

	Term/ Time allocation Summer term	Year Group Year 6/7 Transition Unit	Unit of Work/Key question Religion and the individual How do people follow the guidance of their religion?	
Unit context/intent/background information The aim of this unit is to provide a bridging RE Unit that Y6 pupils work on in Primary Schools then is referenced and continued by Secondary RE departments when children transfer to Year 7. The beginning of this unit uses material from Christian and Buddhist sources to enable Year 6 pupils to discuss and consider issues of good and bad, right and wrong for themselves. They will be challenged to express, with reasons, what they think are good principles to live by providing opportunities for moral development through learning about the moral teachings of two religions. It has important community cohesion dimensions, enabling children to think about their own responses to dilemmas and the decisions they make. When pupils join Year 7 they are often introduced to new rules and codes of conduct which can be utilised as an example of moral rules as part of this RE Unit. There is also opportunities to review previous learning and study at a deeper level the beliefs and teachings of the religions referred to.		Prior Learning KS2 Unit 14 How do we show we care? Living in harmony (Year 3) Unit 19 Why do Christians believe Jesus is inspirational? (Y3/4) Unit 15 Leaders and followers -How are Jewish and Christian families led? (Y3/4) Unit 21 What can we learn from religions about temptation (Y5) Unit 23 Exploring right and wrong with Christians and Humanists (Year 5)		
Key learning objectives <ul style="list-style-type: none"> to gain knowledge and understanding of religious beliefs and practices to make connections between moral behaviour and religious beliefs 	Key Questions from Telford and Wrekin Syllabus <i>What are the rules and values held by religious and non-religious people?</i> <i>Who is God and how does belief / non-belief in God influence a person's daily life?</i> <i>What are the guidelines of a religion? How are they expressed daily?</i>		Key Values <i>Wisdom Respect</i> <i>tolerance</i> <i>Justice Fairness</i>	British Values <i>Rule of law</i> <i>Tolerance of cultures and faiths</i> <i>Individual liberty</i>
Concepts/Vocabulary (see Syllabus Concept stages)		Key skills		
4	<i>Christianity - New Testament, parable</i> <i>Buddhism -precepts, enlightenment, dharma</i> <i>Judaism -Torah, covenant, atonement</i>	These skills relate to the KS2/KS3 skills grids outlined in the Agreed syllabus.		
3	<i>Disciple forgiveness commandments</i>	A Know about and understand	Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews	

			Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning
2	<i>Morality Ethics compassion</i>	B Express and communicate	Express with increasing discernment their personal reflections and critical responses to questions and Teachings about identity, diversity, meaning and value.
1	<i>Rules right wrong dilemmas temptation</i>	C Gain and deploy skills	Enquire into what enables different communities to live together respectfully for the well-being of all

<p>Resources</p> <p>For updated resources please refer to the MDT Resource bank</p> <p>Web:</p> <ul style="list-style-type: none"> • www.lbc.org.uk is the website of the FWBO's London Buddhist Centre. It includes a long video, the first few minutes of which are usable with pupils in Y5/6. • www.clear-vision.org is the website of the Clear Vision Trust, a Buddhist educational resource provider. Stories, video and interactive ideas from this site are useful in this unit. • Many interesting resources can be found at: www.buddhanet.net • A quirky and fun Buddhist site: www.dharmathecat.com • For downloadable artefacts pictures and line drawings: http://www.strath.ac.uk/Departments/SocialStudies/RE/Database/Graphics/Images • A useful multi-religious site is www.devon.gov.uk/dcs/re/places/index.html <p>Developing ideas by using The Trolley Problem.</p> <p>https://www.scu.edu/mobi/resources--tools/blog-posts/ethics-in-life-and-business/ethics-in-life-and-business.html</p>	<p>Cross curricular links</p> <p>English -persuasive arguments, debates Drama -role play, conscience/reflection alley PSHE - ethical choices and behaviour</p>
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<p>Assessment tasks (suggested)</p> <p>What would a Buddhist/ Christian do in certain situations? Use moral dilemma situation cards to Role play/conscience alley/ writing frame.</p> <p>Create a new society on an island. What would be the rules to live by as a new community?</p> <p>If you want an assessment task for this unit, then ask pupils to write about 'Reflection alley', responding to these questions:</p> <p>1. What is reflection alley?</p>	Expected outcomes for children (end of Key Stage 2)		
	<p><i>Pupils working towards the expected standard (WT)</i></p> <ul style="list-style-type: none"> • Describe the importance of the example of Jesus for Christians and the example of the Buddha for Buddhists. • Make links between religious beliefs, commandments, precepts and behaviour • Describe how values and commitments affect the way that 	<p><i>Pupils working at the expected standard (ARE)</i></p> <ul style="list-style-type: none"> • Ask good questions of their own about right and wrong and suggest answers that show an understanding of moral and religious issues. • Apply ideas like 'forgiveness' 'compassion or 'awareness' to dilemmas which they face in a role play 	<p><i>Pupils working at greater depth (GD)</i></p> <ul style="list-style-type: none"> • Explain key teachings of Christianity about making choices about right and wrong; • Explain key teachings of Buddhism about making choices about right and wrong; • Explain their own views of similarities and differences between Christian and Buddhist

