**RE-Live Mini-Schemes of Learning: Written by Sarah Bareau, Elmlea Junior School**

|  |  |
| --- | --- |
| **pupils** | **AMV unit & Areas of Enquiry** |
| **Key stage** | **2** | **Unit 9: How should we live and who can inspire us? [B&F]**1. What positive examples have people given that show us how to live?
2. What values and commitments have inspired or been taught by founders of faith or communities, leaders, believers and specific communities?
3. How have actions and examples of people of faith or belief changed our world?
4. How might we change our lives in the light of the qualities demonstrated by other people?
 |
| **Year** | **5/6** |
| **Term** | **5** |
| **Focus:** | Different religions / worldviews in England. |
| **AGE-RELATED big ideas****BI 1 CONTINUITY, CHANGE AND DIVERSITY***The name 'religion' or ‘worldview’ is commonly given to systems of belief, practices and values, which share some common features that make sense when thought of as linked to each other. Each religion / worldview is made up of several groups of people who often believe different things and practise in different ways.* |
| **BI 3: A GOOD LIFE***Most religions / worldviews have stories about people from the distant past or from recent times who set a moral example to their followers. Religions / worldviews provide guidance for their followers on how to live a good life. There are different ideas about why people should aim to live a good life and considerable agreement as well as disagreement over desirable virtues and qualities and what is right and wrong, good and bad, between and within groups.* |
| **TRANSFERABLE QUESTIONS** |
| 1. What do we mean by ‘religious’ and is it easy to separate from ‘non-religious’?
2. How can the beliefs and actions of others inspire our own lives?
 |
| **Suggested learning activities FOR FINDING AND USING KNOWLEDGE** |
| **Preparation**These lessons are designed to sit alongside AMV Unit 9 for Upper KS2, applying some of the content and objectives of that unit to the context of a relevant current event (Covid-19 pandemic). They do not replace all the content of the unit so teachers should consider what their pupils will need to be taught in addition to these lessons to meet the full unit learning objectives.Before teaching these lessons, teachers should be aware of and sensitive to any particular difficulties that pupils and their families experienced during the pandemic and lockdown and adapt their teaching accordingly. They should also consider including relevant experiences of their pupils and families within the lessons, e.g. a Muslim family sharing their own experiences of celebrating Eid in 2020. The basic lesson PPT provided for each lesson should be adapted as appropriate for each school setting.These lessons aim to focus on the positive aspects of lockdown and the local community’s response to it rather than dwelling on the negative. They have been planned with a focus on the communities within Bristol but could be adapted to any location.Each lesson or group of lessons is linked to a Topic-related Question (TRQ) taken from Chapter 6 of [‘Putting Big Ideas into Practice’](http://www.reonline.org.uk/knowing/big-ideas-into-practice/) by Barbara Wintersgill. |
| **TOPIC-RELATED QUESTION****BI3, TRQ2:** According to religions / worldviews, which people are setting a strong moral example to their followers? |
| **Lesson 1 LO: reflect on the positive and negatives of Lockdown**Show some images from the first Lockdown in March-July 2020. Ask children to write 3 words to describe Lockdown on post it notes. Collate and sort into positive and negative. Can we think of any others to add to each side? Watch the Newsround Special: Summer Term in Lockdown <https://www.bbc.co.uk/newsround/44074702>. Did the children in the video have any of the feelings/experiences we came up with? Are there any more we can add to our list? What were the experiences of different people during this time? In groups, role play interviews with children taking on characters such as local faith leader, NHS nurse, elderly person etc. using prompt cards as needed. Ask the children to use the characters to pass on words of hope and encouragement for other people based on their experience.Optional: Show the rainbow symbol and remind children of the story of Noah from the Bible and Torah. Discuss the rainbow as a symbol of hope in difficult times. Create a class display of positive messages that can be stuck around a large rainbow.**Independent task:**Complete tweet templates from different people/communities reflecting a range of views on Lockdown.SEND – Match the tweet and hashtag with who might have sent it.GDS – Choose own appropriate hashtag for each tweet.**Vocabulary**Pandemic, Covid-19, coronavirus. **Resources**[Res1 Tweet template](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091U-Res1-Tweet-template.pdf).[Res1a SEND Tweet template](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091U-Res1a-SEND-tweets.docx). |
| **TOPIC-RELATED QUESTION****BI1, TRQ1:** What shared features would you expect to find in most religions / worldviews? [e.g., important festivals, important beliefs or teachings, and how these features connect with each other.] |
