






	Autumn Term-The Great Yorkshire Show		Spring Term-A Wonderful World		Summer Term-Back to the Future	
Topic and Link to York RE Syllabus	What do religions say to us when life gets hard? (<i>Christianity, Hinduism and non-religious e.g. Humanism</i>)		What can be done to reduce racism? Can religion help? (<i>Christianity, Islam and non-religious e.g. Humanism</i>)		What would Jesus do (can we live by the values of Jesus in 21st century?) (<i>Christianity</i>)	
Sticky Knowledge	<p>Humanists believe that human beings shape their own lives and have the responsibility of shaping their own lives in a way that is good.</p> <p>Christians and Hindus believe that if you repent and try to change your life and do good things, God will forgive you and wash away all of your sins.</p> <p>Reading stories about other people in the past who believed in God, and exploring how God was with them through difficult and unexpected situations, helps Christians to trust God and to know how He wants them to live.</p>		<p>Be able to give a definition of what racism is.</p> <p>Describe 3 or more examples of religious responses to racism, saying what they think is unjust in each case</p> <p>Consider and explain some examples of racism, connecting these to religious beliefs, texts and values</p> <p>Discuss and explain some links between examples of religious and other texts, values and behaviour that are relevant to reducing racism</p> <p>Explain, rank and express thoughtful views about three or more ways in which prejudice and racism can be reduced, connecting their own ideas to religious teachings</p> <p>Express reasoned, deep and varied ideas, related accurately to religious teaching, about the reduction of racism and prejudice</p>		<p>Talk about Jesus's beliefs and values</p> <p>Know what a parable is and talk about why they are important in Christianity</p> <p>Know who Mother Theresa was and her achievements</p> <p>Know how Jesus's values can be found in modern society and in other religions</p>	
Vocabulary	Dilemma Guidance Humanist Judgement Repent Death Afterlife Karma Reincarnation	Discuss Evaluate Express Enquire Interpret	Fairness Prejudice Racism Ethnicity Justice Hate speech White privilege Tolerance Sensitivity Respect Acceptance Prejudice	Discuss Evaluate Express Enquire Interpret	Christianity Jesus Values Parable Mother Theresa Mission Love Forgiveness Greed Selfish Justice Fairness	Discuss Evaluate Express Enquire Interpret
Suggested Tasks	Ask pupils to fold a piece of A4 paper in half, landscape. Ask them to then draw a portrait of themselves on one side and write their characteristics and personality traits down the other side. Ensure that pupils suggest		Study carefully the scripture teachings given in the handout which express views from different faiths about prejudice and discrimination. Talk about why it is that religions speak words of peace + equality, but are still sometimes racist in practice.		Create a mission statement sharing Jesus' values Visit scenarios where forgiveness is needed-debate and discuss how easy forgiveness is	



	<p>characteristics and not physical descriptions. Give pupils the opportunity to represent visually the soul or spirit. Use your own portrait and description to illustrate the concept of spirit or soul by showing that at the point of death, everyone believes the body is finished with. Show this by tearing down the middle and throwing it away. Retain the characteristics/personality and explain that this represents what is known by many people as a person's spirit or soul. Religions try to answer the question what happens to the soul or spirit when we die.</p> <p>Use the image of a set of weighing scales to introduce and explain the concept of 'judgement', with good deeds weighed on one side and 'bad' deeds on the other. Discuss with pupils what the word 'judgement' means.</p> <p>Ask the pupils to make a ticket for a Christian and a Muslim for heaven or paradise. On the ticket they must show 'terms and conditions' for reaching heaven or paradise. What is the difference between the two tickets? What would be on the ticket for a Hindu?</p> <p>Use the idea of the eulogy to promote discussion about memories and sadness of bereaved friends and family. Explain it is an honest story of the person's life. If it is appropriate choose someone well known who has died e.g. a children's author or sports person and ask groups to write a Eulogy. Will what they write only be about what they were famous for?</p>	<p>Can pupils give examples? Why does it happen? What should be done?</p> <p>What is the story of slave trader Edward Colston, whose statue was dumped in Bristol docks by 'Black Lives Matter' protestors in spring 2020? What can we learn about racism and anti-racism from this story? Was he a bad Christian, given the Biblical teachings of Galatians 3:28?</p> <p>Run a class or group discussion about statues and slavery. Given that there had been a long campaign to have Colston's statue removed because he was a slave trader, were the protestors justified in taking down the statue and throwing it in the dock? Teach pupils that Colston was responsible for about 20 000 enslaved people being 'buried at sea.' Many were drowned because they were sick during his slave ship voyages from west Africa to the Caribbean. His Company enslaved about 80 000 people.</p> <p>2-Way Cartoons: To give pupils the chance to think about applying the golden rule, ask them to draw a cartoon, in two panels. In one panel, someone applies the Golden Rule. In the other, someone spectacularly breaks the Golden Rule</p>	<p>Create an auto biography about Mother Theresa-how did she represent the values of Jesus?</p> <p>Research charities linked to religion</p> <p>Create examples of how we still live by Jesus' values today</p>
<p>Skills linked to outcomes</p>	<p>Discuss and evaluate different understandings of religion and worldviews</p> <p>Express insights into questions, giving coherent accounts of beliefs and ideas.</p> <p>Enquire into and interpret ideas, sources and arguments.</p>	<p>Discuss and evaluate different understandings of religion and worldviews</p> <p>Express insights into questions, giving coherent accounts of beliefs and ideas.</p> <p>Enquire into and interpret ideas, sources and arguments.</p>	<p>Discuss and evaluate different understandings of religion and worldviews</p> <p>Express insights into questions, giving coherent accounts of beliefs and ideas.</p> <p>Enquire into and interpret ideas, sources and arguments.</p>
<p>Assessment Opportunities</p>	<p>Hot seating- give an issue and children to say what different religions response to be.</p>	<p>Analysing a source including an example of racism- what would different religions opinions/ solution be to this and what could be done to help?</p>	<p>Debate in class about what Jesus would do about an aspect of current living.</p>
<p>Previous and Past learning experiences</p>	<p>Why this topic now? This topic builds upon prior learning around why people have religion in their life? How does religion offer support to people?</p> <p style="text-align: center;"></p>	<p>Why this topic now? This builds upon the children's prior understanding of different religions? What are their core values and how can they be used to fight racism?</p> <p style="text-align: center;"></p>	<p>Why this topic now? This topic builds upon the children's prior knowledge of Christianity and Jesus. Which people are special and why? Why is Jesus inspiring to some people?</p> <p style="text-align: center;"></p>



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