<p>2. How did it work in your classroom? 3. What did you like about it? 4. What did you learn from it? 5. Why do Christians try to forgive? 6. Why do Buddhists try to be compassionate?</p>	<p>Christians and Buddhists lead their lives;</p> <ul style="list-style-type: none"> • Make links between their own values and commitments and the religious teachings they have studied. 	<ul style="list-style-type: none"> • Recognise similarities and differences in Christian and Buddhist teachings such as the 5 Precepts and the Ten Commandments. 	<p>accounts of good and bad behaviour.</p> <ul style="list-style-type: none"> • Give reasons for their own views about some moral dilemmas
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Learning Intentions	Lesson Planning ideas
<p>To explore the concept of right and wrong.</p>	<p>How do we choose what is right or wrong?</p> <p>Starter: As a class, have an open discussion about how we learn right from wrong. Do we learn it from our families? Our teachers? Our friends? A religious or moral authority (e.g. priest, imam, rabbi, philosopher, teacher)? A special book? Have they ever been in a situation where they disagreed with someone over what was right and what was wrong? In that situation, was it easy to know who was right and who was wrong? How did it end? Did the individuals agree to disagree, did they reach a compromise position, or was it a case of one person imposing their view on another?</p> <p>Activity</p> <ul style="list-style-type: none"> • Read or tell a story that contains a moral dilemma, and which ends without a decision having been made. • A film clip from Disney movies of temptation faced (e.g. Simba leading Nala astray in the Lion King) is a good one for introducing this topic in discussion. • In pairs, ask the children to discuss what should be done in the story and then share their thoughts with the class. How did you make up your mind about what to do? How did you reach a decision? Divide the children into groups to discuss what they might base their decision upon and then share ideas with the class. <p>Activity</p> <p>Present and discuss situations/dilemmas where there might be a variety of responses. For example: you are feeling a little hungry and you see an apple or sandwich that belongs to someone else. Would it be right to steal the food and eat it? What if you hadn't eaten for days? What if you were a refugee with a starving family: would it be right to steal some fruit or food from a farm to save a child's life? Discuss the phrase: where do you draw the line?</p> <p>Plenary</p>

