

Portfields Primary School Medium Term Plan						
Year Group – 6		Subject - RE		Topic – Why is it better to be there in person?		Term – Spring 2
National Curriculum		Religious Education Council Curriculum Framework		Key Questions		Assessment Statements
The Non-Statutory National Framework for RE suggests that all pupils should have been introduced to the six religions deemed to be the principal faiths found in Britain by the end of key stage 3, having explored Christianity, as one of these faiths, in each key stage.		A1: Describe and make connections between different features of the religions and 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. 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. 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. B1: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and 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. B3: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. 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. C2: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. 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.		What can make a space significant? People, place or practice? Why might a Jewish person want to visit Jerusalem? Why is Jerusalem significant to some Muslim people? How can shared challenge bring people together? Are all journeys pilgrimages? Why is it better to be there in person?		People often go to religious events (like Jewish people travelling to Western Wall) and non-religious events (attending a football match) for the same reasons. For example, being with people who have similar beliefs, attitude and behaviours. Many Jewish people choose to visit Jerusalem to feel closer to God. Many non-Jewish people might visit Jerusalem as tourists because it is an important place in history. The Dome of the Rock is where some Muslim people believe that the Prophet Muhammad met many prophets and ascended to heaven. Non-Muslims are not allowed to enter inside the Dome of the Rock. Some Muslims want to journey to Makkah for many reasons, including because it is where the first mosque was built and the Prophet Muhammad travelled from Makkah to Jerusalem on the Night Journey. Some Muslim people struggle to go because of illness, lack of money, or being too old to travel. Humanists are people who don’t have a god, but rely on reason and science to explain the way things are. They attend Humanist events across the globe for the same way that religious people do – to meet others with similar behaviours, attitudes and beliefs. Many places of pilgrimage are outside of the UK, such as Makkah and the Dome of the Rock, however there are some in the UK, such as the St. Albans Cathedral.
Milton Keynes Agreed Syllabus for Religious Education		Substantive Knowledge		Disciplinary Knowledge		Orange Paper Questions
Believing How do people’s beliefs about God, the world and others impact on their lives? Behaving Why and how are people influenced and inspired by others? What influences the ways people behave and what is expected of a person in following a religion or belief? How do religious families and communities practise their faith, and what contributions do they make to local life? Belonging Why, where and how do people worship? Why are some occasions sacred to believers? How and why are religious and spiritual ideas expressed and in the ways they are?		- Experiencing a pilgrimage together can help some people feel a sense of community and belonging. - Some people often feel significant connection to a building or place. - For some, the people in a particular space are more important than the place itself. - Shared practices can be important to give some people a feeling of belonging. - Some practices might demonstrate belonging to a particular community. - Shared challenge can bring people closer together. - A pilgrimage is a journey to a place of religious significance. - Pilgrimages are an important part of some people’s life. - Pilgrimage helps some people to feel close to God. - Visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people. - There are many reasons for some people taking part in religious practices including belief, culture and tradition. - Some people use stories about how others became close to God to guide them in achieving the same aim. - People who follow the Muslim worldview may: <ul style="list-style-type: none">be committed to completing Hajj (pilgrimage) at least once in their lifetime;travel as part of a large group to join over two million members of the Muslim community at Hajj;wear special clothing during Hajj;believe Makkah to be significant.		<ul style="list-style-type: none">Considering the thoughts, feelings, experiences, beliefs and values of others.Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.Using complex vocabulary confidently and in different contexts.Using creativity to present their own and others’ ideas, explaining their choices.Asking and exploring questions from different perspectives, including their own.Engaging in times of thoughtfulness and reflection and making links between own and others’ experiences.Finding out about Religion and worldviews through: exploring stories or scriptures, looking at photographs and images, using first-hand accounts, debating and discussing, using video or audio footage and using maps.		1. True or false – people may attend a football match and a Jewish person might go to the Western Wall for the same reason. Explain your answer. <i>True – they may want to be around people with similar beliefs, attitudes and behaviours.</i> 2. Why might Jewish people travel to Jerusalem? <i>To feel closer to God.</i> 3. Why might non-Jewish people travel to Jerusalem? <i>To see a place that is important in history, as a tourist.</i> 4. Why is the Dome of the Rock important to Muslim people? <i>It is believed to be where Prophet Muhammad met other Prophets, and where he ascended to heaven.</i> 5. True or false – anyone can go inside the Dome of the Rock. <i>False – non-Muslims cannot go inside.</i> 6. Why can’t some Muslims journey to Makkah? <i>E.g. too old to travel, can’t afford it, too sick to travel.</i> 7. What is Humanism? Is it a religion? <i>It is not a religion. Humanism does not have a god, instead the followers rely on reason and science to explain events.</i>

			8. Which of the pilgrimage sites below are in the UK? <i>St. Albans Cathedral</i>		
<p style="text-align: center;">Important Information</p> <p>Lesson tasks should be designed to ensure the children can demonstrate an understanding of the Star Knowledge</p> <p>Technical Questions should be taken from the blue sections within Kapow’s lesson plans. Guidance is given as to suitable answers the children may give.</p>					
<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Flashback Four	Flashback Four	Flashback Four	Flashback Four	Flashback Four	Flashback Four
<p><u>Last Lesson</u> Name a factor that could influence how someone practises their religion. <i>E.g. History. Migration (geography). Culture. Tradition.</i></p> <p><u>Last Topic</u> Why might someone say that Buddhism is the religion that is unlike any other? <i>E.g. there is no god, they meditate instead of praying.</i></p> <p><u>Last Year</u> Why do people not agree on what Jesus looked like? <i>Cameras did not exist when Jesus was born, so no-one really knows what he looks like.</i></p> <p><u>Previous Key Stage</u> If Muslims believe the Quran is the exact words of Allah, what is the Chumash? <i>A collection of stories written about Muhammad, after he died.</i></p>	<p><u>Last Lesson</u> Name two events or places – one religious and one non-religious – where someone would go to be around people with similar beliefs. <i>E.g. Jerusalem and a football match.</i></p> <p><u>Last Topic</u> How might Diwali be celebrated? <i>E.g. Hindus may: lighting candles, sharing meals with family</i></p> <p><u>Last Year</u> Jewish people believe that, when you die, your soul goes to a place of reflection and waits for who? <i>The Messiah.</i></p> <p><u>Previous Key Stage</u> What was Angel Jibril’s two roles in the Christmas story? <i>The angel told Mary that she would give birth to the son of god and told the three shepherds that Jesus was being born.</i></p>	<p><u>Last Lesson</u> Would non-Jewish people ever visit Jerusalem? Why? <i>Yes, they might visit as a tourist because Jerusalem is an important place in history.</i></p> <p><u>Last Topic</u> In which religion would you find the story of Guru Hargobind’s release? <i>Sikhism.</i></p> <p><u>Last Year</u> When you die, what do lots of people believe happens to your soul? <i>It goes to heaven.</i></p> <p><u>Previous Key Stage</u> Can you give three names that any religion call God? <i>E.g. God, Allah, Father, Holly Spirit, Waheguru.</i></p>	<p><u>Last Lesson</u> Who can enter the Dome of the Rock? <i>Only Muslim people.</i></p> <p><u>Last Topic</u> In what religion would find the story of Rama & Sita? <i>Hinduism.</i></p> <p><u>Last Year</u> Muslim people believe that, when they die, they go through how many events? <i>Four - 1. Barzakh. 2. Grave’s Trial. 3. Day of Judgement. 4. Eternal Afterlife.</i></p> <p><u>Previous Key Stage</u> Which religion believes God comes in three forms and what are they? <i>Hinduism – the caretaker, the creator and the destroyer.</i></p>	<p><u>Last Lesson</u> Why can’t some Muslim people travel to Makkah? <i>They are too ill, too old or don’t have enough money.</i></p> <p><u>Last Topic</u> In what country was both Guru Hargobind’s release (Sikh story) and Rama & Sita’s return (Hindu story)? <i>India.</i></p> <p><u>Last Year</u> What part of a Christian’s belief might cause them to be happy at a funeral? <i>The belief that a person who has died will go onto heaven.