



Portfields Primary School Medium Term Plan



Year Group – 6

Subject - RE

Topic – **What place does religion have in our world today?** Term – **Spring 1**

National Curriculum	Religious Education Council Curriculum Framework	Key Questions	Assessment Statements	Key Vocabulary	Real Life Links																		
<p>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.</p>	<p>A1: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. A3: Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B3: Notice and respond sensitively to some similarities between different religions and worldviews. C1: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	<ul style="list-style-type: none"> - What is my worldview? - What can we find out about religion in the UK from census data? - What can buildings tell us about religion in the UK? - Where and why do religions spread? - What is freedom of religion or belief? - Why should we learn about religions and worldviews? 	<p>A worldview is an individual's unique set of beliefs and values. These are sometimes based on their religion. Your worldview can be expressed through art.</p> <p>In the UK census, the top three faiths that people identify as are:</p> <ol style="list-style-type: none"> 1. Christianity 2. No religion 3. Islam <p>Milton Keynes have people of all faiths and places of worship for all six main religious worldviews. An example of this is the Milton Keynes District Reform Synagogue which you went to on a school trip.</p>	<p>census colonialisation conserve citizen data discriminate diversity harmony heritage human rights immigration local area limit missionary personal development place of worship protected characteristics secular spread</p>	<p>Religious Population of:</p> <ol style="list-style-type: none"> 1. Newport Pagnell Click Here 2. Milton Keynes Click Here 3. The world Click Here 4. Pupil population by religion <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #e0e0e0;">Religion</th> <th style="background-color: #e0e0e0;">Percentage</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e0e0e0;">Catholic</td> <td>5.9%</td> </tr> <tr> <td style="background-color: #e0e0e0;">Buddhist</td> <td>0.2%</td> </tr> <tr> <td style="background-color: #e0e0e0;">Christian</td> <td>26%</td> </tr> <tr> <td style="background-color: #e0e0e0;">Hindu</td> <td>2.9%</td> </tr> <tr> <td style="background-color: #e0e0e0;">Muslim</td> <td>2.9%</td> </tr> <tr> <td style="background-color: #e0e0e0;">Sikh</td> <td>0.5%</td> </tr> <tr> <td style="background-color: #e0e0e0;">Other religion</td> <td>8.8%</td> </tr> <tr> <td style="background-color: #e0e0e0;">No religion</td> <td>52.8%</td> </tr> </tbody> </table>	Religion	Percentage	Catholic	5.9%	Buddhist	0.2%	Christian	26%	Hindu	2.9%	Muslim	2.9%	Sikh	0.5%	Other religion	8.8%	No religion	52.8%
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<p>Disciplinary Knowledge</p>	<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. • Debating challenging issues with reference to learning and respect for content being debated. • Using complex vocabulary confidently and in different contexts. • Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. • Using creativity to present their own and others' ideas, explaining their choices. • Asking and exploring questions from different perspectives, including their own. • Discussing ideas about how their own or another person's worldview influences their responses to ethical issues. • Expressing ideas about fairness, honesty, love, forgiveness, truth and peace. • Engaging in times of thoughtfulness and reflection and making links between own and others' experiences. • Expressing their own thoughts about the existence and nature of God. • Finding out about Religion and worldviews through: looking at photographs and images; using surveys; using first-hand accounts; debating and discussing; using video or audio footage; using maps. 	<p>Religions spread across the world due to migration, trade, conquest and communication, which allows religious ideas and practices to reach new areas and influence different cultures.</p> <p>Freedom of religion or belief is a human right that allows people to express their beliefs without discrimination. These freedoms are part of international law, but some criminals break this law and do discriminate.</p> <p>Learning about others' worldviews can make you a more accepting person as you may figure out the reasons behind someone's actions.</p>	<p>Technical Vocabulary</p>	<p style="text-align: center;">Key Religions (KS2 Facts)</p> <p>Christianity</p> <ul style="list-style-type: none"> - Holy book is the Bible. - Worship in churches, - Leaders may be called priests. - Celebrate Easter, Christmas & Advent. <p>Islam</p> <ul style="list-style-type: none"> - Holy book is the Qu'ran. - Worship in Mosques. - Leaders may be called Imams. - Celebrate Eid and Ramadan. <p>Judaism</p> <ul style="list-style-type: none"> - Holy book is the Hebrew Bible. - Worship in Temples. - Leaders may be called rabbis. - Celebrate Rosh Hashanah, Hanukah and Yom Kippur. <p>Hinduism</p> <ul style="list-style-type: none"> - Holy book is the Vedas. - Worship in Mandir. - Leaders may be called Gurus. - Celebrate Diwali & Lunar New Year. <p>Sikhism</p> <ul style="list-style-type: none"> - Holy book is the Guru Granth Sahib - Worship in Gurdwaras 																			
<p>Milton Keynes Agreed Syllabus for Religious Education</p>	<p>Substantive Knowledge</p>		<p>Orange Paper Questions</p>																				
<p>Behaving 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? How and why do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Belonging Why, where and how do people worship? How and why are religious and spiritual ideas expressed and in the ways they are?</p>	<p>To know:</p> <ul style="list-style-type: none"> • Some of the ways that culture, history, geography and tradition influence people's worldviews. • That there are many reasons for some people taking part in religious practices including belief, culture, tradition. • That some people may find religious spaces special even if they are not part of that religion. 		<ol style="list-style-type: none"> 1. What is a worldview? <i>An individual's set of beliefs and values.</i> 2. Which of these religions is not in the three most popular religions in the UK? Hinduism 3. Milton Keynes has people of all faiths living here - true or false? <i>True.</i> 4. Milton Keynes does not have a synagogue - true or false? <i>False.</i> 5. Milton Keynes has a Gurdwara but not a Church - true or false? <i>False.</i> 6. Which of these is not a key reason why religion has spread across the world? <i>The invention of Tiktok.</i> 	<p>religious religious freedom spirituality worldview</p>																			

