



RE s Year 6 s Medium Term Plan  
Autumn 2, Unit 1: What matters most?

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: What Matters Most to Me?	To be able to recognise our own morals, values, and choices and respect those of others.	<p>I understand that I have my own choices to make and I am beginning to understand the concept of morals.</p> <p>I can discuss and give opinions on morals, values and life choices, including my own.</p> <p>I can express my own values, morals and life choices while respecting those of others</p>	Express their own values while respecting the values of others	Choices, morals, values.	Twinkl lesson pack Pens Pencils
Two: What Matters Most to Hindus?	To understand the importance of making good choices.	<p>I know the difference between positive and negative Karma.</p> <p>I can explain the difference between positive and negative Karma.</p> <p>I can explain why acting with positive Karma is important for Hindus.</p>	Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences.	Hinduism, Dharma, Karma, Samsara, Moksha, moral, virtue, reincarnation.	Twinkl Lesson Pack Scissors Pens and pencils Glue
Three:	To understand what is important	I know some Humanist values.	Explain practices and lifestyles associated with belonging to a non-religious community.	Humanism, Humanists, science, values	Twinkl Lesson Pack

What Matters Most to Humanists?	to a Humanist's way of life	<p>I understand the values that are important to Humanists.</p> <p>I can explain why the values of Humanism are important to Humanists.</p>			Coloured pens or pencils
Four: What Matters Most to Christians?	To understand how belief in the teachings of Jesus shapes a Christian's life and role in society by exploring Christian values and what they might look like in action	I know some Christian values and I can explain how Christian values help a Christian live a good life and have a positive effect on their role in their community.	Explain how religious beliefs can shape the lives of individuals and contribute to society.	<p>Christian Values, Good Samaritan, Crucifixion, peace, love, worship, faith, honesty, forgiveness, friendship, generosity, respect, courage, hope, service, compassion, faith, trust, joy, perseverance</p>	Twinkl Lesson Pack Pens or pencils
Five: What Matters Most to Jewish People?	To compare the different ways of worship within the Jewish faith.	<p>I can identify some of the different ways that Jewish people worship.</p> <p>I can say which worship traditions belong to Orthodox or Reform Judaism.</p> <p>I can explain why Orthodox and Reform</p>	Compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles.	<p>Judaism, Orthodox Judaism, Reform Judaism, Shabbat, rabbi, Hebrew, Synagogue.</p>	Twinkl Lesson Pack Pens or pencils

		Jewish people worship in different ways.			
Six: What Does Matter Most?	To know that people from different faiths and worldviews have the same and different values.	<p>I can say what values matter most to people from different faiths and worldviews.</p> <p>I can say why some values might matter most to people from different faiths and worldviews.</p> <p>I can explain using religious facts why certain values might matter most to people from different faiths and worldviews</p>	Explain why individuals and communities may have similar and differing values	Hinduism, Humanism, Christianity, Judaism, Islam, values, morals, choices	Twinkl Lesson Pack Pens or pencils
Seven: Additional lesson - What Matters Most to Muslims?	To understand why the First of the Five Pillars of Islam is especially important to Muslims.	<p>I can order the Five Pillars of Islam and say which is the most important.</p> <p>I can explain why the first Pillar is the most important to Muslims.</p> <p>I can give examples to show why the first Pillar of Islam is most important to Muslims.</p>	Explain practices and lifestyles associated with belonging to a faith	Islam, Muslim, Pillars of Islam, Shahada, Salah, Zakat, Sawm, Hajj.	Twinkl Lesson Pack Pens or pencils
<p>Assessment:</p> <p><u>Working Towards the Expected Level:</u> q/ I understand that I have my own choices to make and I am beginning to understand the concept of morals. q/ I know the difference between positive and negative Karma. q/ I know some Humanist values. q/ I know some of the Christian values that Jesus taught. q/ I can identify some of the different ways that Jewish people worship. q/ I can say what values matter most to people from different faiths and worldviews. q/ I can order the Five Pillars of Islam and say which is the most important.</p>					

Working At the Expected Level: q/l can discuss and give opinions on morals, values and life choices, including my own. q/l can explain the difference between positive and negative Karma. q/l understand the values that are important to Humanists. q/l can explain why the Christian values that Jesus taught are important to Christians. q/l can say which worship traditions belong to Orthodox or Reform Judaism. q/l can say why some values might matter most to people from different faiths and worldviews. q/l can explain why the first pillar is the most important to Muslims.

Working At Greater Depth: q/l can express my own values, morals and life choices while respecting those of others. q/l can explain why acting with positive Karma is important for Hindus. q/l can explain why the values of Humanism are important to Humanists. q/l can explain how Christian values help a Christian live a good life and have a positive effect on their role in their community. q/l can explain why Orthodox and Reform Jewish people worship in different ways. q/l can explain using religious facts why certain values might matter most to people from different faiths and worldviews. q/l can give examples to explain why the first Pillar of Islam is most important to Muslims.