	<p>Discuss the ways various groups make decisions about what is right and what is wrong. For instance, do different families have different rules? Do families have different rules for different members of the family? For instance, are parents allowed to do things that their children are not? What might be reasons for this? Are they 'good' reasons?</p> <p>Look at the school rules and draw up a class charter for new pupils/classes next term as Year 6 move on. What are school rules designed to do? Keep us safe? Help us learn? Show respect?</p>
<p>To explore sources of moral guidance</p>	<p>Starter</p> <p>Point out that many children, if they have been brought up in a particular religious tradition, will hear a lot about right and wrong in the context of their beliefs. Recap on many religious texts (Bible, Qur'an, Torah, Vedas, Guru Granth Sahib, Analects of Confucius, which provide believers with moral guidance.</p> <p>Activity</p> <p>Look at examples/a selection of quotes and guidance from holy texts and discuss what it might teach a believer.</p> <ul style="list-style-type: none"> • Read and discuss the Ten Commandments. Make a copy of the commandments and illustrate/interpret in a modern context. How might these rules influence society? Religious communities? • Pupils could come up with 10 rules of their own that are important to follow in their life. <p>Activity</p> <p>Discuss that it is also possible to make decisions based on individual conscience, and that both religious and non-religious people listen to the promptings of their conscience.</p> <ul style="list-style-type: none"> • Have a discussion about what the 'conscience' is. What does it mean to have a 'bad conscience' (i.e. your conscience is telling you you've done something wrong). Another—perhaps better—way of saying that is to say that something is “weighing on your conscience,” as the conscience itself is neither good nor bad. <p>Recap on Year 5 Unit on Temptation where it introduced idea of angel and devil on the shoulders that influence our decisions.</p> <p>Plenary:</p> <p>Show a YouTube video of the song “Always let your conscience be your guide” from the film Pinocchio. Summarise the discussion so far, i.e. that we can learn right from wrong from a variety of sources, including our own conscience.</p>
<p>To explore the moral teachings of the Buddha</p>	<p>What is the dhamma of the Buddha? -Buddhist moral teaching</p> <p>Starter</p> <ul style="list-style-type: none"> • Introduce the basics of Buddhism -show pictures of Buddhist temples, examples of famous Buddhists, the history of Buddha and his teaching. • Teach pupils that the Buddha is not a God to be worshipped, and that Buddhism has no belief in God. Consider different images of the Buddha and the symbols of teaching they use. <p>Activity</p> <p>The Buddha's teaching is known as the Dhamma (sometimes spelled 'dharma'). Explore the Buddha's teaching of Five Precepts, by which Buddhists refrain from (don't do):-</p> <ul style="list-style-type: none"> o Harming or killing any living things

	<ul style="list-style-type: none"> o Taking what is not given to them o Being over-indulgent (with regard to sex) o Using wrong speech (e.g hatefull or untrue words) o Taking drugs or drink <ul style="list-style-type: none"> • Look at each one in turn, and note that it could be expressed positively: <ul style="list-style-type: none"> o Respect all life o Be content with what you have o Love your partner o Speak kindly and truthfully o Keep your mind clear • Pupils create cartoons in two panels showing: what happens when people keep these precepts? And what would happen if they were spectacularly broken? (The second panel is meant to be funny) • What would change in our class, or city, if everyone followed the 5 Precepts? Can pupils in pairs list ten ideas? <p>Activity</p> <ul style="list-style-type: none"> • Pupils debate in pairs the reasons for having moral codes. • Pupils create their own 'Code for a Better World' make up their own ideal code of five (or more) moral precepts. • Point out the Buddha's Precepts have been followed by millions of Buddhists for thousands of years. <p>Activity</p> <ul style="list-style-type: none"> • Teach pupils about the Four Noble Truths, in which the Buddha taught: <ul style="list-style-type: none"> o Life involves suffering o Suffering comes from selfish desire and greed, and makes life unsatisfactory o Suffering can be stopped by getting rid of selfish desire and greed o The way to get rid of selfish desire is to follow the Middle Way, keeping to the Noble Eightfold Path. <p>Plenary</p> <ul style="list-style-type: none"> • Discuss the difference between Precepts (which are voluntarily taken on, and practiced through determination) and rules (which are imposed by someone else). Buddhists choose, every day, to try and follow the Precepts.
<p>To explore the moral teaching of Christianity</p>	<p>What did Jesus teach his followers about good and evil?</p> <p>Starter</p> <ul style="list-style-type: none"> • Recap on what pupils have learnt about Christianity and Jesus. Make a mind map of Jesus adding teachings, parables, miracles and life events. Discuss how these might influence Christian belief and behaviour. <p>Activity</p> <p>Show the command of Jesus in Luke 6: 31: "Do to others as you would have them do to you." As a class, consider what this statement means. In pairs or small groups, consider whether the rule is a good one to live by. As a class, discuss how it is different</p>

