

## Summer Term Overview Year 5 and 6 – RE

### Summer Term Book – Mortal Engines

**Topic: What difference does it make to believe in Ahimsa (harmlessness) Grace and Ummah (community)?**

**Guide Time = 7 Weeks**

<b>Assessment:</b>	End of topic assessments (Teacher led- key questions) Low Stakes quizzing. In-depth discussion with children. Re-capping and reflecting on VIPs from previous lesson at the start of a new session. Scrutiny of work produced in curriculum books.	<b>Very Important Points (VIPs):</b> Christians worship in a church, Hindus in a mandir and Muslims in a mosque. <ul style="list-style-type: none"> <li>• Praying is important in different religions but it can be performed differently.</li> <li>• Christians have the Bible and Muslims have the Qur'an.</li> <li>• Gods are worshipped in all three religions.</li> <li>• Symbolism is present in places of worship.</li> <li>• Ahimsa is practicing harmlessness.</li> <li>• Karma is believing all actions good or bad have a consequence.</li> <li>• Reincarnation is the belief that the soul/spirit lives on after death and moves onto another live within another living thing.</li> <li>• Hindus believe in the principles of Ahimsa, Karma and Reincarnation.</li> <li>• Gandhi was a famous Hindu, and followed Hindu practices in his daily life.</li> <li>• Forgiveness is a conscious act of letting go of resentful feelings towards someone for something they have done.</li> <li>• Forgiveness is important to Christians.</li> <li>• They believe God will forgive all their sins.</li> <li>• Ummah is the worldwide community of Muslims.</li> <li>• Muslims express being part of Ummah through zakat and making a pilgrimage to Makkah.</li> <li>• Muslims follow the 5 pillars of Islam.</li> <li>• Ummah is the worldwide community of Muslims.</li> <li>• Ahimsa is harmlessness practiced by Hindus.</li> <li>• God's grace is the belief that he offers forgiveness no matter what.</li> </ul>
<b>Links to prior learning (sequencing) and canon book</b>	Previously this year, pupils have learnt about the art and architecture of Churches and Mosques. They have knowledge of God and Allah from this topic. Last term pupils studied the life of Jesus and how is an important figure in the Christian religion. In previous years pupils have studied the religions Christianity, Islam and Hinduism, discussing places of worship and what different religions say to us when life gets hard. All of this prior knowledge will form a foundation for the topic of 'What does it matter to believe in..?'  <u>Canon Book – Mortal Engines</u> Although not a religious text, Mortal Engines does raise questions about life and death, good and evil, choice and consequence which can be explored through the RE topic looking at harmlessness, grace and community.	
<b>Links to other learning (cross fertilisation)</b>	Science – Evolution and inheritance, links to RE topic where key principles and beliefs are passed down from generation to generation through religious teachings and practices. PSHE – Mental health, links to RE topic as pupils are encouraged to show empathy and understanding for others and their beliefs throughout the lessons.  <u>Thematic Questions:</u> <u>The World Beyond Us:</u> What if we all believed in the same God? <u>The World Around Us:</u> How should we care for others and the world, why does this matter? <u>Modern Britain:</u>	



	<p>What does it mean to be a Muslim, Christian, Hindu in Britain today?  <u>Healthy Bodies &amp; Healthy Minds:</u>          How could harmlessness help us to be healthier?          How could harmlessness help us feel better?  <u>Culture:</u>          Why is community important?          Why doesn't everyone believe in being harmless?  <u>Technology in Action:</u>          In a world where we increasingly know everything, does religion still have a place?</p>	<p><b>Fat Questions:</b>          How should we care for others and the world, why does this matter?          What difference does it make to believe in Christianity?          What difference does it make to believe in Hinduism?          What difference does it make to believe in Islam?          Why doesn't everyone believe in being harmless?          What difference would it make if Christians didn't believe in forgiveness?          How would Jesus' sacrifice on the cross be different if Christians didn't believe in forgiveness?</p>
<p><b>Links to future learning</b></p>	<p>Children will apply and develop their understanding upon moving into Key Stage 3:  <u>Year 7</u>          3.11 What difference does it make to believe in....? Christian and Muslim.          3.6 Should religious buildings be sold to feed the starving? Christians and Muslims.          3.8 What is good and what is challenging about being a teenage Muslim in Britain today?   <u>Year 8</u>          3.4 Is death the end? Does it matter?          3.10 Does religion help people to be good? Christians and Muslims.</p>	
<p><b>Character/ Wider Development ('50 things', cultural capital, skills)</b></p>	<ul style="list-style-type: none"> <li>• See a person in their place of work</li> <li>• Visit different places of worship</li> </ul> <p><u>(In previous years a trip to either a Mandir or a Mosque would link with this topic.)</u></p>	

