

Thursday, 27th May, 2021

Presentation of Transition Unit for The Agreed Syllabus

Mary Jennings
Head of RE/ ETHICS at Ercall Wood
Academy.

Transition Unit from KS2 to KS3 (Year 6 into 7)
Introduction –What Does this Mean for RE?



My Involvement in this Work:

I wish to share some of the work carried out by our RE/ ETHICS Department at Ercall Wood Academy.

I am grateful that this planning has enabled me to work alongside some hard working and passionate people.

I hope this presentation will be helpful and create further opportunities for us all to share our work and, in doing so, enable our students to take part in a learning journey where there is a commonality of intent, knowledge and assessment.



Beginning KS3 RE/ ETHICS at



- We recognise what a big step entering Secondary School is for our young people.
- But we also realise that we are part of a Learning Journey , where reviewing and building on previous knowledge is so important.
- RE/ ETHICS can play a big part in this transition, since we are teaching topics that focus on relationships with other people, about beliefs and behaviour.
- We introduced this topic at the beginning of this school year.
- Students began by exploring the concept of Right and Wrong, posing the question, 'How do people differentiate between right and wrong actions?'
- What do we mean by morals and ethics?

Key Stage Three

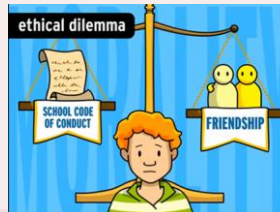
Transition Unit: Religion and the Individual

FOCUS: Christianity and Buddhism



Telford & Wrekin SACRE RE Agreed Syllabus

Key Stage 3 Planning Support for Teachers



Telford & Wrekin SACRE Agreed Syllabus

RE Model Unit plan -Guidance for Teachers

Term/ Time allocation		Year Group	Unit of Work/Key question
Autumn Term 1 hour per week.		Year 7	Religion and the individual
Unit context/intent/background information		Transition Unit	How do people follow the guidance of their religion?
<p>In Year 6 students will have studied materials from Christian and Buddhist sources in order to discuss and consider issues of good and bad, right and wrong for themselves. They will have been challenged to express, with reasons, what they think are good principles to live by. This will have provided opportunities for moral development through learning about the moral teachings of two religions. This will have enabled students to empathise with differing concepts and beliefs, developing their own responses to dilemmas and the decisions they make.</p> <p>As part of our Transition into Year 7 we will build on the previous work on ethical and moral choices, referring both to Christian and Buddhist teachings and beliefs, leading into our work on Jewish festivals and the concept of forgiveness.</p>		<p>Prior Learning KS2</p> <p>Unit 14 How do we show we care? Living in harmony (Year 5)</p> <p>Unit 21 What can we learn from religions about temptation (Y5)</p> <p>Unit 23 Exploring right and wrong with Christians and Humanists (Year 5)</p> <p>Religion and the individual:</p> <p>How do people follow the guidance of their religion?</p>	
<p>Key learning objectives</p> <ul style="list-style-type: none"> to explore student's own values and attitudes to gain knowledge and understanding of religious beliefs and practices to make connections between moral behaviour and religious beliefs 		<p>Key Questions from Telford and Wrekin Syllabus</p> <p>What are the rules and values held by religious and non-religious people?</p> <p>Who is God and how does belief / non-belief in God influence a person's daily life?</p> <p>What are the guidelines of a religion? How are they expressed daily?</p>	<p>Key Values</p> <p>Wisdom Respect</p> <p>Tolerance Empathy</p> <p>Justice Fairness</p> <p>Community Belonging.</p>
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Concepts/Vocabulary (see Syllabus Concept stages)		Key skills	
4	Christianity - New Testament, Buddhism -precepts, enlightenment, dharma, Judaism -Torah, covenant	To understand the concepts of understanding, belonging to a community, freedom of expression.	
3	Disciple	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
2	Morality Ethics compassion	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	Rules right wrong dilemmas temptation	C Gain and deploy skills	Enquire into what enables different communities to live together respectfully for the well-being of all

KS3 is an important part of our learning journey. It is an opportunity to bring together KS1 and KS2 in a subject based department building on previous learning.

Most schools will have 1 hour a week. This Model Unit is planned for Year 7, the first half of the Autumn Term.

The Key Question was chosen since it begins with the individual. It enables students to consider the values of their new school; those of **Empower Respect Aspire**. It encourages students to reflect on their own values, leading on to how religion guides decisions.

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Unit Context/ Intent/ Background Information:

The emphasis is on making ethical and moral decisions, building on previous learning about Christianity and Buddhism. Students will be encouraged to empathise with differing concepts and beliefs.

Students have opportunities to empathise with different moral dilemmas; to think, pair, share their ideas.

They will be encouraged to explore different perspectives, including knowledge from previous learning.

Various sources will be used to stimulate responses, including extracts from familiar films.

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Key Questions:

- What are the rules and values held by religious and non-religious people?
- Who is God and how does belief/ non-belief in God influence a person's daily life?
- What are the guidelines of a religion? How are they expressed daily?