| **Lesson 2 LO: know how some religious festivals are celebrated**Reflect on special events that we usually have in school each year, e.g. plays, sports day, school trips. How have these changed over the last year? Have any been completely cancelled or have they been adapted and done in a different way? How did children feel about this? Can we find any positives about the new way of marking these events?Watch the video about Hajj and, as a class, make a list of the different stages and reasons given for participating in each part of the Hajj, especially how they relate to Muslim beliefs or teachings. <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt>Use the interactive image sliders here: <https://www.euronews.com/2020/07/31/interactive-see-how-covid-19-has-dramatically-changed-hajj-pilgrimage> to compare Hajj 2019 with 2020. How might someone have felt who did Hajj in 2020? How might someone have felt who was booked to travel and do the Hajj but couldn’t go? Are there positives as well as negatives? **Independent task:** Research one of the religious festivals celebrated in 2020. Compare how it was celebrated in 2020 with traditional celebrations from 2019 and earlier. Use either the resources provided or pupils could choose a festival that they celebrated themselves.SEND – Use Venn diagram template to compare festival celebrations from 2019 and 2020.GDS – Reflect on how people might have felt at his time, including both positive and negative views.**Vocabulary**festival, tradition, celebrate, Hajj, pilgrimage.**Resources**[Res2 Links for festival research](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091U-Res2-Links-for-festival-research.pdf).[Res3 Venn diagram template](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091U-Res3-Venn-diagram-emplate.pdf). |
| **TOPIC-RELATED QUESTION****BI3, TRQ3:** Where are religions' / worldviews’ teachings about right and wrong to be found? |
| **Lesson 3 LO: explore teachings about how to live a good life**Discuss with children who they admire and why. What makes someone a good role model? Is it who they are, what they do, how they do it or a combination of all three? Many religions have a faith founder or several important figures (sometimes called prophets) whose teachings have been passed down through holy books. Look at a child’s version of the Ten Commandments believed by Jewish people, Christians and Muslims to have been brought from God by the prophet Moses and Jesus’s ‘Golden Rule’. Explain that these are found in the Bible, regarded as a ‘holy’ or ‘sacred’ set of writings by Jewish people, Christians and Muslims. Remind pupils, if they have already covered Unit 3 on religious books and teachings, or explain if not, that, for Christians, the Bible consists of Old and New Testaments, with the NT putting Jesus at the centre of the story. For Jewish people, the Bible or Tanakh consists of the first part, which Christians call the Old Testament, but which is the whole Bible for them. The first five books are known as the Torah (the Law). This is where the Ten Commandments are found. Muslims say that Christians and Jewish people are ‘People of the Book’ because they believe in the Bible, but Muslims have another Holy Book, the Qur’an, which they believe to contain the words of God (Allah) as given to the Prophet Muhammad. Ask the children what difference they think it might make if you believe that your guide to life comes from God, not just from other human beings.Explore some key teachings from different religions, including the Golden Rule. See <https://understandinghumanism.org.uk/perspectives/> Ethics – The Golden Rule for examples from religious figures and philosophers.If people do not believe in God, how do they know what is the right thing to do? Show the children a video about a Humanist view: <https://understandinghumanism.org.uk/films/how-can-we-know-what-is-right-and-wrong/> Ask the children to say, after watching the film, whether they have changed their views at all about the difference they think it might make if you believe that your guide to life comes from God, not just from other human beings.(An additional lesson could be added after this one by arranging a free workshop from <https://understandinghumanism.org.uk/school-speakers/>).**Independent task:** Match the teachings to the special text(s), highlighting words/phrases that helped you e.g. Allah – Islam.SEND – Match the teachings to the appropriate group of people (leave out the special text cards).GDS – organise the teachings into those that are common to several worldviews and those that are unique. Are there any teachings that are common to all worldviews?**Vocabulary**Rules, commandments, Bible, Tanakh, Torah, Qur’an, morality, empathy.**Resources**[Res4 Key teachings and special texts cards](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091U-Res4-Teachings-matching-activity.docx). |
| **TOPIC-RELATED QUESTION****BI3, TRQ1:** How do we know what is the right thing to do? |
| **Lesson 4 LO: consider the value of personal faith**What do we do when things are tough? How can we help ourselves through challenging times? How do we know what the right thing to do might be in difficult situations? Explain that we all have our own way of looking at the world – this is our ‘worldview’. We get our worldview from our own experience, and from the different influences on us: our family, friends, religion, school, different forms of media. We are thinking about different worldviews in these lessons. So we are all developing our worldview as we learn.Watch ‘Why do Christians pray?’ <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-prayer/zbjv92p> and How do Muslims pray? <https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-prayer-in-islam/zjndxyc>From <https://sandfordawards.org.uk/awards-2020/> watch the section on Stormzy from 55:55 to 1:06:00, or just focus on the last few minutes where he talks about the power of prayer. When did he and his mother pray? Where? Why? How do they think this helped?What might prayer look like for someone who is not religious?Explore other things that people do to help themselves cope with difficult situations, or decide what the right thing to do is, e.g:* Reading – Some people might find comfort in reading – perhaps a passage from a holy book or something familiar by a favourite author. In the last first Lockdown, author Charlie Mackesy’s book *The Boy, The Mole, The Fox and The Horse* was very popular. Look some extracts from the website introduction and discuss why this might be. <https://www.charliemackesy.com/#the-book>
* Creativity – art, writing, music, people re-creating famous paintings (see <https://metro.co.uk/2020/04/01/people-recreating-famous-artworks-viral-challenge-12477755> )
* Be Active – doing something physical, e.g. Joe Wicks PE for Schools.
* Connect with nature – this can be a link to the ‘creator’ for some people.
* Ask for the support and advice of their friends, family, teachers.