			<p>7. You can legally discriminate against someone for their religion - True or false? <i>False.</i></p> <p>8. Why should we learn about others's worldviews? <i>It makes us a more accepting and kinder person.</i></p>		<ul style="list-style-type: none"> - Leaders may be called Gurus - Celebrate Sikh New Year.
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Important Information

Lesson tasks should be designed to ensure the children can demonstrate an understanding of the Star Knowledge
 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.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Flashback Four	Flashback Four	Flashback Four	Flashback Four	Flashback Four	Flashback Four
<p><u>Last Lesson</u> What could be a reason why one Christian practices their faith differently from another? <i>E.g. where the person has lived, the history of their family or location, their culture.</i></p> <p><u>Last Topic</u> All variations of the Hindu religion believe in what... <i>One god - Brahman.</i></p> <p><u>Last Year</u> Why do some people think higher places are more connected to God? <i>Because heaven seen as being above Earth.</i></p> <p><u>Previous Key Stage</u> What is Genesis? <i>A christian story about how God created the world and everything in it.</i></p>	<p><u>Last Lesson</u> What is a worldview and how may it be expressed? <i>An individual's unique set of beliefs and values, which can be expressed through art.</i></p> <p><u>Last Topic</u> Why did Guru Nanak refuse the Sacred Thread? <i>Because he believed all people should receive virtue and faith, not just those considered to be important.</i></p> <p><u>Last Year</u> Which three religions is Jerusalem a significant place for? <i>Judaism, Christianity & Islam.</i></p> <p><u>Previous Key Stage</u> Hindu people believe who created the world? <i>Lord Vishnu (as instructed by Brahma)</i></p>	<p><u>Last Lesson</u> What are the most populous religions in the UK, according to the census? <i>Christianity, no religion, Islam.</i></p> <p><u>Last Topic</u> Different worldviews celebrate different festivals during Diwali, but they all focus on what? <i>The victory of good over evil.</i></p> <p><u>Last Year</u> What do Sikhs learn at the Harmandir Sahib? <i>E.g. teachings like sharing, helping others, equality, remembering God, being kind to everyone.</i></p> <p><u>Previous Key Stage</u> How might a religious person describe the creator of the world? <i>Powerful, creative, clever, thoughtful, loving etc.</i></p>	<p><u>Last Lesson</u> Milton Keynes only has churches and mosques, no holy places for any other religions. <i>False. Milton Keynes have places of worship for all 6 main religions.</i></p> <p><u>Last Topic</u> Why do so many different versions of Buddhist texts exist? <i>Because they have been translated into different languages and adapted so different people could understand them.</i></p> <p><u>Last Year</u> The River Ganges is not important to non-religious people - true or false? <i>False.</i></p> <p><u>Previous Key Stage</u> What might a Christian do to show they are thankful to God? <i>Praying, singing songs, donating to a food bank etc</i></p>	<p><u>Last Lesson</u> Give one reason why religions have spread across the globe. <i>E.g. migration, trade, conquest, communication.</i></p> <p><u>Last Topic</u> Can you give an example of a type of Buddhist meditation? <i>E.g. Tibetan sounds, walking meditation</i></p> <p><u>Last Year</u> Why are relics important in religion? <i>They remind people of holy things.</i></p> <p><u>Previous Key Stage</u> Some Hindus show gratitude by carrying out puja. What might they do as part of puja? <i>Pray, light candles, make offerings to shrines.</i></p>	<p><u>Last Lesson</u> Because freedom of religious belief is a human right, everybody around the world lives in a place where they can express their religion openly - true or false. <i>False.</i></p> <p><u>Last Topic</u> What could be a reason why one Christian practices their faith differently from another? <i>E.g. where the person has lived, the history of their family or location, their culture.</i></p> <p><u>Last Year</u> Why do some people think non-religious tourists shouldn't visit special religious places? <i>They may not respect them like religious people do.</i></p> <p><u>Previous Key Stage</u> Which religion performs Jatakarama when a baby is born? <i>Hinduism.</i></p>
