**School name: FOUNDATION PLANNING YEAR A**

**BRONZE**

**Theme: Encountering Religions Year: 5 and 6 Term: Summer 2**

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| **ART** | **D&T** | **Geography** | **History** | **ICT** | **MFL** | **MUSIC** | **PE & SPORT** | **PSHE/SMSC** | **RE**  **X** | **SCIENCE** |

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| **Key Question** | What do we mean by religion? What makes a religion a religion? | | | |
| **Lesson** | **Learning Objective and Success Criteria** | **Learning Tasks & Activities** | **Resources/ICT** | **Links to the Arts** |
| **1** | **L.O. to define what a religion is**  Success Criteria:   1. I must define the word ‘religion’ 2. I should know the main elements of a religion 3. I could give an example of elements of a religion | **Note: this is a philosophical unit, the children should be encouraged to ask ‘why’ and ‘what if’ at every opportunity. There are no right or wrong answers, a lot of the learning will come through conversation, questioning and debate. Teachers should challenge and extend the children’s learning by posing in-depth and tricky questions during discussion times**  Define: religion  In groups, use the information below to create a definition of religion. What does it need to include? What must, should or could it have? Children make notes in their books them create a class definition to display throughout the topic.  <https://study.com/academy/lesson/religion-lesson-for-kids-definition-facts.html#:~:text=Religion%20is%20very%20difficult%20to,telling%20the%20truth%2C%20or%20praying>.  <https://kids.britannica.com/kids/article/religion/399908>  <https://kids.kiddle.co/Religion>  Extension texts:  <https://www.facinghistory.org/holocaust-and-human-behavior/chapter-1/religion-and-identity>  <https://www.coe.int/en/web/compass/religion-and-belief#:~:text=Religion%20is%20a%20collection%20of,of%20life%20or%20the%20universe>. | Chromebooks or laptops  Books for notes |  |
| **2** | **L.O. Does a religion have to follow or believe in a God/Gods?**  Success Criteria:   1. I must identify some of the religious Gods/Goddesses 2. I should explain how religions differ in their beliefs 3. I could explain how this may change one religion to another | **Input**:  Recap last lesson, what is a religion.  What do we already know about Gods/Goddesses in religion?  **Task:**  Allow the children to have access to the chromebooks – children research religions with, and religions without a God. Encourage them to use the website <http://www.primaryhomeworkhelp.co.uk/Religion.html> as it is very child friendly. Additionally, encourage the children to stick to the 6 main religions: Christianity, Judaism, Sikhism, Islam, Hinduism and Buddhism  Children create a mindmap of all the different religions and their gods/goddesses, if they have any.  **Plenary**:  Children share their findings  Is a religion less of a religion if they do/don’t have a god?  Can you be religious without believing in a god?  What if someone can’t see their god, can they still believe in it? Can they still be considered religious? |  |  |
| **3** | **L.O. Do all religions have to have religious symbols?**  Success Criteria:   1. I must name some of the religious symbols 2. I should explain what these symbols stand for 3. I could explain why symbolism is important within religion | **Input**:  Give the children 2 minutes in groups to name as many of the symbols in one of these quizzes <https://www.jetpunk.com/tags/logo>  How did we know what they were? How did we recognise them? Discuss.  Explain that we recognise them because they are symbols. If the brand/sport is something we appreciate then we would recognise it.  Is this the same with religion? Do religions have symbols? Why? Why not? Is it important?  **Task:**  Create religion stations around the room or hall, the children have 5 minutes at each statin to explore the different symbols and their meanings.  Encourage the children to take notes or create mind-maps as they move around.  Note: the information is written for year 3/4 to ensure it is simple enough to understand, extensions and challenges can be put in place through further research on the chromebooks or questioning/debate.  **Plenary**:  Discuss our findings. Why do religions have symbols? Why is symbolism important? Do we know of any religions without symbols or symbolism? | <https://www.twinkl.co.uk/resource/t2-r-047-religious-symbols-and-beliefs-powerpoint>  Islam symbols:  <https://www.twinkl.co.uk/resource/tp2-r-039-planit-re-year-3-islam-lesson-6-symbols-and-meanings-lesson-pack>  Christian symbols:  <https://www.twinkl.co.uk/resource/t-re-050-christian-signs-and-symbols-lesson-teaching-pack>  Buddhist symbols:  <https://www.twinkl.co.uk/resource/tp2-r-019-planit-re-year-4-buddhism-lesson-6-symbols-and-meanings-lesson-pack>  Hindu symbols:  <https://www.twinkl.co.uk/resource/tp2-r-028-planit-re-year-3-hinduism-lesson-6-symbols-and-meanings-lesson-pack>  Sikh symbols:  <https://www.twinkl.co.uk/resource/tp2-r-063-planit-re-year-3-sikhism-lesson-6-symbols-and-meanings-lesson-pack>  Jewish symbols:  <https://www.twinkl.co.uk/resource/tp2-r-006-planit-re-year-3-judaism-lesson-6-symbols-and-meanings-lesson-pack> |  |
| **4** | **L.O. Do all religions worship in the same way?**  Success Criteria:   1. I must list ways that religions worship 2. I should explain how these are similar or different 3. I could explain why I think the different religions worship in different ways | **Input**:  What do we mean by worship? Do you worship anything?  Discuss worship within religion; what do we mean by that?  **Task:**  In pairs or small groups, use a chromebook to access the information within the links.  Children create an information leaflet discussing the different ways religions worship.  Note: the information is written for GCSE students, however it is simple enough to read. Allow the children to work in mixed ability groups or pairs to ensure full understanding.  **Plenary**:  Children prepare a quick 2 minute presentation explaining the similarities and differences within worship then present these to the class. | Christianity:  <https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/1>  Islam:  <https://www.bbc.co.uk/bitesize/guides/zhnhsrd/revision/1>  Buddhism:  <https://www.bbc.co.uk/bitesize/guides/zmd9dxs/revision/1>  Sikhism:  <https://www.bbc.co.uk/bitesize/guides/zm848mn/revision/1>  Judaism:  <https://www.bbc.co.uk/bitesize/guides/zv626yc/revision/1>  Hinduism:  <https://www.bbc.co.uk/bitesize/guides/zvrsv9q/revision/1> |  |
| **5** | **L.O. Do festivals make a religion?**  Success Criteria:   1. I must name some religious festivals 2. I should explain why they are important to that religion 3. I could discuss whether you have to be religious to celebrate a festival and vice versa | **Input**:  Children list all the different festivals they can think of (both religious and non-religious  What is a festival? What is a religious festival? Have we ever experienced any religious festivals?  As a class explore the religious festivals in the link. Discuss their meanings and symbolism.  **Task:**  <https://www.twinkl.co.uk/resource/t-m-638-festivals-and-celebrations-display-posters>  (print these as cards instead of posters)  Chidlren sort the festival cards into religious and non-religious and discuss each.  For each religious festival/celebration question:  Do you have to be religious to celebrate this festival?  Do you have to follow the religion the festival links to in order to take part in the celebration?  Give Christmas as an example, does celebrating Christmas make you a Christian? Do you have to be a Christian to celebrate Christmas?  **Plenary**:  As a class discuss findings – have a class debate – teacher to pose thought-provoking questions | <https://www.bbc.co.uk/programmes/articles/35SQnrZpHHQpYhv2FFtHtbK/festivals-of-world-religions> |  |
| **6** | **L.O. To justify my answers**  Success Criteria:   1. I must 2. I should 3. I could | **Input**:  Recap all prior learning and key question  **Task:**  In pairs or small groups, children create a presentation to give to the class answering the key question. Encourage them to use evidence rom their learning to support their ideas. A powerpoint/set of google slides could extend the activity  **Plenary**:  Children give their presentations to the class |  |  |