ABOUT THIS UNIT:

This unit builds on the Myself unit at Key Stage 1; revisiting (at an older age group) some of the key features of religion (special people, places, stories, rules and values). The unit has a particular focus on key values in religion and develops children's own ideas of what really matters to them in terms of values, relationships and emotions. It is the only unit in KS2 which takes a more systematic view of religion. The main assessment activity needs to be shared at the onset of the unit as it enables children to take responsibility for the aspect of learning they are studying. It is also the only unit which covers all six strands of learning. It is recommended that the class covers Christianity and/or, either Buddhism or Sikhism (as Hinduism, Judaism and Islam all feature prominently in other units). It is also possible to study Humanism in this unit.

Estimated time for this unit:
One term.

Focused Religions:
Christianity, Buddhism, Sikhism

Where this unit fits in:
This is the final unit in Year 5. It builds on the previous units on beliefs and action and forms of expression and looks specifically at similarities and differences within and between religions and presents a fuller picture of the different strands of religion

KEY LEARNING OUTCOMES (from the programmes of study)
1a describe the key aspects of religions, especially the people, stories and traditions which influence beliefs and values.
1c identify and begin to describe the similarities and differences within and between religions
1d investigate the significance of religion in the local, national and global communities
2d reflect on ideas of right and wrong and their own and others' responses to them
2e reflect on sources of inspiration in their own and others' lives

KEY STRANDS ADDRESSED BY THIS UNIT
AT1 Beliefs, Teachings and Sources / Practices and Ways of Life / Forms of Expression
AT2 Identity and Belonging / Questions of Meaning / Values and Commitments

LINKS TO THE EVERY CHILD MATTERS AGENDA
Enjoyment and Achievement - lively and challenging learning activities

CONTRIBUTIONS TO PUPILS SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Spiritual
- discussing and reflecting upon key questions of meaning
- developing their own ideas of religious and spiritual issues

Moral
- exploring influences of moral choices of family, friends and the media
- promoting pupils own ideas
- considering what is of ultimate value to themselves and others.

Social
- considering how religions and other beliefs lead to particular actions and concerns

Cultural
- promoting cultural understanding from a religious perspective, recognising diversity of viewpoint

KEY SKILLS
Reflection, Communication, Evaluation, Investigation

KEY ATTITUDES
Respect, Self-awareness, Sensitivity
### Prior learning

It is helpful if children will have:

- Considered their own values and key beliefs
- Reflected on who and what is important to them
- Considered how beliefs are linked to actions and values.

### Vocabulary

In this unit, children will have an opportunity to use words and phrases related to:

- Identity and belonging
- Values
- Spiritual
- Beliefs, Teachings and Sources
- Practices
- Key Questions

### Resources

- Appropriate DVDs and music
- RE Today Primary RE Series
- ‘Exploring Religion Around me’
- Artefacts from Christianity, Buddhism and Sikhism

### EXPECTATIONS at the end of this unit:

**Nearly all can:** (at level 3)

- describe some key features of Christianity and Buddhism
- recognise similarities and differences in Christianity and Buddhism
- make links between beliefs and stories
- begin to identify the impact religion has on believers’ lives
- identify what influences them
- make links between values and commitments and their own attitudes and behaviour

**Pupil friendly version:** I can ...... (at Level 3)

- describe what a believer might learn from a religious story
- describe some of the things that are the same and different for religious people
- compare some of the things that influence me with those that influence other people

**Many can:** (at level 4)

- describe some similarities both with and between religions
- describe effect religion has on peoples’ lives
- apply their ideas to their own and other peoples’ lives
- describe what inspires and influences themselves and others.

**Pupil friendly version:** I can .......... (at Level 4)

- make links between the beliefs and teachings of Buddhism and Christianity
- compare different practices in terms of belonging to different religious groups
- ask questions about the moral choices I and other people make, referring to religious beliefs and values

**Some pupils will have progressed further and can:** (at level 5)

- describe why people belong to religions
- understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this
- explain what inspires and influences them, expressing their own and others’ views on the challenges of belonging to a religion.