</i></p> <p><u>Previous Key Stage</u> ‘Do not misuse the name of God’ is one of the ten commandments. How might Jewish people act today to honour this?</p>	<p><u>Last Lesson</u> What Humanism? <i>A group of people who don’t believe in God but rely on science and reason to explain things.</i></p> <p><u>Last Topic</u> What does light often symbolise in religious stories? <i>Light means goodness, or triumph over evil.</i></p> <p><u>Last Year</u> What is atonement? <i>When religious people ask their god for forgiveness, or do good deeds to show they are sorry for their wrongdoings.</i></p> <p><u>Previous Key Stage</u> What do the following words mean? Moral, Revelation, Sabbath <i>Moral – what you can learn from a story. Revelation – something previously unknown being revealed, often a religious one. Sabbath – the Holy day of rest (Sunday).</i></p>
<p><u>Learning Objective</u> LO: To explore the factors that can shape someone’s experience of a religious or non-religious event.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> - I can identify reasons for attendance at events and understand their significance. - I can apply the terms belonging, spirituality and commitment contextually. - I can categorise elements of events focused on people, place and practice. <p><u>Star Knowledge</u> People often go to religious events (like Jewish people travelling to Western Wall) and non-religious events (attending a football match) for the same reasons. For example, being with people who have similar beliefs, attitude and behaviours.</p>	<p><u>Learning Objective</u> LO: To understand the significance of places for some Jewish and non-Jewish people.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> - I can explain the significance of the Western Wall and synagogues in Jewish traditions and practices. - I can reflect on the distinction between religious adherence and tourism at significant religious sites. - I can articulate my viewpoints on leaving messages or prayers at significant locations. <p><u>Star Knowledge</u> Many Jewish people choose to visit Jerusalem to feel closer to God. Many non-Jewish people might visit Jerusalem as tourists because it is an important place in history.</p>	<p><u>Learning Objective</u> LO: To evaluate the rules around attending significant places.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> - I can discuss the significance of Jerusalem for many Muslim people. - I can consider why some religious spaces are not accessible for everyone. - I can reflect on my views surrounding the accessibility of significant places to me. <p><u>Star Knowledge</u> The Dome of the Rock is where some Muslim people believe that the Prophet Muhammad met many prophets and ascended to heaven. Non-Muslims are not allowed to enter inside the Dome of the Rock.</p>	<p><u>Learning Objective</u> LO: To consider the challenges that many Muslims may face when travelling to Makkah.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> - I can interpret scripture to understand some reasons why Makkah is important. - I can identify reasons why some people may find Hajj challenging. - I can suggest reasons that could help people overcome challenges. - I understand that shared challenge can bring people closer together. <p><u>Star Knowledge</u> Some Muslims want to journey to Makkah for many reasons, including because it is where the first mosque was built and the Prophet Muhammad travelled from Makkah to Jerusalem on the Night Journey. Some Muslim people struggle to go because of illness, lack of money, or being too old to travel.</p>	<p><u>Learning Objective</u> LO: To understand the significance of attending a non-religious event as a Humanist.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> - I can categorise and differentiate between statements related to religious and non-religious events. - I can analyse and discuss the motivations and significance behind attending a Humanist convention. - I can identify some of the reasons someone may choose to attend a non-religious event. <p><u>Star Knowledge</u> Humanists are people who don’t have a god, but rely on reason and science to explain the way things are. They attend Humanist events across the globe for the same way that religious people do – to meet others with similar behaviours, attitudes and beliefs.</p>	<p><u>Learning Objective</u> LO: To explore the concept of pilgrimage and its relevance in the UK.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> - I can identify and discuss different types of pilgrimage, both traditional and modern. - I can locate and explain the significance of some pilgrimage sites in the UK. - I can reflect on the concept of a personal pilgrimage and articulate its importance to me. <p><u>Star Knowledge</u> Many places of pilgrimage are outside of the UK, such as Makkah and the Dome of the Rock, however there are some in the UK, such as the St. Albans Cathedral.</p>