	<p>from 'Do not do to others what you do not want them to do to you'. In small groups, consider how this command could help the world if everyone followed it.</p> <ul style="list-style-type: none"> • Then look at Jesus' 'Two Great Commandments'- to love God and love your neighbour (Mark 12:28-34). Again, consider the consequences of everybody following these Commands. What is the opposite? What kind of world would come if we all hated God and hated each other? <p>Activity</p> <ul style="list-style-type: none"> • Ask the pupils to read the story of the sheep and the goats from Matthew 25: 31-40. What can pupils infer from this story? <p>Activity</p> <ul style="list-style-type: none"> • Read to the class the traditional Russian tale of Papa Panov, including the words of Christ in the vision, 'Whatever you did for one of the least of these, you did for me'. (There is a nice version at: www.bethanyroberts.com/papapanovsspecialchristmas) • In pairs, ask them to write down the similarities between the story of Jesus and the Russian tale. As a class, compare the similarities. Ask the pupils to work in pairs to decide what the words of Jesus in verse 40 mean. <p>Plenary</p> <ul style="list-style-type: none"> • Drawing on the biblical and other material used in this unit, ask the pupils to write an answer to the question, 'Why and how do Christians help others?' • Ask pupils to make up sentences that begin 'A good follower of Jesus would always...' and 'A good follower of Jesus should never...' Collect thirty from the whole class, and look at them together.
<p>To consider how Buddhists and Christians might use the teaching and examples of their religious leaders to help them make decisions and choose good rather than bad.</p>	<p>What can we learn from the Buddha and from Jesus about choosing good and right things in life?</p> <p><i>This lesson involves role play in groups</i></p> <ul style="list-style-type: none"> • Group the children into 5s for a role-play. Hand out a different scenario to each of the groups. Examples might include: <ul style="list-style-type: none"> o Using another person's belongings without permission; o An unpopular child is bullied; o You have something another child, who is not your friend, would like to borrow; o Someone the class dislikes wants to join in your game; o Your close friends decide to do something you do not think is good o One member of the group discovers a secret about someone else, and is tempted to tell others • Ask each group to create a short role-play in two scenes. The first scene should finish when the dilemma is at its most intense. The second scene, maybe some time later, will show the consequences of the choice made. • Spend time creating these role-plays, with an emphasis on the thoughts about good and bad choices that are involved. Present the 'Scene 1' parts of the role-play to the class from each group. Talk about the values they have been studying, and ask: What would a follower of Jesus or a follower of the Buddha do here? What difference would compassion make? What difference would loving your neighbour make? • Ask pupils to enact 'scene 2' where the consequences of the choice become clear.

	<ul style="list-style-type: none"> • After the role-play, ask the groups to discuss the main differences between the scenes. Explore how the characters felt in each role-play, considering the feelings and thoughts of the ‘victims’ as well as those of the protagonists. Discuss, in the groups, the difficulties faced in making a moral decision, and perhaps going against their peer group. What difference does it make if you apply the teachings of Jesus, or the teachings of the Buddha? <p>Reflection/Conscience Alley activity</p> <ul style="list-style-type: none"> • Reflection alley is a simple to use drama technique that enables many pupils to participate simply in a powerful drama scenario. • Set up an alleyway in the classroom – in between some tables is good. Ask a volunteer to think about a dilemma. Ask 4 pupils to come to the tables on one side and four on the other to offer advice to the pupil facing the dilemma, for and against. The volunteer walks ‘reflection alley’ asking a person on each side in turn for their advice. They may ask supplementary questions too. At the end, they have a minute to think about their decision, and can then explain to the rest of the class what they would do and why. • Many different dilemmas can be used, but here are two examples. Sometimes it’s good to use adult examples, as they help the learners to take a mature look. <ul style="list-style-type: none"> ○ <i>A Buddhist person in London has a family of three small children. She is a mum on her own. Feeding her family is hard, because the job she has does not pay very well. She is offered a new job, but it is at a butcher’s shop. She is a vegetarian, and never kills animals herself, being compassionate is a part of the Buddhist path. Should she take the better-paid job for the sake of her children?</i> ○ <i>A young Christian person who lives in London has a flatmate who has stolen his money twice before. One day he comes home and finds his flatmate has done it again. ‘Oh, I’m really sorry’ says the flatmate ‘I was desperate for cash. I will pay you back next week. Please forgive me.’ The Christian is not sure what to do.</i>
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KS3/Y7 RE lesson ideas	
<p>To link with previous learning at KS1/ 2. What is meant by RE/ ETHICS? How do people decide on how to behave? Be able to define ethics/ morals and understand what an ethical decision is.</p>	<p>Review RE learning at KS2 -link to previous lessons in this unit.</p> <p>Introduction -What is RE? What do we know about worldviews and major religions?</p> <p>What are morals and ethics? Starter: Recapping on previous learning discuss the ways various groups make decisions about what is right and what is wrong. For instance, do different families have different rules? Do families have different rules for different members of the family? For instance, are parents allowed to do things that their children are not? What might be reasons for this? Are they ‘good’ reasons?</p> <p>Look at the school rules/ code of conduct and draw up a class charter for being in new school/class. What are school rules designed to do? Keep us safe? Help us learn? Show respect?</p> <p>Activity - Looking at dilemmas</p>