Key Values:

Wisdom Respect Tolerance Empathy Justice Fairness Community Belonging

British Values:

Rule of Law
 Mutual Respect
 Tolerance of Cultures and Faiths
 Individual Liberty and Harmony
 Self-Awareness and Responsibility.


Key Concepts: Students will begin with familiar scenarios, sharing their own beliefs and understanding. Through empathy they will explore the central tenets of both Christianity and Buddhism. They will experience shared values emulating from Scriptures, but also recognise shared beliefs. The recent Research Review, published on 12th May speaks of shared views of leading 'a good life.'

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A conceptual Pyramid for RE Adapted from Judith Lowndes (2012)

Concept/ Vocab.	(See New Syllabus Concept Stages)
4	Christianity-New Testament
3	Disciple
2	Morality Ethics Compassion
1	Rules Right Wrong Dilemmas Temptation

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Key Skills:

- To learn, understand and use key vocabulary.
- To read with understanding source materials.
- To gather, analyse and present information.
- To evaluate how accurate, tentative or reliable representations of religious and non-religious traditions are.
- To construct new knowledge, and evaluate existing knowledge.
- To respond to opportunities to discuss issues.
- To be able to ask and respond to 'why' questions.
- To engage with challenging questions.

Resources	Cross curricular links English -persuasive arguments, debates Drama -role play, conscience/reflection alley Life Skills - ethical choices and behaviour		
Assessment task Define Responsibility Describe the meaning of "The Golden Rule." Discuss, "Without God, anything is allowable." What would a Buddhist/ Christian do in certain situations? Mind Map/ Think/ Pair/ Share/ Writing frame.	Expected outcomes for students		
	Pupils working towards the expected standard (WT) <ul style="list-style-type: none"> Describe the importance of the example of Jesus for Christians and the teaching of the Sangha in Buddhism Make links between religious beliefs, commandments, precepts and behaviour Describe how values and commitments affect the way that Christians and Buddhists lead their lives; Make links between their own values and commitments and the religious teachings they have studied. 	Pupils working at the expected standard (ARE) <ul style="list-style-type: none"> Ask questions of their own about right and wrong, suggesting answers that show an understanding of moral and religious issues. Apply ideas like 'forgiveness' 'compassion or 'empathy' to dilemmas which they face in these scenarios. Recognise similarities and differences in Christian and Buddhist teachings such as the 5 Precepts and the Ten Commandments. 	Pupils working at greater depth (GD) <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 accounts of good and bad behaviour. Give reasons for their own views about some moral dilemmas

Assessment Tasks:

- These can be varied, but could be based on the criteria used at GCSE, i.e. Define/ Describe/ Discuss.
- Students will be encouraged throughout to Think/ Pair/ Share.
- Scaffolding using PEEL is effective.

Expected Outcomes:

- Describe/ Make links.
- Ask/ Apply/ Recognise.
- Explain/ Give Reasons.

Learning Intentions	Lesson Planning ideas
to explore the concept of right and wrong.	How do we choose what is right or wrong?
Mind Map	<p>Starter: As a class, have an open discussion (Mind Map) 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>
Scenarios	<p>Read or tell a story that contains a moral dilemma, and which ends without a decision having been made.</p> <p>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.</p> <p>In pairs, ask the students to discuss what should be done in the story. Think/Pair/Share. How did you decide about what to do? How did you reach a decision? In groups students to discuss what they might base their decision upon and then share ideas with the class.</p>
Discussion	<p>Present and discuss situations/dilemmas where there might be a variety of responses.</p> <p>For example: you have been given a task to mow a lawn and the task takes less time than you were paid for. Do you say anything? etc A friend has been cheating in a test. What do you do? What are the possible consequences? Other appropriate examples could be selected.</p>
Influences?	<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? What rules do schools have regarding tests? Are these necessary? Who do they help? How do they help? Should we tell lies on behalf of friends? Should we consider the wider implications?</p>

Lesson Planning:

- Examples of lessons used effectively.

Scenarios:

- You have been given a task to mow a lawn and the task takes less time than you were paid for. Do you say anything? etc
- A friend has been cheating in a test. What do you do? What are the possible consequences?
- Other appropriate examples could be selected.

<https://www.youtube.com/watch?v=zPsoFhUDLuU>

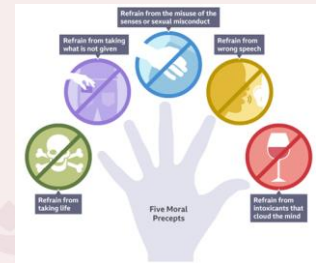
More Complex Issues:

To explore sources of moral guidance	<p>Starter: Rang different influences.</p> <p>Explore different approaches to these scenarios. What influences will people have to consider? Will belonging to a religion make any difference?</p> <p>To discuss and evaluate the dilemmas are presented by the trolley problem. How would we be influenced when making this decision? Would it make a difference if we know who the individuals were? How might belonging to a religion affect our decisions?</p> <p>https://www.scu.edu/mobi/resources-tools/blog-posts/ethics-in-life-and-business/ethics-in-life-and-business.html</p> <p>The Trolley Problem.</p> <p>Recap on many religious texts (especially the Bible, The Qur'an, Buddhist teachings), which provide believers with moral guidance. Look at examples/selection of quotes and guidance and discuss what it teaches believers.</p> <p>Discuss that it is also possible to make decisions based on individual conscience? What do we mean by conscience? Is this something which both religious and non-religious people share? Is it possible to have a 'bad conscience' (i.e. your conscience is telling you you've done something wrong). Another—perhaps better—way of saying of describing this is "weighing on your conscience," as the conscience itself is neither good nor bad. Muslim idea of weighing good and bad deeds for entry into heaven. Is this what is meant? Recap on Year 5 Unit on Temptation.</p> <p>Plenary: 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>
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<https://www.scu.edu/mobi/resources-tools/blog-posts/ethics-in-life-and-business/ethics-in-life-and-business.html>

<https://www.youtube.com/watch?v=bOpf6KcWYyw>



Relevant quotes and teachings:

Christianity -Genesis 1:31, 1 Corinthians 2:16 , Mark 12:31, John 13:34

Buddhism- The main aim of a Buddhist is to get rid of suffering, and therefore following the Five Precepts is important as they help Buddhists to avoid causing others to suffer.

Islam- Qur'an 5:32, Qur'an 6:151, Qur'an 10:31

Principle of Unity - the morally right action is the action that produces the most good.

Previous learning

Build up Understanding

Reasoning behind moral codes.

What is the dhamma of the Buddha?

Starter: What do students know about Buddhism?

- 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):
 - Harming or killing any living things
 - Taking what is not given to them
 - Being over-indulgent (with regard to sex)
 - Using wrong speech (e.g. hateful or untrue words)
 - Taking drugs or drink
- Build up understanding of the idea of 'Compassion'. Tell the story of *Kisagotami* and the Mustard Seed, and look at some images of the Buddha that express compassion.
- Look at each one in turn, and note that it could be expressed positively:
 - Respect all life
 - Be content with what you have
 - Love your partner
 - Speak kindly and truthfully
 - 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?
- 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.
- Teach pupils about the Four Noble Truths, in which the Buddha taught:
 - Life involves suffering
 - Suffering comes from selfish desire and greed, and makes life unsatisfactory
 - Suffering can be stopped by getting rid of selfish desire and greed
 - The way to get rid of selfish desire is to follow the Middle Way, keeping to the Noble Eightfold Path.
- 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.
- 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.



In Buddhism, compassion is called *karuna*. The Buddha taught that showing compassion to others is something all people can do, even if they find other parts of his teaching difficult to follow. Buddhists believe that they should show compassion to everyone.

<p>To explore how we can learn from the Buddha and from Jesus about choosing good and right things in life?</p> <p>Christian teaching</p> <p>Parable of 'The Sheep and Goats'</p> <p>Papa Panov</p> <p>Putting teachings into practice.</p>	<p>What did Jesus teach his followers about good and evil? Starter: Recognise stories Jesus told from different pictures.</p> <ul style="list-style-type: none"> 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 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. 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? Ask the pupils to read the story of the sheep and the goats from Matthew 25: 31-40. 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 an example: 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. 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.
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Refer to 'The parable of The Sheep and Goats,' Matthew 25: 31-40.

A good illustration is the Story of Papa Panov.

<https://www.stphilipssouthport.com/the-story-of-papa-panov/>

Challenge: "The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.' Matthew 25:40

	<p>What happens when we do wrong? Can we be forgiven? Starter: Who were Adam and Eve?</p> <ul style="list-style-type: none"> Present The story of Adam and Eve as a dilemma. What had they been provided with? Should they have been content? Refer to Bible story. What rule was given? Was Eve's initial response? How and why was she persuaded to change her mind? Why did she wish to involve Adam? Is this story a realistic picture of how we make decisions? Often the wrong decisions. What is the difference between Christian and Muslim teachings? https://www.youtube.com/watch?v=VG3D9EOwSyc <p>Why was Adam made into a prophet? https://zetquranic.com/people-in-the-quran-the-story-of-adam-and-eve-in-the-quran/ Is life a test?</p> <ul style="list-style-type: none"> The story of Adam and Eve in the Quran teaches the virtue of repentance and supplication. Adam and Eve recognized their errors and prayed for forgiveness. This, in turn, earned them Allah's forgiveness and guidance. Is forgiveness and reconciliation important when thinking about wrong decision? Is there a difference between a sin and a wrong action? Students could create their own version of this story, focusing on forgiveness and reconciliation.
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- Linking to Previous Learning on Temptation, I planned a lesson based on the Story of Adam and Eve.

- This develops our theme to include forgiveness and reconciliation.
- This theme is developed fully at GCSE.

This is linked to our next area of study:
Why is it important to have festivals?
What events are shared?
How do these reflect values?

Conclusion:

- I hope this presentation has shown how we can create a meaningful transition from KS2 to KS3.
- Last September our students completed an assessment based on this work, but also including knowledge we felt they had gained in KS2.
- We found that there was no commonality of learning. Some students had a range of knowledge, others had studied Christianity, still others had little experience of RE.
- Learning is a journey, by working together we can create a journey that is structured, with clear intent, knowledge and success.