<p><u>Learning Objective</u> To express a personal worldview through art.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> - I can identify different aspects of learning in religion and worldviews. - I can reflect on my learning. - I can express my ideas about big questions. - I can respond respectfully to others' thoughts and opinions. <p><u>Star Knowledge</u> A worldview is an individual's unique set of beliefs and values. These are sometimes based on their religion. Your worldview can be expressed through art.</p>	<p><u>Learning Objective</u> To draw conclusions from UK census data.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> - I can analyse census data to spot trends and changes. - I can explain why certain trends and changes may occur. - I can discuss how census data can be interpreted. <p><u>Star Knowledge</u> In the UK census, the top three faiths that people identify as are:</p> <ol style="list-style-type: none"> 4. Christianity 5. No religion 6. Islam 	<p><u>Learning Objective</u> To compare places of worship.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> - I can describe religious buildings in the local area. - I can explore how religions are represented by comparing building use in the local area with a different part of the UK. - I can discuss how and why buildings' uses can change over time. - I can explain the significance of places of worship. <p><u>Star Knowledge</u> Milton Keynes have people of all faiths and places of worship for all six main religious worldviews. An example of this is the Milton Keynes District Reform Synagogue which you went to on a school trip.</p>	<p><u>Learning Objective</u> To investigate the spread of religion.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> - I can identify some reasons for religion spreading globally. - I can ask and answer questions about data. - I can discuss the impact of history and geography on religion. <p><u>Star Knowledge</u> Religions spread across the world due to migration, trade, conquest and communication, which allows religious ideas and practices to reach new areas and influence different cultures.</p>	<p><u>Learning Objective</u> To discuss the importance of freedom of religion.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> - I can explain what is meant by freedom of religion and belief. - I can identify issues and solutions relating to freedom of religion and belief. - I can consider my own response to the issues discussed. <p><u>Star Knowledge</u> Freedom of religion or belief is a human right that allows people to express their beliefs without discrimination. These freedoms are part of international law, but some criminals break this law and do discriminate.</p>	<p><u>Learning Objective</u> To explain the importance of learning about others' worldviews.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> - I can identify some of the ways religious and non-religious beliefs and practices are evident in public life. - I can explore how learning about religion and worldviews is an important part of citizenship. - I can talk about the ways religion contributes to society. <p><u>Star Knowledge</u> Learning about others' worldviews can make you a more accepting person as you may figure out the reasons behind someone's actions.</p>

If, after completing the orange paper assessment, you find a large amount of your pupils lack understanding of one particular star knowledge, you should adapt the flashback four questions for "Last Topic" in the next topic, in order to give you time to re-visit this. Please speak to the subject lead to discuss how to do this before editing the questions.