	<p>The Trolley Problem.</p> <p>a) What dilemmas are presented by the trolley problem? b) How are we influenced? c) Does it make a difference if we know who the individuals are? d) Does belonging to a religion affect our decisions?</p>
<p>To be able to explain what Christian Ethics is.</p>	<p>How do Christians make ethical decisions? Starter: Think about a decision you have made recently. Try to answer the following questions: a) Was it an easy decision to make? b) Was it an important decision? c) Did you ask anyone’s advice? Why? / Why not? d) Were you happy with the outcome of your decision? Why? Do you think very important decisions are more or less easy to make? Can you think of any reasons why this is the case?</p> <p>Activity Religious people have various sources of authority such as their Holy Book (for Christians this is The Bible), the Church/ leaders, their own conscience, Situation Ethic. Discuss these sources and get students to explore the meaning and significance of each. Link to previous work on The Bible: ‘The Good Samaritan’/ Ten commandments/Life of Jesus. The Church as given authority of Jesus (The Great Commission), Conscience (as the voice of God), Situation Ethics (Based on love agape).</p> <p>Activity How should a Christian decide between: i) Telling the truth and hurting someone’s feelings; or ii) Keeping quiet and keeping a person happy? Think about how a Christian would use the different sources of advice. Would different sources give the same advice? Research rules and guidance in the New Testament from the Gospels or St.Paul’s letters.</p> <p>Challenges: In small groups, produce a ‘problem page’ for young Christians. Include: iii) At least three different ethical/moral dilemmas iv) What advice you would give- taken from different sources of advice. A reply from one of the letter writers explaining the outcome of the advice</p>
<p>To explore Bible stories for further explanation of moral guidance</p>	<p>Starter</p>