## Overview of Teaching Sequence

Key Facts / Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Lesson 1 – To compare the main principles of Christianity, Hinduism & Islam	L.O To make connections between different beliefs and religions.	<p>NC- What difference does it make?</p> <p>We will look at the 3 religions in this topic and compare them. Looking at key people, principles, religious buildings and practices to give pupils an overview of Christianity, Hinduism and Islam.</p>	Christianity Hinduism Islam Christian Hindu Muslim Bible Qur'an God Allah Brahma Church Mosque Mandir	<p><b>Year 5 GD:</b> Pupils will complete same task as rest of class but will be encouraged to add more facts to the 'other facts' boxes in the table to show their deeper understanding of the lesson.</p> <p><b>SEND:</b> Pupils will complete task using scaffolding materials provided. Table provided for year 5 SEND pupils.</p> <p><b>Year 6 GD:</b> Pupils will complete same task as rest of class but will be encouraged to use more comparisons within their answers, discussing how the religions are similar and different rather than just recalling the facts.</p> <p><b>Year 6 SEND:</b> Pupils to be given pictures from the lesson to help with remembering facts from the session, to aid their writing.</p>	<ul style="list-style-type: none"> <li>• Only Christians believe in God.</li> <li>• Muslims follows Muslimism.</li> <li>• Islam is not the religion follows by Muslims.</li> <li>• Other religions are wrong or inferior.</li> <li>• All religions are completely different.</li> <li>• Other religions should not be respected.</li> </ul>	<p>Slides will give pupils an overview of each of the three religions, Christianity, Islam and Hinduism, with lots on facts about each. Pupils will be asked to make notes/ mind-map whilst this information is shared with the class. Pupils will then be given some more information to read independently.</p> <p><b>Year 5-</b> Pupils will use their note from the session and other factual information to copy and complete the table in books, adding in key facts about important people, places of worship, symbols and other facts.</p> <p><b>Year 6 –</b> Pupils will write a paragraph about each religion using the facts learnt within the lesson, pupils may use illustrations alongside their writing.</p> <p><b>Deepen the Moment (Y5)</b> All three religions have similarities, can you explain what they are?</p> <p><b>Deepen the Moment (Y6)</b> Christianity, Islam and Hinduism have similarities and differences, explain in detail one similarity and one difference.</p>

