



Pinner Wood School



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| Year Group | 6 | Term | Autumn 2 | Subject | RE | Topic | Christianity and Hinduism |
| | | | | | | Key Question | How responsible are we for the environment? |
| Prior Learning and other Curriculum Links | <p>Year 3 - Christianity - What do Christians do when they pray and why? Hinduism - How do faith groups mark naming celebrations?</p> <p>Year 4 - Christianity What do we mean by peace and where is it to be found? In what ways is Jesus relevant today and in the future?</p> <p>Year 5 - Christianity and Islam Is it better to give than to receive?</p> | | | | Skills statements | <p>A Beliefs, teachings and sources I can say what religions and other belief systems teach about some of the big questions of life, using different sources and arguments to explain the reasons for diversity within and between them.</p> <p>F Values and commitments: I can use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me</p> | |
| Fundamentals | <p>Investigation of religions and worldviews</p> <ul style="list-style-type: none"> ask important questions about social issues and suggest what might happen depending on different moral choices; provide good reasons for the views they have and the connections they make. <p>Knowledge and understanding of religions or worldviews other than Christianity</p> <ul style="list-style-type: none"> describe and compare different ways of demonstrating a commitment to a tradition of religion and belief; | | | | Key Facts/Sticky Knowledge | <p>Cows are sacred animals for Hindus.</p> <p>Christians believe that God gave human beings a special responsibility for the environment.</p> <p>Hindus believe that all living things are sacred because they are part of God, as is the natural World.</p> <p>(I can) Provide good reasons for a discussion on what matters most, people or the O-Zone layers?</p> <p>Pollution spreads quickly through water.</p> | |

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| | <ul style="list-style-type: none"> provide good reasons for the views they have and the connections they make. | | |
| Our Curriculum Journey | <p>Journey: The series of lessons begin with thinking about the overarching key question - How responsible are we for the environment? The first lesson begins with a discussion on thinking about how responsible we are for the environment. We watch a video on 'A short history of the environment' which outlines the views of Christians and Hindus. We consider the views and answer questions to consolidate understanding. Next we have a detailed look at the teachings of Hindus and Christians about the environment. They then link their knowledge of the teachings with reasons to answer the following question: - 'What matters most, people or the O-zone layer?' Finally we think about the question, 'Are we doing everything we can to help our environment?' We start with conducting an experiment about how easy it is for pollution to spread through water. Then think about what we can do to help guided by the religious teachings.</p> | | |
| Key Vocabulary (revisited) | environment | Key Vocabulary (new) | Stewardship Sacred O-Zone layer |