



Medium-Term Planning

Focus Subject: RE



Term and Year:	Year 5/6 - Autumn 1 - 2020
Teacher:	Miss Swan
Topic:	Religious Diversity
Key Question(s):	What can we learn about religious diversity in our area?

RE Concepts	
Belief	<ul style="list-style-type: none"> • Key beliefs in religions e.g. love, forgiveness, equality, justice, salvation
Authority	<ul style="list-style-type: none"> • How sources of authority may be understood differently by groups within a religion or belief system.
Expression of Belief	<ul style="list-style-type: none"> • What beliefs and feelings such as love, devotion, awe, gratitude and salvation can be expressed.
Impact of Belief	<ul style="list-style-type: none"> • Differing views on the impact of faith within and across religious and nonreligious traditions. • Controversial issues affecting individuals, local and global communities e.g. diversity, living together, media portrayal of religion, religious extremism, religious dress and religious prejudice.

Key Vocabulary:

Religion	Denomination	Christianity	Islam	Buddhism	Judaism	Hinduism
Sikhism	Jainism	Humanist	Naturalist	Atheist	Agnostic	Belief
Community	Traditions	Diversity	Society	Migration	Settlement	Respect
Peace	Harmony	Hostility	Acceptance	Tolerance	Citizenship	Human Rights
Unity	Collaboration	Ethics				

Lesson Question		Key Learning Intentions	Lesson Activities
Lesson 1	Why is religion and belief important to people?	<p>Pupils should learn:</p> <p>I can think carefully and in an informed way about worship and religion.</p>	<ul style="list-style-type: none"> • What religions and denominations exist in society? <ul style="list-style-type: none"> - Recap of the main religions studied at primary school - Introduction of other religions e.g. Islam, Sikhism - Introduction of non-religious denominations e.g. Jainism, Humanists, Naturalists - Discussion about atheism and agnosticism • Why is religion and belief important to people? - class discussion/debate • Personal reflection – Is there a difference between religion and belief? <ul style="list-style-type: none"> – Is religion and belief important to you?
Lesson 2	Which religions and denominations are found in our local area?	<p>Pupils should learn:</p> <p>I can identify which religions are represented in the local area.</p> <p>I can say which places of worship are found in my community and describe how they are used.</p>	<ul style="list-style-type: none"> • Children, in pairs, brainstorm which religious groups there are in the area & make a mind map of what they know about the religions represented in the community and any suggestions that Christianity is in evidence in the local area. • Discuss the words 'religion' and 'denomination'. • Discuss which buildings and statues in the area have a Christian significance. Children list/draw/take pictures of local buildings, statues, traditions with links to Christianity e.g. range of churches; the wording on statues and war memorial • Discuss local traditions: Easter, Christmas, Remembrance Day, Parade, Harvest-traditions in school. Discuss that, whatever their belief, some things they take part in are Christian based e.g. school holiday times. • Using maps, internet, phone directories, questionnaires(?) discover what religious buildings are found in Easington (Village and Colliery) <ul style="list-style-type: none"> - When were they built? - Who uses them? - Which religious groups are represented? - What happens there? <p>Census data will be helpful here: www.statistics.gov.uk</p> <ul style="list-style-type: none"> • Who are the individuals in our area who had or have influence on religion? e.g. local connections - St Aidan, St Bede, St Cuthbert, St Oswald, These names occur in the dedications of various churches • Identify contemporary expressions of belief e.g. charity shops with a Christian connection; Salvation Army recycling; Food Banks; Christian Aid collection, organisations collecting for the Nepal earthquakes or raising awareness • Ask pupils to do an in-depth study of a local places of worship or a saint with local connections. This could be an individual task or a group activity. How is the building used? In what way might it help people to worship? Who built it, when and why? What services are there and at what times? How do people in the community know what's happening? What artefacts/symbols are used and why? <ul style="list-style-type: none"> • https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/religion/articles/religioninenglandandwales2011/2012-12-11 • http://localstats.co.uk/census-demographics/england/north-east#:~:text=The%20religious%20make%20up%20of%20North%20East%20is,180%20people%20said%20they%20believe%20in%20Heavy%20Metal.