<p>Lesson 2 – To explain and understand the importance of harmlessness to Hindus.</p> <p>Why doesn't everyone believe in being harmless? How can we adapt to be more harmless in our everyday lives?</p>	<p>L.O To explain the importance of ahimsa to Hindus.</p>	<p>NC- What difference does it make?</p> <p>We will look at the key principles of ahimsa, karma, dharma and reincarnation, what they mean and why they are important to Hindus. We will also look at Gandhi and his nonviolent protests and discuss how being a Hindu affected his views.</p>	<p>Hindu Hinduism Gandhi Ahimsa Karma Dharma Reincarnation Harmlessness Non-violent View Principle</p>	<p><b>Year 5 GD:</b> Pupils will give detailed explanations of how Hindus follow the principles of ahimsa, karma, dharma and reincarnation.</p> <p><b>Year 5 SEND:</b> Pupils will use scaffolding sheet to help with their definitions of the principles of Hinduism.</p> <p><b>Year 6 GD:</b> Pupils will provide examples of how Hindus follow the practices of ahimsa, karma, dharma and reincarnation in their paragraphs.</p> <p><b>Year 6 SEND:</b> Pupils will be given printed copies of slides 5,8,10,12 to help with their paragraph writing.</p>	<ul style="list-style-type: none"> <li>• Karma is a bad thing.</li> <li>• Mixing karma and dharma up when writing their definitions.</li> <li>• Ahimsa is just about not eating meat.</li> <li>• Reincarnation is being born again as a human.</li> </ul>	<p>Slides will give pupils an overview of Hinduism and the important principles of ahimsa, karma, dharma and reincarnation. Pupils will be questioned on their understanding of each principle and discuss how they link together. Pupils will be encouraged to think how their lives would change if they followed ahimsa (harmlessness)</p> <p><b>Year 5-</b> Pupils will write a definition of each of the principles and say how Hindus follow it.</p> <p><b>Year 6 –</b> Pupils will write a paragraph about each of the principles explain what it is, and how it is followed.</p> <p><b>Deepen the Moment (Y5)</b> If we followed ahimsa how would our lives change?</p> <p>What difference would it make to farming, supermarkets and your meals?</p> <p><b>Deepen the Moment (Y6)</b> Gandhi followed the practices of Hinduism explain how this would affect his views on protesting.</p> <p>Why doesn't everyone believe in harmlessness?</p>
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<p>Lesson 3 -To explore and understand the importance of forgiveness.</p> <p>What does forgiveness mean? How does The Prodigal Son teach us about forgiveness?</p>	<p>L.O: To explore and understand the importance of forgiveness.</p>	<p>NC- What difference does it make?</p> <p>We will look at forgiveness and how important it is to Christians? What Christians believe about forgiveness and how they act. We will look at the story of The Prodigal Son, and what this teaches about forgiveness. Pupils will also discuss their own experiences of forgiveness.</p>	<p>Christian Christianity Forgive Forgiveness Prodigal Son Moral Meaning Teaching Parable Bible</p>	<p><b>Year 5 GD:</b> To write a summary of the story of the Prodigal Son and focus on the moral of the story and what it teaches Christians about forgiveness. Include what Christians believe about forgiveness in more detail.</p> <p><b>Year 5 SEND:</b> Pupils, to be given questions from slide to answer, rather than writing the paragraph. Pupils could be given question cards to help with understanding of the story first.</p> <p><b>Year 6 GD:</b> Pupils to write 3 paragraphs showing detailed understanding of what forgiveness is, what it means to Christians and how the stories moral is a lesson for Christians.</p> <p><b>Year 6 SEND:</b> Pupils to write first two paragraphs. Pupils may use question cards to help them understand the story first.</p>	<ul style="list-style-type: none"> <li>• Prodigal means good.</li> <li>• Prodigal means favourite.</li> <li>• Everyone believes in forgiveness.</li> <li>• Forgiving is easy.</li> <li>• Somethings cannot be forgiven.</li> <li>• Forgiving is forgetting.</li> </ul>	<p>Pupils discuss forgiveness and write their own definition. Pupils then to discuss what it actually means. Pupils to read the story of The Prodigal Son and discuss the actions of both sons and their Father. Discuss how the parable teaches Christians about forgiveness.</p> <p><b>Year 5 –</b> To write a summary of the story of the Prodigal Son and how it teaches Christians about forgiveness. (Use questions for structure)</p> <p><b>Year 6 –</b> To write 3 paragraphs under headings 1. Explain what Christians believe about forgiveness. 2. Write a summary of the story explaining what happens and what it teaches Christians about forgiveness. 3. Write a paragraph about their own experiences of forgiveness.</p> <p><b>Deepen the Moment (Y5)</b> Can you remember a time when you have experienced forgiveness, how did it make you feel?</p> <p><b>Deepen the Moment (Y6)</b> What would Christianity be like without forgiveness. What difference would it have made to Jesus and his sacrifice on the cross?</p>