**Independent task:** List 8 things you could do when you are finding things hard, written inside a paper fortune teller/chatterbox (Lots of online guides for this e.g. <https://www.youtube.com/watch?v=5WsWouCsbaQ> )SEND – List 4 things (so each takes up a double space in the fortune teller).GDS – Include at least one suggestion from each area discussed as a class.**Vocabulary**Prayer.**Resources**Paper squares. |
| **Lesson 5: explore positive examples for how to live our lives**Explore how faith communities stayed ‘connected’ in Lockdown, e.g. online services, songs, virtual events. Share examples of online school assemblies your staff delivered and/or watch part of the first Oak National Academy assembly with the Archbishop of Canterbury: <https://classroom.thenational.academy/assemblies> talking about Hope and Nelson Mandela (watch 5:56-11:53). Watch the Maccabeats celebrate Rosh Hashanah: <https://www.youtube.com/watch?v=5WsWouCsbaQ>The purpose is two-fold: to create an experience that people can share even if they are physically apart, and to pass on an important message. Non-religious communities did this too, e.g. Clap for Carers. Ask the children to comment on the Archbishop’s advice on how to make the right choices and maintain hope in difficult times: patience, positivity and keeping going under pressure. Ask them to discuss such questions as:* What makes the Archbishop’s talk ‘religious’?
* Is his message still relevant for those people who say they are ‘non-religious’?
* How far is this recipe for hope reflected in the Maccabeats song?
* What might be their own ‘recipe’ for making the *right decisions in life*? Where would they get their ideas about what is *right and wrong* from?

