

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: RE	Unit: U2:12 How does faith enable resilience?	Term/Duration: Spring 2	Year Group 6		
Prior Learning: Hinduism topic (Yr5)		Key Vocabulary: faith, belief, Puritan, Catholic, Protestant, sin, burden, reincarnation, atman, karma, samsara			
By the end of this unit...					
<p>Make sense of belief:</p> <ul style="list-style-type: none"> describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences <p>Understand the impact:</p> <ul style="list-style-type: none"> make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives <p>Make connections:</p> <ul style="list-style-type: none"> interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own 					
	Learning Objectives	Content	Assessment	Resources	SMSC
1	To understand that religious faith can help people through difficult times.	<p>Starter: Who you gonna call? Look at examples of disaster on ppt and think about who you would call in that situation.</p> <p>Activities: Look at examples of suffering or disaster currently on the news. Can any good ever to be said to come out of suffering? Does suffering make some people stronger or more loving? How do religious people respond to suffering/difficult situations? (Prayer, aid/help/charity/donations of time/money)</p> <p>Look at the story of Job. What happens to him? Why does he still stay faithful to God despite the difficulties and personal tragedy he is experiencing?</p> <p>You may like to use the worksheet to record how bad it gets for Job and his response.</p>		Ppt Bibles/story of Job	<p>Social: How can we work together as a class/school to overcome difficulties?</p> <p>Moral: What is the 'right thing' to do when you see others experiencing hardship?</p> <p>Spiritual: How can belief help give resilience?</p> <p>Cultural: Is prayer</p>

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		Plenary: How can we respond in school or as a school to difficult times?			different for different religions?
2	LO: To understand how prayer can guide and support people in difficult times	<p>Starter: Why do we say prayers? With a partner, write down 5 reasons in your GNB why a person might pray. When was the last time you prayed by yourself and why? When, why and how do people from different religions pray?</p> <p>Activities: 'Reflections' Book 1 - look at pages 56 and 57 and discuss Then read pages 44-47. In Islam, communal prayer (Jammah/Jum'ah) is important. Prayer is done together. How does this strengthen community spirit? How will this help in times of trouble? Look at the Lord's Prayer and discuss the topics it covers. Why did Jesus use this as a model for prayer? Look at newspapers/news reports or think of a recent topical event and choose a story. https://www.bbc.co.uk/newsround Children can then write a prayer for or about the people in the story. Alternatively, use this link to write a class version of the Lord's Prayer. http://www.barnabasinschools.org.uk/writing-your-own-lords-prayer/</p>			<p>Social: How does being together help us to be resilient? Moral: Why is respecting prayer/reflection time important for believers and non-believers? Spiritual: How is prayer spiritual? Cultural: Why do people pray in different ways - or do they?</p>
3	LO: To investigate religious views on life after death and understand how this might make a difference to the way people live their lives.	<p>Starter: Look at the image - what does it show? (Idea of reincarnation/cycle of life and death) Discuss who might have this belief about life (and death). (Hindu/Sikh/Buddhist)</p> <p>Activities: Hinduism: Look at the law of karma - this affects the reincarnation of the individual atman, pinning it to samsara (the cycle of life, death and rebirth) until it can escape (moksha) to be absorbed back into Brahman (the supreme spirit/ 'God').</p>		<p>ppt Hinduism by Sue Penney</p>	<p>Social: How does reincarnation affect your view of others? Moral: How does reincarnation help you to be a moral person? Spiritual: What are the spiritual elements of reincarnation?</p>