Lesson 3	Is the range of religions in our area typical of the UK?	<p>Pupils should learn:</p> <p>I can identify and describe similarities and differences between living in a plural community and living in a community where almost everyone is similar.</p>	<ul style="list-style-type: none"> • What are the big differences between a part of England where religious traditions are mainly Christian, and an English neighbourhood where many other religions are very common? • For example, pupils could compare life in different parts of the North East with life in big cities such as Manchester, Bradford, London • Pupils could write and discuss lists of similarities and differences between their own locality and one chosen because it is religiously very different. • What is good about a society where many religions exist side by side? Discuss ways a community is enriched by religious diversity. Pairs of pupils make lists responding to this prompt: 'If we were all the same, then there would be no...' Compare the lists in fours, then 'snowball' to collect all the ideas on the whiteboard. Can a list get 20 or more items on it? Which are the most significant? • Explain that migration to and from the UK is enriching: what food, culture, movies, music, sport, medical work and religion would we miss if everyone was still an 'Anglo Saxon'? Explain the many benefits of a mixed community, and that these aren't always highlighted in the media.
Lesson 4	How is religion in our region changing?	<p>Pupils should learn:</p> <p>I can think about the ways in which religious communities in the UK have grown and changed in terms of religious diversity.</p>	<ul style="list-style-type: none"> • Pupils could research the history and beliefs of local denominations. • What do the different Christian communities have in common? What is distinctive about each? Pupils could research the history of Muslims, Buddhists, Hindus and Jews in Middlesbrough, Newcastle and Sunderland • Using historical records and maps, explain that Yorkshire for instance had no mosques, mandirs or gurdwaras in 1960. Today there are over 50 mosques, and over a dozen mandirs and gurdwaras, • What does this tell us about the changing UK? • Discuss stories of migration, settlement and diversity.
Lesson 5	What makes people more respectful?	<p>Pupils should learn:</p> <p>I can develop my understanding of respect by thinking about my own behaviour and linking it to religious differences.</p>	<ul style="list-style-type: none"> • How can respectful attitudes be built up? • Being a polite visitor. Ask pupils to make a list of ways to be polite when visiting someone else's home. Compare these with some of the symbols of respect believers may use in a place of worship. Some fun can be had by developing simple dramas about people who do the opposite of the respectful thing when they visit. Think about how to show respect when you visit a building dedicated to a religion you don't follow. • A charter for peace between religions. Ask pupils in pairs to come up with four ideas for harmony in the community, written as positive rules (not 'Don't do this, don't do that') Get each pair to compare their ideas with another pair, and agree five rules together. What do pupils think is needed for more respectful schools and communities? • Personal Reflection – What does being respectful mean to you?

Lesson 6	Can we live in harmony, even though we are different?	<p>Pupils should learn:</p> <p>I can describe the idea of community harmony through examples of how people get along together.</p>	<ul style="list-style-type: none"> • What will make for harmony? People are different. Religions are many, even if God is one. What kind of things help people to live together in peace and without hostility? Can religion help people to be accepting and tolerant? What is the best thing to do when people disagree about religion? • What about disagreements? Give pupils some case studies to think about here: should Hindus have a day off work at Diwali time? Can a mosque make a public call to prayer on a Friday? Should Christian Easter mean a holiday for everyone? When Sikhs wear the 5Ks, should this be respected whatever their work uniform might be? • Speculate: if all the religious life of your community was banned (e.g. festivals, worship, charitable activity), then how would people feel? What would happen? This activity draws attention to the importance of freedom of belief and worship. It could be linked to citizenship work on human rights. • When & how is it good to be different? Is being different good or bad? Through reflective discussion, enable pupils to discern what unites humans, what divides them, & to consider why unity is important. • If you were elected MP or Mayor... Ask pupils to think, if they were in charge, what they would do to promote good relations between different communities. Plan a speech and run a mock election. If you do, get pupils to work in a small team of 4-6 and prepare a speech for one of them to give. • Draw out deeper understanding of how and why religions need to live side by side and whether they sometimes collaborate. Are there some things about which different believers can't agree? What should they do if they can't agree? Agreement on ethics is notable – the global poverty issue and the drop the debt campaign, or fair trade are good examples of agreement and action across religious divides.
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