RE s Year 6 s Medium Term Plan  
Spring 2, Unit 2: Humanism



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
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One: Worldviews	I can explore what a worldview is	I can discuss the influences that make up my worldview.  I can explain which factors influence my views.	Explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers. Explain why individuals and communities may have similar and differing values.	worldview, beliefs, science, religious, non-religious	Twinkl lesson pack Whiteboards Scissors Glue sticks A4 paper
Two: Influential Thinkers	To identify the key ideas of influential humanist thinkers.	I can recognise the names of people who have influenced humanism.  I can decide whether statements about humanism are true or false.	Explain practices and lifestyles associated with belonging to a nonreligious community. Compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles.  Explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers.	Worldview, humanism, humanist, atheism, atheist, secular, agnostic.	Twinkl lesson pack Highlighters
Three: Humanist Thinkers	To explore the ideas of humanist thinkers.	I can identify the key ideas of humanist thinkers.  I can explore similarities in the ideas of humanist thinkers.	Explain practices and lifestyles associated with belonging to a nonreligious community.	humanism, humanist, atheist, non-religious worldview, thinker, science, logic.	Twinkl lesson pack Highlighters
Four: Main Beliefs	I can create a poster explaining humanist beliefs to others	I can summarise the main humanist beliefs.  I can represent humanist beliefs using text and images.		Humanism, humanist, beliefs, rationality, reason, ethics.	Twinkl lesson pack Colouring pens/pencils

<p>Five:</p> <p>Symbols and Meanings</p>	<p>I can create a symbol representing a value.</p>	<p>I can discuss the importance of values and their links to the ideas of humanist thinkers.</p> <p>I can explain what the Happy Human symbol represents.</p>		<p>Humanism, humanist, Happy Human, symbol, meaning.</p>	<p>Twinkl lesson pack A4 sheets of paper Felt tips/crayons/colouring pencils Plain A4 paper</p>
<p>Six:</p> <p>Living a Good Life</p>	<p>I can consider scenarios and decide how humanists might respond.</p>	<p>I can explore the key teaching of humanism.</p> <p>I can discuss what humanists mean by 'a good life'.</p>		<p>Humanism, humanist, Happy Human, dilemma.</p>	<p>Twinkl lesson pack Whiteboards Whiteboard pens</p>
<p>Assessment:</p> <p><u>...all children should be able to:</u> q explain the difference between atheism and humanism; q know and be able to name at least two of the humanist beliefs; q recognise the Happy Human symbol and associate it with humanists.</p> <p><u>...some children will be able to:</u> q name and describe the ideas of key influential and humanist thinkers; q understand the key similarities and differences between humanist thinkers.</p> <p><u>...most children will be able to:</u> q explain the difference between a religious and nonreligious worldview; q name at least two influential and two humanist thinkers; q identify the key humanist ideas; q explain what the Happy Human symbol represents.</p>					



*RE s Year 6 s Medium Term Plan  
Summer 1, Unit 3: Justice and Freedom*



<i>Lesson</i>	<i>Learning Objective</i>	<i>Success Criteria</i>	<i>National Curriculum Links</i>	<i>Vocabulary</i>	<i>Resources</i>
<i>One: What Is Freedom?</i>	<i>I can examine the concept of freedom.</i>	<i>can explain what freedom means to me.  I can compare ideas about freedom from different religious world views.</i>	<i>Explain why individuals and communities may have similar and differing values</i>	<i>Freedom, meaning, idea, definitions, religious, religions.</i>	<i>Twinkl lesson pack</i>

Two: What Is Justice? Exploring Stories 1	I can examine the concept of justice.	I can understand that there are different concepts of justice. I can identify the concept of justice by reading a range of stories		Justice, meaning, idea, definitions, religious, religions, Christianity, Buddhism, fairness, reasonable, concept	Twinkl lesson pack
Three: What Is Justice? Exploring Stories 2	I can compare concepts of justice.	I can understand that there are different concepts of justice.  I can identify the concept of justice by reading a range of stories.	Explain why individuals and communities may have similar and differing values.	Justice, meaning, idea, definitions, religious, religions, Judeo-Christian, fairness, reasonable, concept, Sikhi, Islam, Hinduism, Rama.	Twinkl lesson pack
Four: Human Rights	I can identify human rights related to justice and freedom.	I can understand why the Universal Declaration of Human Rights was written.  I can compare and contrast the human rights of adults and children.		Justice, freedom, human rights, UN Declaration of Human Rights, United Nations, UN Charter of the Rights of Children.	Twinkl lesson pack
Five: Non-Violent Protest Movement	I can describe the influence of religious beliefs on the non-violent protest movement.	I can explain the idea of non-violence.  I can explain how religious and non-religious		Justice, freedom, non-violent protest, Gandhi, Ahimsa, Martin Luther King,	Twinkl lesson pack



		<p>views have influenced the non-violent protest movement.</p> <p>I can explain the extent to which religious beliefs have impacted on key individuals in the non-violent protest movement.</p>		Nelson Mandela, John Hume	
<p>Six:</p> <p>Which Is More Important: Freedom or Justice?</p>	<p>I can examine the concepts of freedom and justice and how they might conflict.</p>	<p>I can identify scenarios where justice and freedom might conflict.</p> <p>I can form an opinion on a key question in RE and support my ideas using examples</p>		<p>Justice, freedom, conflict, examples, debate, support, point of view, counter point.</p>	<p>Twinkl lesson pack A3 paper or sugar paper</p>
<p>Assessment:</p> <p><u>...all children should be able to:</u> q understand that freedom and justice have more than one definition; q explain how beliefs about freedom and justice have influenced the actions of important figures in history and today.</p> <p><u>...most children will be able to:</u> q explain the different religious concepts of freedom and justice, and give examples; q state the role of religious beliefs and how they have influenced the human rights and nonviolent protest movements; q examine and explain why concepts of freedom and justice can conflict.</p> <p><u>...some children will be able to:</u> q understand the concept of freedom and justice in a wider sense, giving their own examples of what they do and do not mean; q use the knowledge they have gained in this unit to examine whether concepts of freedom and justice can be conflictual.</p>					