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		<p>Read the chapter on 'Belief' in 'Hinduism' by Sue Penney -pages 18 and 19. Watch one or more of the following videos to help understand the main ideas.</p> <p>https://s3.amazonaws.com/truetube.co.uk-files/tt_1529_0.mp4 https://www.youtube.com/watch?v=Uq6_HUMtQtI</p> <p>Most Hindus think of Brahman as 'God' but some prefer a different 'destination' - being at one with the world/universe.</p> <p>Either: use worksheet to show idea of reincarnation or draw own 'cycle'. Underneath, try to write a few sentences to answer the following questions:</p> <p>How might this view of reincarnation affect one's life? What are the implications? How would you try to live your life and treat others?</p> <p>Plenary: How does this view of life and death differ from the Christian view?</p>		<p>REincarnati on worksheets</p> <p>Exercise books</p>	<p>Cultural: Is it easier to live a 'good' life when others around you hold the same beliefs?</p>
4	<p>LO: To make connections between what people believe about God and how they respond to challenges in life (suffering/bereavement)</p>	<p>Starter: What do you want to be remembered for?</p> <p>Look at funny/memorable epitaphs.</p> <p>How do you think these people felt about death?</p> <p>https://www.truetube.co.uk/film/life-after-life</p> <ol style="list-style-type: none"> 1. Islam teaches that life is a test and humans can use hard times as an opportunity for growth. How might a person grow through suffering? 2. Humanists believe that what happens after death is nothing. Death is final, but we only continue in people's memories and through our achievements. 3. Most religious traditions believe in life after death. Does believing in Heaven or Paradise make suffering more bearable? <p>Use worksheet from Folens RE 'Thinking about religion' Views of suffering p26 Match up the sentences and say whether you agree with them.</p> <p>Why would a loving God allow suffering?</p> <p>https://www.truetube.co.uk/film/greater-plan</p>			<p>Social: How are people remembered? Moral: Why are people remembered Spiritual: Can we keep the memory of a person alive by remembering? Cultural: Dowe only remember people from our own country/culture or is any people we admire from all over the world and in history?</p>

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		How do religious and non- religious people respond to suffering and bereavement? Use the worksheet and try to describe how faith in God, love or their community enable someone to grow through suffering?			
5.	LO: To interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these	<p>Starter: Use the Afterlife quotes as a match up game - this could be in pairs as a discussion or you could use as a cut and paste.</p> <p>Show ppt for answers and discuss as appropriate - do the children agree with any of these views?</p> <p>Main Activities: How do these views help people in their earthly lives? Does the idea of reward/peace inspire people to do good things? Take a look at art in heaven from the NATRe website - I have put some ideas on the ppt. https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2019/</p> <p>Task: Could be done in pairs or singly: To produce a piece of art showing their own or a particular religious view of the afterlife. Work could be done in books or on paper. They need to explain their artwork in 3 sentences.</p> <p>Plenary: This could be the 3 sentences written in their RE books or on the artwork. Alternatively, you could have a 'gallery' for the children to view and maybe peer assess using post its.</p>		<p>RE Books</p> <p>Ppt</p> <p>Afterlife matching sheet</p> <p>Plain paper and art resources</p> <p>Post its?</p>	<p>Social: Does society help or hinder resilience?</p> <p>Moral: How do religions say that morals affect the afterlife?</p> <p>Spiritual: Is 'heaven' a spiritual place? Can it be reached by prayer/meditation?</p> <p>Cultural: Is your view of the afterlife dependent on your culture?</p>
6.	LO: To offer a reasoned response to the unit question, with evidence, expressing insights of their own	<p>TASK: To present a talk show offering at least 2 religious views and one non-religious view to the question "How far does faith enable resilience?"</p> <p>All members of the group need to participate in questioning or answering. Your own views need to be reflected at some point. RE books and scripts may be used or you can improvise.</p> <p>These 'plays' may be recorded on video or a sound recording may be made for assessment purposes. Pupils can offer WWW and EBI comments.</p> <p>Groups of 4 would work well given the parameters of the task.</p>		<p>RE books</p> <p>Video/sound recording equipment?</p>	<p>Social: What is resilience socially?</p> <p>Moral: What is resilience morally?</p> <p>Spiritual: What is spiritual resilience?</p> <p>Cultural: how can we as a culture enable those within the</p>

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