

Pioneer Federation
Medium term plan
Cycle 1, Term 6
RE – Year 5/6



Subject: RE			
Key Concept/ Theme: U2.10 What matters most to Humanists and Christians? (C, M/J, NR)			
Prior Learning links: Reception: F4 Being special: where do we belong? Reception: F5 What places are special and why? Reception: F6 What times/stories are special and why? Year 1 and 2 Cycle 1: 1.10 What does it mean to belong to a faith community? Year 1 and 2 Cycle 2: 1.8 What makes some places sacred to believers? (C,M) Year 3 and 4 Cycle 1: L2.12 How and why do people try to make the world a better place? (C, M/J, NR) Year 3 and 4 Cycle 2: L2.11 How and why do people mark the significant events of life? (C, H, NR) Year 5 and 6 Cycle 2: U2.11 Why do some people believe in God and some people not? (C, NR) Year 5 and 6 Cycle 2: U2.12 How does faith help people when life gets hard?			
Vocabulary: Humanist, Christian, action, behaviour, values, beliefs, codes for living,			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH Overlap with Church teaching, collective worship and visits to church	SMV Overlap with Church teaching, collective worship and visits to church	PM

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1	<p>Prior learning reconnection: Are children why they think some people believe in God and some people not? (Year 5 and 6 Cycle 2). Use this question to gauge understanding of what they know about Humanists and Christians.</p> <p>Start by looking at the big questions for the term and the cover page. Discuss vocabulary and fill in ‘what I already know’.</p> <p>We are developing our knowledge of what behaviours and actions we consider bad and why</p> <p>Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why?</p> <p>Deeper learning question: What criteria did you use to rank the ideas from worst to less bad?</p> <p>Future learning links:</p>
2	<p>Prior learning reconnection: What examples of bad behaviours and actions did you give in the previous lesson?</p> <p>We are exploring why people do good and bad things</p> <p>Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils’ answers. Make a link with previous learning on the Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the ‘Fall’ in Genesis 3). Why do some Christians think this is a good explanation of why humans are good and bad? Note that not everyone agrees with this idea. Other faith traditions have different explanations. People who are non-religious may just say that people have developed with a mix of good and bad. Humanists are one group of non-religious people (see Guidance p.145); they say that humans should work out their own way of being good, without reference to any ‘divine being’ or ancient authority: they say people can be ‘good without god’.</p> <p>Deeper learning question: What do you think it means to be good?</p> <p>Future learning links: Learning about Humanist and Christian codes for living</p>

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3	<p>Prior learning reconnection: What can you remember about why people do good and bad things?</p> <p>We are learning how about how having a ‘code for living’ might help people to be good</p> <p>Talk about how having a ‘code for living’ might help people to be good. Look at a Humanist ‘code for living’, e.g. Be honest; Use your mind to think for yourself; Tell the truth; Do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like? Christian codes for living can be summed up in Jesus’ two rules: love God and love your neighbour. Explore in detail how Jesus expects his followers to behave through the story of the Good Samaritan (Luke 10:25–37) and Jesus’ attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean?</p> <p>Deeper learning question: If a person’s intentions are bad, can their actions produce good fruit?</p> <p>Future learning links: Exploring the meanings for some big moral concepts and values</p>
4	<p>Reconnection: Talk about a Humanist and Christian codes for living.</p> <p>We are learning what big moral concepts matters the most to us and why</p> <p>Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? Give some examples. Discuss what matters most, e.g. by ranking, sorting and ordering a list of ‘valuable things’: family/friends/Xbox/pets/God/food/being safe/being clever/being beautiful/being good/sport/music/worship/love/honesty/human beings. Get pupils to consider why they hold the values they do, and how these values make a difference to their lives. Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them? Notice and think about the fact that values can clash, and that doing the right thing can be difficult.</p> <p>Deeper learning question: How do you decide what to do if the right thing can be difficult?</p> <p>Future learning links: Considering similarities and differences between Christian and Humanist values.</p>

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5	<p>Reconnection: Give examples of big moral concepts in everyday life.</p> <p>We are learning about similarities and differences between Christian and Humanist values</p> <p>Consider similarities and differences between Christian and Humanist values. They often share similar values but the beliefs behind them are different – see Unit U2.11 for more.</p> <p>Complete end of unit quiz. Look through class big book reflecting on what children have learnt and reflect on gaps from the unit coming back to the original question: What matters most to Humanists and Christians?</p> <p>Deeper learning question: What have pupils learned about what matters most to Humanists and Christians?</p>
	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’) <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
	<p>Evaluation: 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. Plan in time to revisit gaps within units, determined by the quizzes.</p> <ul style="list-style-type: none"> •