

**Pioneer Federation**  
**Medium term plan**  
**Cycle 1, Term 6**  
**RE – Year 3/4**



<b>Subject:</b> RE			
<b>Key Concept/ Theme:</b> L2.12 How and why do people try to make the world a better place?			
<b>Prior Learning links:</b>  Reception: F4 Being special: where do we belong?  Reception: F5 What places are special and why?  Yr 1/2: 1.10 What does it mean to belong to a faith community?  Yr 1/2: 1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)			
<b>Vocabulary:</b> Christians, Jews, Creator, sin, God, Holy Spirit, mercy, Ten commandments.			
<b>School specific areas to cover (Add in any local areas of study, trips and people)- EH social Justice projects</b>			
CP	EH	SMV	PM
	Overlap with Church teaching, collective worship and visits to church	Overlap with Church teachings, collective worship and visits to church	
1.	<b>Reconnect:</b> Discuss children's prior understanding of places which are special to them and why, and what it means to be a part of a community- Complete what I already know.		
2	<b>Reconnection:</b> What do I already know about the Ten Commandments?  <b>LO:</b> To identify some beliefs about why the world is not always a good place.  <b>Activity ideas:</b> Think about some of the ways in which the world is not such a good place: you could 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. 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.		

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	<p><b>Deeper learning question:</b> Talk about the reasons why some people might do bad things- is there, or can there be a good reason to do something bad?</p>
3	<p><b>Reconnection:</b> Why is the World not always a good place?  <b>LO:</b> To make links between religious teachings about how to live and how to try to make the world a better place.</p> <p><b>Activity ideas:</b> 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 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? What difference would it make if people keep these guides for living? How would it make the world a better place?</p> <p><b>Deeper Learning Question:</b> What choices do you make every day to make the world a better place?</p>
4	<p><b>Reconnection:</b> What religious teachings aim to make the world a better place?</p> <p><b>LO:</b> To explore and compare the ways people try to live.</p> <p><b>Activity Ideas:</b> Explore and compare:</p> <ul style="list-style-type: none"> <li>-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'. A modern festival is Mitzvah Day, where Jewish people may take part in voluntary work in the community.</li> <li>• The Muslim belief in charity (zakah): find out what it is, and how Muslims give charity; use some examples of charities such as <a href="http://www.Islamic-Relief.org.uk">www.Islamic-Relief.org.uk</a> or <a href="http://www.muslimhands.org.uk">www.muslimhands.org.uk</a> and find out how and why they help to make the world a better place.</li> <li>• 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.</li> </ul> <p><b>Deeper Learning Question:</b> What could you change on a daily basis to make the world better?</p>
5	<p><b>Reconnection:</b> What are the different ways different people try to make the world better?</p> <p><b>LO:</b> To explore what would make the world a better place.</p> <p><b>Activity Ideas:</b> 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. 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.</p> <p><b>Deeper Learning Question:</b> Explore the links between school values and their real world impact- do our school values link with our community?</p>

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6	Complete End of Unit Quiz/ time for finishing off.
<p><b><u>End Points:</u></b></p> <p>Make sense of belief: Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p>Understand the impact: 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> <p>Make connections: 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 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.</p> <p><b><u>Evaluation:</u></b> What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. <b>Plan in time to revisit gaps within units, determined by the quizzes.</b></p>	