They could work in pairs or small groups on these questions, or offer ideas in a class discussion.Ask them then to consider who or what inspires them. Is there a value that is important or a story that has a powerful message? Something from the teachings of different traditions we looked at in lesson 3? By sharing this with others, could you help them? Use the examples of the parable of the lost coin (Christianity – see e.g. *Lion Storyteller Book of Parables: Stories Jesus Told* by Bob Hartman (Lion Children’s Books, 2015) or <https://www.youtube.com/watch?v=yvHxUxjaboE>) and the milk and the jasmine flower (Sikhism – see e.g. *Sikh Stories* by Anita Ganeri (Storyteller, 2006) or <https://www.youtube.com/watch?v=tCVzaDGx5DM>) to understand that stories can have a hidden or deeper message.**Independent assessment task part 1:** Children select their own story, song, motto or person that inspires them and they think will send a positive message to others. This could be done individually or in pairs. Complete the planning template giving the background of the example chosen, explaining the meaning it has and relating it to something in their own lives.SEND – choose an example from the selection.GDS – highlight particular words/phrases and elaborate on their meaning.**Vocabulary**Inspiration, Archbishop, lockdown, hope, Nelson Mandela, apartheid, patience, positivity, Rosh Hashanah.**Resources**[Res5 Planning template](http://awarenessmysteryvalue.org/wp-content/uploads/2021/04/REL-2091U-Res5-Presentation-planning-sheet.pdf).Examples of stories from different holy books e.g. *The Storyteller Series* by Anita Ganeri (Islamic, Buddhist, Sikh, Jewish and Hindu Stories); *The Storyteller Book of Parables* (see info above); examples of non-religious stories about how to treat others e.g. Aesop’s Fables; *The Boy, The Mole, The Fox and The Horse* by Charlie Mackesy.This task could be set as homework to be completed before lesson 6. |
| **TOPIC-RELATED QUESTION****BI3, TRQ4:** What do religions / worldviews teach about attitudes? |
| **Lesson 6: consider how to live my life using what I have learnt from others****Independent assessment task part 2:** Prepare the inspirational stories, quotesetc. chosen last week either orally (which can be recorded to share with the class, parents or wider school community at a later date) or as a piece of visual art. See <https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2020/collage-of-inspiration/> and <https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2020/music-is-inspiration/> as examples.**Vocabulary**Love, right intentions, attitudes.**Resources**Varied resources depending on children’s chosen method of presentation. |

**ASSESSMENT**

|  |
| --- |
| **Big Idea 1 (KS2)**1. **Pupils understand that:** different religions / worldviews have someshared characteristics.
2. **Pupils understand that:** the name 'religion' or ‘worldview’ is commonly given to systems of belief, practices and values, which share some common features.
3. **Pupils understand that:** for some people their religion is more important to them than it is for others.

**Big Idea 3 (KS2)**1. **Pupils understand that:** most religions / worldviews have stories about people from the distant past or from recent times who set a moral example to their followers.
2. **Pupils understand that:** religions / worldviews provide guidance for their followers on how to live a good life.
 |
| **Assessment task** The purpose of this task is to establish whether all or most pupils have grasped: **How the actions and examples of people of faith or belief have changed our world and how might we change our lives in the light of the qualities.** Elements of the assessment can be carried out in earlier lessons, by looking at pupils’ work or through Q&A with the whole class, small groups or individuals. |

|  |  |
| --- | --- |
| **COGNITIVE PROCESSES** | **ACTIVITIES** |
| 1. Remembering:  | 1. Give examples of some changes that communities faced during coronavirus pandemic.
2. Give examples of how communities stayed connected.
3. Give some examples of where people might find inspiration for their lives, e.g., names of special books, people, artistic/musical pieces.
 |
| 2. Understanding:  | List both positive and negative results of the lockdown restrictions.Know that faith can be experienced individually as well as in a community.Distinguish between a ‘religious’ and a ‘non-religious’ point of view, or identify their similarities. |
| 3. Applying:  | 1. Relate their own experiences and feelings during lockdown to those of members of religious communities.
2. Give examples of how they are inspired by the beliefs and actions of others.
 |
| 4. Analysing: | 1. Compare how religious festivals were celebrated in 2019 and 2020
2. Consider the qualities and actions of people of faith or belief from the past and say which ones are relevant today.
3. Explain the deeper meanings of some religious stories.
 |
| 5. Evaluating:  | 1. Select an example of someone they admire, explaining reasons for this related to the person’s position and actions.
2. Select an example of a story with a deeper meaning, explaining what it teaches us about how to live our lives.
 |
| 6. Creating | 1. Create an oral or visual presentation about a story, person or message that inspires them.
 |