

DOWN AMPNEY PRIMARY SCHOOL
RE TERM 6 LKS2: L2.12 How and why do people try to make the world a better place?

<p><u>Gloucestershire Agreed Syllabus for RE</u></p> <p>Make sense of belief</p> <ul style="list-style-type: none"> ❖ Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). ❖ Make links between religious beliefs and teachings and why people try to live and make the world a better place. <p>Understand the impact</p> <ul style="list-style-type: none"> ❖ Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek). ❖ Describe some examples of how people try to live (e.g. individuals and organisations). ❖ Identify some differences in how people put their beliefs into action. <p>Make connections</p> <ul style="list-style-type: none"> ❖ Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. ❖ Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas. ❖ Express their own ideas about the best ways to make the world a better place, making 	<p><u>Substantive knowledge</u></p> <p>Pupils will know:</p> <ul style="list-style-type: none"> ❖ Many religious and non-religious worldviews tell people what is wrong with the world and suggest how it can be put right. ❖ The Golden Rule is something that worldviews view as something that everyone can follow. ❖ In Jewish worldviews there is the teaching of Tikkun Olam which means to mend or repair the world. ❖ Stewardship is important in Christianity and Islam as God asked humanity to look after the earth he had created. ❖ Muslims believe they have a duty to make the world a better place for the people who live in it as a form of worship to Allah. ❖ One of the five pillars of Islam, Zakat requires them to give charity to help people poorer than they are. ❖ People who follow the Humanist worldview view believe that we have a duty to help everyone because we are human and not because of the commandment of God, as they do not believe in a god. <p>Covering the Pillars of Progression by looking at traditions, artefacts, rituals and concepts.</p>	<p><u>Vocabulary</u></p> <p>Tikkun Olam: in Judaism it is any activity that repairs the world.</p> <p>Jewish: anything that is part of, or someone who follows Judaism.</p> <p>Muslim: a person who submits to the will of Allah by following the religion of Islam.</p> <p>Zakat: giving of charity usually 2.5% of income, this is the 2nd Pillar of Islam'</p> <p>Stewardship: the act of looking after and caring for something.</p> <p>Steward: someone who looks after or cares for something for someone else.</p> <p>Salvation: being saved or rescued so that humans are no longer separated from God.</p> <p>Humanist: a person who does not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion.</p> <p>Golden Rule: a belief that everyone should treat each other how they would like to be treated.</p> <p>Christian: anything that is part of, or someone who follows Christianity.</p>
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links with religious ideas studied, giving good reasons for their views.	<p><u>Christian Values</u></p> <ul style="list-style-type: none">❖ Respect – Love and value everyone as God does. We value everyone’s opinions and beliefs, celebrating our differences.❖ Trust – Trust is the very essence of faith. When we work together, trusting others, everyone can be enriched and celebrated for their uniqueness.❖ Courage – Do not be afraid. We have the courage to keep going and take risks as we learn about the faith of others and our own beliefs. <p><i>Belonging, Empowering and Succeeding Together – being the BEST we can be every day!</i></p>	<p><u>British values</u></p> <ul style="list-style-type: none">❖ Mutual respect and tolerance for those with different faiths.❖ Rule of law – all people are equal before the law.❖ Democracy – everyone has the right to give their own opinion.❖ Individual liberty – We are free to make choices about our own beliefs and values.	<p>Links to the Bible</p> <ul style="list-style-type: none">❖ Exodus 20:1–21, Deuteronomy 5:1–22❖ Mark 12:28–34❖ Matthew 7:12
<p><u>Prior learning and knowledge required</u></p> <ul style="list-style-type: none">❖ Identify a story or text that says something about each person being unique and valuable.❖ Give an example of a key belief some people find in one of these stories (e.g. that God loves all people).❖ Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.	<p><u>Key questions</u></p> <ul style="list-style-type: none">❖ How and why do people try to make the world a better place?❖ What is wrong with the world?❖ How can the ‘Golden Rule’ help people to work out how to make the world a better place?	<p><u>Further application and connections</u></p> <ul style="list-style-type: none">❖ Identify features of Gospel texts (for example, teachings, parable, narrative).❖ Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical text.❖ Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians	

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<ul style="list-style-type: none"> ❖ Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. ❖ Give examples of how Christians and Jews can show care for the natural earth. ❖ Say why Christians and Jews might look after the natural world. ❖ Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. ❖ Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	<ul style="list-style-type: none"> ❖ Tikkun Olam, repairing the world: how do Jewish people try to make the world a better place? ❖ Who is inspired by Jesus' example of sacrifice? ❖ How do Muslims try to make the world a better place? ❖ How do non-religious people try to make the world a better place? 	<p>live in the Christian community and in their individual lives.</p> <ul style="list-style-type: none"> ❖ Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. ❖ Articulate their own responses to the issues studied, recognising different points of view.
<p><u>SEN Support</u></p> <ul style="list-style-type: none"> ❖ Key vocabulary given and explained in every lesson (My turn your turn). ❖ Help desk for any children requiring adult support. ❖ Targeted paired work and groupings which support learning when needed. ❖ Scaffolded writing frames/examples to support writing so that children can show their understanding of RE. 	<p><u>Deeper thinking</u></p> <p>Children can make links for themselves between some teachings from two religions, giving their own ideas about big questions arising from the teachings.</p> <p>Children can express their own ideas about some questions of meaning and purpose in life in relation to the stories, festivals and ideas they study.</p>	