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<p>Lesson 4 – To explain why Christians believe in forgiveness.</p> <p>What does forgiveness mean?</p> <p>How can we forgive? How does forgiving make us feel?</p>	<p>L.O To explain why Christians believe in forgiveness</p>	<p>NC- What difference does it make?</p> <p>We will look at forgiveness and how important it is to Christians?</p> <p>What Christians believe about forgiveness and how they act. Discuss how the victim and the offender feel when there is and isn't forgiveness.</p>	<p>Christian Christianity          Forgive Forgiveness          Opinion Scenario</p>	<p><b>Year 5 GD:</b> To write a summary of the story of the Prodigal Son and focus on the moral of the story and what it teaches Christians about forgiveness. Include what Christians believe about forgiveness in more detail.</p> <p><b>Year 5 SEND:</b> Pupils, to be given questions from slide to answer, rather than writing the paragraph. Pupils could be given question cards to help with understanding of the story first.</p> <p><b>Year 6 GD:</b> Pupils to write 3 paragraphs showing detailed understanding of what forgiveness is, what it means to Christians and how the stories moral is a lesson for Christians.</p> <p><b>Year 6 SEND:</b> Pupils to write first two paragraphs. Pupils may use question cards to help them understand the story first.</p>	<ul style="list-style-type: none"> <li>• Everyone believes in forgiveness.</li> <li>• Forgiving is easy.</li> <li>• Somethings cannot be forgiven.</li> <li>• Forgiving is forgetting</li> </ul>	<p>Pupils discuss forgiveness and what it means to Christians, recap learning from last lesson. Pupils to discuss what the R4P told us about forgiveness. Pupils discuss their own experiences and how it feels for the victim and the offender, when there is and isn't forgiveness.</p> <p><b>Year 5 –</b> Pupils look at the 'forgiveness cards' would they be able to forgive? Pupils act out a scene for each scenario can they describe how they would forgive? What would they do?</p> <p>Take photo evidence for books.</p> <p><b>Year 6 –</b> Pupils look at the 'forgiveness cards' would they be able to forgive? For each of the cards write out a detailed answer of if they would be able to forgive and what they would do.</p> <p><b>Deepen the Moment (Y5)</b> What did Jesus mean by 'you must forgive 7 x 70 times'?</p> <p><b>Deepen the Moment (Y6)</b> What did Jesus mean by 'you must forgive 7 x 70 times'? Should you stop forgiving at 491?</p>
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<p>Lesson 5 – To explore the meaning of community to Muslims</p> <p>What is Ummah? Why is it important to Muslims? How do Muslims practice hajj and zakat?</p>	<p>L.O To explain the importance of ahimsa to Hindus.</p>	<p>NC- What difference does it make?</p> <p>We will look at community and Ummah and what that means to Muslims, discuss how Muslims practice zakat and hajj. Pupils will read interviews with Muslim teenagers and watch a video.</p>	<p>Community Islam Ummah Makkah Mecca Hajj Zakat Pillars of Islam Wealth Charity.</p>	<p><b>Year 5 GD:</b> Pupils will write questions to Bilal or Fizzah and then summarise their learning from the lesson using key words Ummah, zakat and hajj.</p> <p><b>Year 5 SEND:</b> Pupils will match the pillars of Islam with their meanings. Pupils will write 3 questions for Bilal or Fizzah with support.</p> <p><b>Year 6 GD:</b> Pupils will provide detailed explanations/ definitions of the words Ummah, zakat and hajj and write from the point of view of Bilal or Fizzah about Ummah.</p> <p><b>Year 6 SEND:</b> Pupils will match Ummah, zakat and hajj with their meanings and write 5 questions for Bilal or Fizzah.</p>	<ul style="list-style-type: none"> <li>• Muslims follow Muslimism and not Islam.</li> <li>• Not realising that Islam is the religion of Muslims.</li> <li>• Mixing up the terms Ummah, zakat and hajj</li> <li>• Thinking the 5 pillars or Islam are a monument you can visit.</li> </ul>	<p>Slides will give pupils an overview of Islam and the important principles of Ummah, zakat and hajj. Pupils will be read accounts from Muslim teenagers about their thoughts and feelings about Ummah. Pupils will watch video of the 5 pillars of Islam and what they mean to Muslims. Pupils to discuss community and wealth from aspects learnt of the Muslim community and our own community.</p> <p><b>Year 5-</b> Pupils to imagine they are meeting Bilal or Fizzah (R4P) in person, what would they like to ask them to gain understanding about Ummah and Islam. Write out 5 questions to ask them about their religion.</p> <p><b>Year 6</b> – Pupils to 1. Summarise their learning. Write a definition for the terms Ummah, zakat and hajj. 2. Imagine they are meeting Bilal or Fizzah (R4P) in person, what would they like to ask them to gain understanding about Ummah and Islam. Write out 5 questions to ask them about their religion. 3. Pupils to choose either Bilal or Fizzah, read their interview again and write a short paragraph about what Ummah means to them.</p> <p><b>Deepen the Moment (Y5)</b> Christians and Muslims have similar beliefs - discuss.</p> <p><b>Deepen the Moment (Y6)</b> If Ummah is important to Muslims, how is community important to Christians?</p>