**Pupil friendly version:** I can ......(at Level 5)

- describe why people belong to religions and how this makes a difference to their lives
- explain how religious sources can be used to provide answers to important questions.
- ask questions about thing which are important to me and to other people and suggest answers which relate to my own and others lives
<table>
<thead>
<tr>
<th>Key questions</th>
<th>LEARNING OBJECTIVES</th>
<th>Teaching and Learning Activities</th>
<th>Assessment Opportunities</th>
<th>Links / points to note</th>
</tr>
</thead>
<tbody>
<tr>
<td>What matters to me?</td>
<td>Pupils should learn:</td>
<td>Children to prepare prior to lesson, e.g. homework...Children to make a collage of what makes me me? Children to take photos, draw pictures, etc. Including: Family, Special music, Sports, Books, Inspiration people Etc.</td>
<td></td>
<td>Reference Sir Peter Blake art of Stanley Road by Paul Weller – Showing things that were important to him</td>
</tr>
<tr>
<td>What makes me me?</td>
<td></td>
<td>What charities matter to you and why? Do children give to charities? Do schools give? Why do these charities matter? Write to charities to show support. What charitable acts could children do? See activities on RE:Quest linked to Gary Taverner</td>
<td></td>
<td>See ‘Making a difference’ Powerpoint on RE:Quest on Key teachings of Jesus DVD show AFTER good Samaritan part – clip of Gary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contact Local charities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does it mean to me to be a Christian?</td>
<td>to consider how different aspects of religion link together</td>
<td>Children to watch RE:Quest Powerpoint – ‘What’s it like to be a Christian? (Introduction) Children to explain which person had the most impact on them and which person’s ideas did you like the best? Children to then design a poster based upon that one person’s opinion.</td>
<td></td>
<td>RE:Quest DVD should be available to all C of E schools</td>
</tr>
<tr>
<td>What values are important for Christians?</td>
<td>to consider similarities and differences within and between religions</td>
<td>Brainstorm what values matter to Christians and how they determine how they live their lives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>develop their own ideas on the impact of religion in the world today</td>
<td>Courage, Creativity, Peace, Trust, Forgiveness, Justice, Thankfulness, compassion, friendship, hope, truthfulness, humility. Children to discover and</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
investigate what each values means and present this to class in the form of a drama or talk.

<table>
<thead>
<tr>
<th>Follow lesson plans from Festival Matters-Y5Pentecost</th>
</tr>
</thead>
<tbody>
<tr>
<td>What matters to... A Buddhist A Hindu A Jew A Baha’i A Sikh?</td>
</tr>
<tr>
<td>See REToday 'Exploring Religion Around Me pages 22 to 33. Select appropriate activities.</td>
</tr>
<tr>
<td>REToday Services – School could subscribe to this to receive issues of magazine</td>
</tr>
<tr>
<td>Key questions</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### FORMATIVE GRID

**It Matters to me, It Matters to Others!**

<table>
<thead>
<tr>
<th>A possession I value is</th>
<th>I think the most important values include</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My main aim in life is to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If I ruled the world I would</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A Buddhist would value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I think Christians value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

---

**It Matters to me, It Matters to Others!**

1. **A possession I value is**
   - __________
   - because __________
   - __________

2. **My main aim in life is to**
   - __________
   - __________
   - __________

3. **If I ruled the world I would**
   - __________
   - __________
   - __________

4. **I think the most important values include**
   - __________
   - __________
   - __________

5. **I think Christians value**
   - __________
   - __________

6. **A Buddhist would value**
   - __________
   - __________
   - __________
It Matters to me, It Matters to Others

In the religion I have studied the important beliefs are

……………………
……………………
……………………

What I will remember most from this unit is

……………………
……………………
……………………

My own views on the religion I have studied are

……………………
……………………
……………………

People show they belong to the religion I have studied by

……………………
……………………
……………………

I would say the most important values in the religion I have studied are

……………………
……………………
……………………

I think the most challenging part in following the religion I have studied is

……………………
……………………
……………………

I think the religion I have studied would say the following about God

……………………
……………………
……………………

What I will remember most from this unit is

……………………
……………………
……………………
APPENDIX 1

PEER ASSESSMENT

It matters to me, it matters to others!

During this unit you have been working in groups on the question

‘What does it mean to be ..........?’

In pairs you will have contributed ideas and information from one of the following six areas:

**AT1**
- Beliefs, Teaching and Sources
- Practices and Ways of Life
- Forms of Expression

**AT2**
- Identity and Belonging
- Questions of meaning, purpose and Truth
- Values and Commitments

You will have focused on one of the following religions: Buddhism, Christianity, Sikhism

It is now time to decide how much you think your classmates have learnt! Each group will present their work to you and you will decide what two grades you award them. The grades are as follows:-

**PART A** Learning about the Religion

**Grade 1** You learnt a great deal about the religion that you did not know. The group really worked hard together and carefully explained the main aspects of the religion. The group showed how different parts of the religion fit together.

**Grade 2** You learnt a fair amount about the religion and the group worked OK together. The group could explain some of the different aspects of the religion and showed some links between different parts of the religion.

**Grade 3** You did not learn very much about the religion and the group seemed unsure about how they were working together. The group found it hard to explain the different aspects of the religion and could not show how it fitted together.

**PART B** The quality of the presentation

**Grade 1** This was a really lively and interesting presentation which involved lots of different activities and all the group taking part and being clear about what they were presenting.

**Grade 2** This was an interesting presentation with some different activities and most of the group taking an active part. Overall the group seemed to be clear about what they were presenting.
Grade 3  The presentation was not very clear and did not have much variety. Not all the group members took an active part and the group did not appear to know much about the religion they have studied.

Time to Reflect

Think carefully about why you have given the grades you have.

Are they fair?

Challenge!

Someone in another group does not agree with the grades you have given!

How will you show you believe your grades are fair and right?