

Medium Term Unit Planning

Topic Name:

RE : How and why do people try and make the world a better place?

Learning outcome:

Children will be able to make connections between the ways in which both religious and non-religious people and organisations help the planet.

Hook: Show the advert 'The Day the Moon came to Earth' Sky Zero to start the discussion on how the world is today.

Topic Showcase: Children can present their findings on an inspirational person or organisation, focussing on how they have made the world a better place.

Oracy: Class discussions, children to 'stand and deliver' if comfortable doing this. Presentation at the end of the unit.

Key Vocabulary: environment, creator, Ten Commandments, The Golden Rule, Judaism, Islam, charity, Humanist, secular.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.): Passages from the Bible, Torah, Qur'an

Citizenship/Community Opportunities:

Children will be able to focus on the similarities between religious and non-religious people / organisations regarding how they all have people who want to make the world better.

Experiences/Visits/Visitors

Main Subjects covered: RE – Christianity / Judaism / Islam



Medium Term Unit Planning

Subject 1:

Threshold concepts

A. make sense of a range of religious and nonreligious beliefs

B. understand the impact and significance of religious and nonreligious beliefs

C. make connections between religious and non-religious beliefs, concepts, practices and ideas studied

Understand beliefs and teachings

This concept involves understanding the key teachings of various religions.

Understand practices and lifestyles

This concept involves understanding the day to day lives and practices of various religions.

Understand how beliefs are conveyed

This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.

Reflect

This concept involves an appreciation of how religion plays an important role in the lives of some people.

Understand values

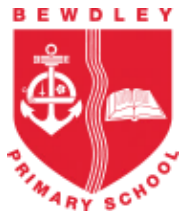
This concept involves an appreciation of how many people place values as an important aspect of their lives.

Notes: Throughout this unit, make connections with pupils' learning from earlier in the year: what have they already learned about how believers try to live? Why do believers want to follow the commands and teachings of their traditions?



Medium Term Unit Planning

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
<p>1. Is the world a good place?</p> <p>Children will link small things that are not good (within their own life or experience) with larger, global things. They will show an understanding of how Christians believe God helps them to say sorry and how this also works in other religions.</p>	<p>Understand values: This concept involves an appreciation of how many people place values as an important aspect of their lives. Reflect: This concept involves an appreciation of how religion plays an important role in the lives of some people. Understand practices and lifestyles: This concept involves understanding the day to day lives and practices of various religions.</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g., Christian ideas of sin) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better 	<p>Think about some of the ways in which the world is not such a good place: start small and local, and end up big and global e.g., from upsetting people in the dinner queue through to messing up the environment. Talk about why people are not always as good as they could be.</p> <p>Connect with Units L2.1 and L2.4 which explore the idea for Christians (and Jews) that people prefer to do their own thing rather than obey the Creator (sin) and so keep needing to say sorry and ask for help. Recall that Christians believe God helps them through the Holy Spirit (see Unit L2.1). Muslims believe people do good and bad deeds, and also need God's mercy.</p>
<p>2. Guide notes</p> <p>Children will understand that the Bible has a lot of guidance in it for Christians and how to live.</p>	<p>Understand values: This concept involves an appreciation of how many people place values as an important aspect of their lives. Reflect:</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Make links between religious beliefs and teachings and why people try to live and make the world a better place 	<p>Religions suggest that people need help and guidance to live in the right way. Explore teachings which act as guides for living within two religious traditions studied during the year, and a non-religious belief system, e.g. the Ten</p>



Medium Term Unit Planning

	<p>This concept involves an appreciation of how religion plays an important role in the lives of some people.</p> <p>Understand practices and lifestyles:</p> <p>This concept involves understanding the day to day lives and practices of various religions.</p>		<p>commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34) and the 'Golden Rule' (Matthew 7:12). Note that the Golden Rule is important in many traditions, including for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that?</p> <p>What difference would it make if people keep these guides for living? How would it make the world a better place?</p>
<p>3. Making the world a better place.</p> <p>Children will understand the guidance given to those who follow Judaism and Islam</p>	<p>Understand values:</p> <p>This concept involves an appreciation of how many people place values as an important aspect of their lives.</p> <p>Reflect:</p> <p>This concept involves an appreciation of how religion plays an important role in the lives of some people.</p> <p>Understand practices and lifestyles:</p> <p>This concept involves understanding the day to day lives and practices of various religions.</p>	<p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action <p>Make connections:</p>	<p>Explore some ideas and individuals that help inspire people to make the world a better.</p> <ul style="list-style-type: none"> • The Jewish teaching of tikkun olam (mending the world) and tzedaka (charity): find some examples of Jewish charities who try to make the world better; what do they do and why? (e.g. Tzedek, Jewish Child's Day); find out about how the Jewish new year festival for trees (Tu B'shevat) and how that can 'mend the world'. • The Muslim belief in charity (zakah): find out what it is, and how



Medium Term Unit Planning

		<ul style="list-style-type: none"> • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas 	Muslims give charity; use some examples of charities such as www.Islamic-Relief.org.uk or www.muslimhands.org.uk and find out how and why they help to make the world a better place.
<p>4. Inspirational People.</p> <p>Children will be able to identify some inspirational Christians and organisations as well as inspirational people who may have no faith or follow another religion. They will be able to make links between these and how they have made the world a better place.</p>	<p>Understand values: This concept involves an appreciation of how many people place values as an important aspect of their lives. Reflect: This concept involves an appreciation of how religion plays an important role in the lives of some people. Understand practices and lifestyles: This concept involves understanding the day to day lives and practices of various religions.</p>	<p>Understand the impact:</p> <ul style="list-style-type: none"> • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action <p>Make connections:</p> <ul style="list-style-type: none"> • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. 	<ul style="list-style-type: none"> • Explore the lives of inspirational Christians (e.g. Desmond Tutu, Martin Luther King Jr, Mother Teresa, etc.). Consider how their religious faith inspired and guided them in their lives, and their contribution to making the world a better place. • Compare the work of Christian Aid and Islamic Relief: can they change the world? • Compare non-religious ways of 'being good without God': e.g. what do Humanists use to guide their ways of living? Many use the Golden Rule (which is common across many religions too), using reason, listening to conscience. Look at some inspiring Humanists who fight for justice (e.g. Annie



Medium Term Unit Planning

			Besant fought for women's rights) and why they did this. Look at the work of the secular charity, Oxfam. How have they made the world a better place? Enable pupils to reflect on the value of love, forgiveness, honesty, kindness, generosity and service in their own lives and the lives of others, in the light of their studies in RE.
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