	<p>Display a painting of the story of Adam and Eve in the Garden of Eden alongside an image of an armed robbery or similar criminal activity. Ask the pupils what they think might be the link between the two. Explain that Christians believe that, by disobeying God, Adam brought sin into the perfect world that God had created.</p> <ul style="list-style-type: none"> • Remind the pupils of the story of Adam and Eve in the Garden of Eden, which some would have learnt in the Year 5 Temptation Unit. Ask them what they might have learnt from that story about why Christians believe that humans and human society is imperfect. Tell the pupils that although Christians do not expect humans and human society to be perfect, Christians have beliefs and guidelines that help them to improve the community. <p>Activity</p> <ul style="list-style-type: none"> • Display on a whiteboard the text of Jesus' two great commandments: ...love the Lord your God with all your heart, with all your soul and with all your mind ...love your neighbour as yourself (Matthew 22:37-39) Year 6 Transition lessons. • Drawing on the parable of the Good Samaritan, which some would have learnt in the primary school, ask the pupils to discuss in pairs what 'loving your neighbour' might mean for Christians. Ask the pupils to suggest answers to Jesus' question about who was a neighbour to the man who fell among thieves. • Display on a whiteboard the text of Jesus' 'golden rule': do to others what you would have them do to you (Matthew 7:12). Invite the pupils to work on their own and then in groups of four to six, to agree five 'golden rules' on how they would like to be treated. Ask individuals to start by recording their five rules on post-its and take turns to stick their rule on a large piece of sugar paper, explaining their post-it's to the rest of the group. When similar rules are identified, stick them on top of each other. Ask the pupils to debate which five rules they think are the best. Encourage the pupils to respond to what other speakers say, perhaps using the sentence starter 'I agree/disagree with [name of last speaker] because ...' Each group should report their findings to the class. <p>Plenary</p> <p>Either interview a Christian or watch a video/DVD to learn how Christians put their beliefs into practice. Ask this person questions about the impact of the two great commandments and the golden rule; what they understand by 'their neighbour' in a modern context; how they identify themselves as members of the Christian community through the ritual of baptism and the promises made at this time.</p>
<p>know that Jewish people believe that the ten Commandments were given by God to Moses to guide the Jewish community</p> <ul style="list-style-type: none"> • understand why freedom from slavery and freedom to 	<p>Starter</p> <p><i>Why was life in Egypt bad for the Israelites/Jewish people?</i></p> <p>Recall the story in the book of Exodus in the Jewish Bible (Exodus 1-12) – how the Jewish people were slaves; their baby boys were killed; and the Pharaoh would not allow them freedom to worship God.</p> <p><i>How did the Jewish people escape from slavery?</i></p> <p>Explain to the pupils how God sent Moses to the Pharaoh to ask for the Jewish people to be set free. After the plagues, the Jewish people escaped to freedom but, as soon as they set out on the journey to the Promised Land, Canaan, they began to quarrel. God gave Moses ten commandments for the Jewish community for them to live by in the new land.</p>

<p>worship have been, and still are, a feature of society that many people value</p> <ul style="list-style-type: none"> • reflect on what they and their own communities might learn from the ten words. 	<p>Explain to the pupils that while the ten commandments are the ‘headlines’, many Jewish people believe that God gave them 613 commandments about every imaginable aspect of life. Jewish people believe that these laws constitute an ‘agreement’. God has led the Jewish people from slavery and therefore they should follow his laws.</p> <p>Activity: Pupils classify a set of cards (each containing one of the commandments) into groups, explaining their classifications to the class. Then ask the pupils to sort the cards into the usual classifications: (1) worship of God, and (2) treatment of others.</p> <p>Plenary Ask the pupils to discuss the commandments – in particular, the commandments associated with the worship of God – and their relevance for society today.</p> <p>Extension You could invite a Jewish person to speak to the pupils about how beliefs are put into practice in daily life. Ask this person to talk, generally, about what being Jewish means to them and, specifically, about the following key ideas: worship of God – worship in the synagogue, reciting the Shema, keeping Shabbat and lighting Shabbat candles; rites of passage, particularly bar/bat mitzvah; treatment of others including keeping the commandments; charity/social justice, welcoming the stranger.</p>
<p>To explore the meaning of atonement and forgiveness when moral rules are broken</p>	<p>Starter: When did you last say sorry? Yom Kippur, The Day of Atonement, comes ten days after Rosh Hashanah. Why is there this time gap? What will people be doing during this time?</p> <p>Development:</p> <ol style="list-style-type: none"> 1) Atonement- The action of making amends to a wrong. Students to watch the video. 2) Then describe, explain and consider the importance of this festival. 3) This is followed by peer discussion about their ideas. 4) The class will then share and improve their writing. 5) Use of factual information sheet, focusing on knowledge, thoughts and finally discussion. <p>Activity Research writing on Judaism and Yom Kippur</p> <p>Plenary: Paired work- 5 words, 2 things, what is important, what does the Torah say? Final task- two columns Knew/ New</p> <p>H/W: Write down 3-5 things that you or a believer believes about God.</p>
<p>Next Steps and development</p> <p>This Transition Unit may lead on to further study on New beginnings/ Jewish New Year celebrations Belonging -being part of religious communities/ Symbols of belonging</p>	

