>-Give pupils in groups quotes from Islam about care of the created world. In groups answer questions: Can we say this in our own words? What might this mean a Muslim does? Pick out the best quote. Why have you chosen this? Why does this sum up Muslim view of care for the natural world?</p> <p>-Discuss as a class "What does Islam teach about the natural world?"</p> <p>-Make point that these teachings have an impact for Muslims today. Ask the following questions: What might an individual Muslim do as result of these teachings? What might a Muslim organisation do?</p> <p>-Show YouTube film - what is Muslim organisation doing here and why? How does planting trees help?</p> <p>Task</p> <p>HA - Write one quote from the Qur'an and say what it means in own words, suggest some ways in which an individual Muslim can care for Allah's creation and describe how a Muslim organisation cares for Allah's creation.</p> <p>MA - Same as HA with writing helpsheet</p> <p>LA - Write a quote and say what it means in own words. Suggest some ways Muslims can care for Allah's creation (sentence prompts)</p>
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<p><b>I can explain ways Christians show stewardship</b></p> <p><i>How do Christians show stewardship?</i></p>	<p>-Show understanding of how beliefs and teachings about caring for God's creation affects what Christians do</p> <p>-Critically evaluate whether all Christians do and should care for the environment.</p>	<p>-What do these verses tell you about how Christians feel about the world?</p> <p>-Are their beliefs similar to Muslim/Buddhist beliefs? How?</p> <p>-How are they different?</p> <p>-How do Christians care for the environment?</p> <p>-Do you think looking after the world is important for Christians? Why?</p>	<p>-Retrieval quiz, previous lesson, unit and year</p> <p>-Put up key bible verses about stewardship on the board and discuss</p> <p>-Recap on first lesson and Christian creation story. What has God instructed humans to do about looking after the created world? Is this different to the teaching of Islam? How is it different to the teaching of Buddhism?</p> <p>Task - Mixed Ability Using different sources (books, texts, internet) chn will investigate some ways that Christians today care for the environment. Chn will share ideas as a class and then discuss: Is working to protect God's creation the most important thing a Christian should do? Why? Why not? Give your views and give your reasons.</p>
<p><b>I can reflect on humans' and my own values regarding the environment</b></p> <p><i>What would a Council of All Beings say?</i></p>	<p>-Reflect on their own values and actions concerning the environment and animal welfare</p> <p>-Express their ideas in a variety of creative ways.</p>	<p>-What do you think this poem means? Why?</p> <p>-What is the poet trying to say? What religious teaching might this link to?</p> <p>-How do humans actions impact on this being?</p> <p>-How do your own actions? What could happen to improve the effect you are having?</p> <p>-How could you/we further care for the natural world?</p>	<p>--Retrieval quiz, previous lesson, unit and year</p> <p>-Read Christine Rossetti poem "Hurt no living thing" and discuss meaning with class.</p> <p>-Read part of poem 'Bestiary' by Joanna Macy and discuss.</p> <p>-Discuss and introduce Council of All Beings where non-human life has its say on humans actions on the world</p> <p>Task - (allow for research or provide fact-files) Chn to choose a being to be a write a speech about how that being is being treated by humans and what needs to change. (Writing template for LA)</p>



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			<p>Chn will then make masks for beings and sit in circle and share their speeches. Chn will then discuss and reflect on the following: How do we or could we care for the natural world whether or not we are religious? (as individuals, as a school community, as a wider community).</p>
<p><b>I can explain why people with religious faith should care about the environment</b></p> <p><i>Why should people with a religious faith care about the environment?</i></p>	<ul style="list-style-type: none"> <li>-Show understanding of how beliefs and teachings have varied impact for individuals and communities</li> <li>-Show some similarities and differences in beliefs and actions between Buddhism, Islam and Christianity</li> <li>-Reflect on own values and ideas</li> </ul>	<ul style="list-style-type: none"> <li>-What is similar about their beliefs? Why?</li> <li>-What is different? Why?</li> <li>-Should all religious people care for the environment? Why?</li> <li>-How could they do this?</li> </ul>	<ul style="list-style-type: none"> <li>-Retrieval quiz, previous lesson, unit and year</li> <li>-As class, look at the similarities and differences between Christianity, Buddhism and Islam concerning the environment. Create a class table of this looking at three areas: Beliefs Teachings Actions</li> <li>-Model to class using the planning format to plan their explanation text. Children will then plan.</li> <li>-Model to class, creating an explanation text on why each religion should care about the environment.</li> </ul> <p><b>Main Task</b> Chn will write an explanation text on why people with religious faith should care for the environment (Writing help sheet for LA)</p>