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<p>Lesson 6 – To make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</p>	<p>L.O To make connections between belief in ahimsa, grace and Ummah.</p>	<p>NC- What difference does it make?</p> <p>We will recap ahimsa, Ummah and forgiveness and their meaning to Hindus, Muslims and Christians. Pupils will discuss their own feelings and opinions. Pupils will write a speech to present at a debate about which practice to adopt..</p>	<p>God's Grace          Forgiveness          Ahimsa          Harmlessness          Ummah          Community          Hindu          Hinduism          Islam          Muslims          Christianity          Christian</p>	<p><b>Year 5 GD:</b> Pupils to summarise the arguments both for and against before the vote.</p> <p><b>Year 5 SEND:</b> Pupils to write down simple opinions either for or against the proposed practice.</p> <p><b>Year 6 GD:</b> Pupils to write questions to ask the opposing sides during debate.</p> <p><b>Year 6 SEND:</b> Pupils to write down simple opinions for their chosen practice.</p>	<ul style="list-style-type: none"> <li>• Ahimsa can only be followed by Hindus.</li> <li>• Ummah can only be followed by Muslims.</li> <li>• Forgiveness can only be followed by Christians.</li> <li>• Other beliefs are wrong.</li> <li>• We can only see the good in our own religion.</li> </ul>	<p>Slides will recap previous learning about ahimsa, Ummah and forgiveness. Pupils will discuss what they have learnt and their feelings towards it.</p> <p><b>Year 5-</b> As a class choose one of the following, ahimsa, Ummah and forgiveness. Divide the class in half - half for the practice and half against the practice. Pupils to write a short speech either for or against the practice. Pupils to hold a debate - with arguments for and against adopting the practice, with a whole class vote.</p> <p><b>Year 6 –</b> Divide the class into 3 groups - ahimsa, Ummah and forgiveness. Pupils in each group to write a speech about why their practice should be adopted by Year 6. Pupils can also write questions to ask the opposing parties. Pupils to hold a debate - with arguments for adopting the practice, with a whole class vote of which practice to adopt.</p> <p><b>Deepen the Moment (Y5)</b> Which of the following do you think is easiest to follow - ahimsa, Ummah and forgiveness. Why?</p> <p><b>Deepen the Moment (Y6)</b> Which of the following do you think is easiest to follow - ahimsa, Ummah and forgiveness? Why?</p> <p>Which of the following do you think is hardest to follow - ahimsa, Ummah and forgiveness? Why?</p>
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<p>Lesson 7 – End of Block assessment.</p>	<p>L.O To complete end of block assessment – What does it mean to believe in?</p>	<p>NC- What difference does it make?</p> <p>Pupils to recap learning from topic, complete a mind map of what they can remember, then compare with partner.</p> <p>Pupils complete assessment answering 10 questions on VIPs from term.</p>	<p>God's Grace          Forgiveness          Ahimsa          Harmlessness          Ummah          Community          Hindu          Hinduism          Islam          Muslims          Christianity          Christian          Zakat          Hajj</p>	<p>All pupils to complete same end of unit assessment, which can be used as an informal assessment tool for topic.</p>	<ul style="list-style-type: none"> <li>• Ahimsa can only be followed by Hindus.</li> <li>• Ummah can only be followed by Muslims.</li> <li>• Forgiveness can only be followed by Christians.</li> <li>• Other beliefs are wrong.</li> <li>• We can only see the good in our own religion.</li> </ul>	<p>Pupils to recap learning from topic, complete a mind map of what they can remember, then compare with partner.</p> <p>Pupils complete assessment answering 10 questions on VIPs from term.</p> <p>Answers to be shared with pupils, pupils and teachers will have an assessment measure for this topic.</p> <p><b>Deepen the Moment (Y5)</b> Write your own questions which could be used to test the learning other class members?</p> <p><b>Deepen the Moment (Y6)</b> Write your own questions which could be used to test the learning other class members?</p>
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Context (big picture learning):

