

Year Group	6
Term	Summer
Subject	R.E.

Topic	Exploring different world views – Do you have to follow a religion to be a good person?
Curriculum Intent	To explore different world views.

Key Vocabulary	Morals, values, choices, respect, important/importance, Hinduism, Humanism, Christianity, Judaism, Jew, Islam, Muslim, worldview, beliefs, bible, to rah, Qu 'Aran, five pillars of Islam, karma, reincarnation, samsara, dharma, orthodox, reform.
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RE skills	• Recognise the role of inspiration in the creation of sacred texts and the lives of leaders. • Explain the connections between sacred texts and beliefs using theological terms. • Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects) particularly in questions about life and death. • Show how inspiration might play a part in how believers interpret the texts. • Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life. • Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be. • Compare religious and non-religious responses to the big questions of life.
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RE Knowledge	- Many people across the world follow a faith, whereas many others choose not to - There are a variety of different faiths and worldviews - People who share the same religion may still have differing views - People who have different religious beliefs may still share similar morals/values - Each religion has its own core set of principles which people follow in their own ways - Worship looks different within and across religions
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Summer MTP			
Learning Objective	Activities	Differentiation	Outcome
LO: To explore my own values, morals and choices whilst respecting those of others.	Start with a game of 'Would you rather..?' where children are given two options and have to indicate which they would prefer (could be done by moving across the classroom). Pick children to explain the reasoning behind their choices.		
	Explain that in this unit of work, we are going to be exploring the views of people from different religions and worldviews and thinking about what is important to them. Children then to be split into small groups for a discussion-based activity. They will be given some cards which contain different things on them and in groups, they should rank them in order of importance. They will need to have a discussion with the other members of their group as they are doing this. Children may have disagreements within groups but explain that this is ok as we are all individuals and our opinions will differ (but groups can go with the majority vote for the purpose of the task). From this discussion, children should then have a think about if they had done the task alone, what things they would have picked as being the most important. They will then produce a response in their books to the question 'What is important to me?' This could be done in sentences or children could draw a poster on a page in their book to represent the things which are important to them.	Differentiated groups Those who may find it difficult to complete this as a written task could draw pictures to represent the things which they feel are important to them.	Group discussion Response to the question 'What is important to me?'
LO: What matters most to Hindus?	What is important to Hindus? Brainstorm to see what the children can remember about our prior learning on Hinduism. Share ideas. Look through the Hinduism powerpoint which recaps the main concepts.		

	Children then to be given some definition cards in small groups. They should match up the definitions to the correct term. We have done work on this before so hopefully these will be familiar concepts. Explain to the children that Ghandi is a very famous figure who was a practising Hindu. Talk them through the powerpoint which gives details of some of the key events in his life. Children then to respond to the question: How do you think Ghandi's religious beliefs shaped the decisions that he made in his life?	Children can work in mixed ability pairs/groups to complete activities as appropriate	Children will be able to discuss the main principles of Hindusim and consider how these may influence decisions made.
LO: What matters most to Humanists?	Explain the concept of Humanism to the children using the powerpoint which outlines the key ideas. Look at the four main values of Humanism mentioned on the powerpoint: be honest, look after the environment, use your mind and treat others as you'd want to be treated. Which one do the children think is the most important? Why? There is also a video which explains a little more about Humanism here: https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn Children are to write a set of rules in their books which would help to create a happier world to live in.	Discussion to be used to support ideas for set of rules. Small group/paired work can be used where appropriate.	Children will be able to explain what Humanism is and some of its main ideas.
LO: What matters most to Christians?	Discuss with the children: What matters the most to Christians? What are some of the main teachings of the bible? What can they remember from stories read to them during assemblies, etc? Generate some ideas as a class. Then look through the powerpoint which talks through some of the main principles of Christianity. Do the children notice any similarities/differences between Christian principles and those of Hindus and Humanists? – Share ideas as a class. Children are then to complete the 'Tree of Christian values' activity in their books. They can also write some sentences to explain how these values compare with other worldviews already studied in previous lessons.	Children can be provided with examples of Christian principles, e.g. 'Love your neighbour', forgiveness, helping others, etc to put onto their tree.	Children can explain some of the main Christian principles and give examples of deeds which show these in action.

LO: What matters most to Jews?	Introduce the main teachings of Judaism: https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7 And powerpoint Children to read through the cards which give more information about Judaism. Discuss these as a class. Children are then to compare the views of Orthodox and Reform Jews. This can be done using a venn diagram or table sheet to sort. Children then to give a response to the questions: What are the key principles of Judasim (for both orthodox and reform Jews)? How do these compare to other world views we have studied?	Sorting activity can be completed in small groups/pairs as appropriate.	Children can explain some of the main Jewish principles. They can compare views within Judaism and across other religions.
LO: What matters most to Muslims?	Introduce main teachings of Islam using power-point and BBC link. https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zrxgwx Children to draw the 5 pillars of Islam in their book and explain what each one means. They should also explain why the first pillar of Islam is the most important to Muslims and give examples of how this pillar features through the life of a Muslim.	5 pillars template with some of the information on if needed.	Children can explain some of the main teachings of Islam and compare these with other religions learned about.
LO: Comparing world views	Children to answer be given different scenarios and consider how people might respond to them based on what we have learned over the unit. E.g. How might a humanist react to this situation? What might a Christian do? Etc. Children are then to answer some questions to summarise their learning over the R.E. unit: - What was the most interesting/surprising fact you remember learning about different worldviews? - What similarities/differences did you notice across all of the world views we've looked at? - Are there any key ideas which you think are important to lots of people despite what worldviews they hold?		Children can consider how different world views might shape responses to situations. Children can make links/comparisons between different religions and worldviews.

	- Are some worldviews more valid/important than others? - Does being religious make you a better person?		
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