The aim of this topic is to develop pupils understanding of three religions, Christianity, Islam and Hinduism and look at important elements of the religions. To focus on what it means to practice that religion and what difference it makes to them. We will also encourage pupils to see the positive aspects of grace, community and harmlessness and how those concepts impact everyone. Although not a religious text, Mortal Engines does raise questions about life and death, good and evil, choice and consequence which can be explored through the RE topic looking at harmlessness, grace and community.

Folder name and link to resources: **Trust Shared > Primaries > Departments > KS2 > Year 5 & 6 Curriculum Planning > Cycle B > Summer – Mortal Engines > RE**

### Intent

To learn about key practices of Hinduism, Islam and Christianity. To discover what it means to believe in those principles and draw comparisons from them.

### VIPs

- Christians worship in a church, Hindus in a mandir and Muslims in a mosque.
- Praying is important in different religions but it can be performed differently.
- Christians have the Bible and Muslims have the Qur'an.
- Gods are worshipped in all three religions.
- Symbolism is present in places of worship.
- Ahimsa is practicing harmlessness.
- Karma is believing all actions good or bad have a consequence.
- Reincarnation is the belief that the soul/spirit lives on after death and moves onto another live within another living thing.
- Hindus believe in the principles of Ahimsa, Karma and Reincarnation.
- Gandhi was a famous Hindu, and followed Hindu practices in his daily life.
- Forgiveness is a conscious act of letting go of resentful feelings towards someone for something they have done.
- Forgiveness is important to Christians.
- They believe God will forgive all their sins.
- Ummah is the worldwide community of Muslims.
- Muslims express being part of Ummah through zakat and making a pilgrimage to Makkah.
- Muslims follow the 5 pillars of Islam.
- Ummah is the worldwide community of Muslims.
- Ahimsa is harmlessness practiced by Hindus.
- God's grace is the belief that he offers forgiveness no matter what.



What does it matter to believe in....?

### Fat Questions

- How should we care for others and the world, why does this matter?
- What difference does it make to believe in Christianity?
- What difference does it make to believe in Hinduism?
- What difference does it make to believe in Islam?
- Why doesn't everyone believe in being harmless?
- What difference would it make if Christians didn't believe in forgiveness?
- How would Jesus' sacrifice on the Cross be different if Christians didn't believe in forgiveness?.

### Key Vocabulary

**Ahimsa** – harmlessness

**Ummah**– belonging to a worldwide Muslim community.

**God's Grace** – the belief that God will forgive all sins.

**Hajj** – pilgrimage to Makkah/Mecca.

**Zakat** – donations to charity.

**Karma** – believing all actions good or bad have a consequence.

**Reincarnation** – the belief that the soul/spirit lives on after death and moves onto another live within another living thing.

**Dharma** – the belief in right and wrong choices.

**Forgiveness** – to let go of anger towards somebody.

**Parable** – a story in the Bible with a moral message.