



Digital Learners



Engineers



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Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Cultural Explorers

Medium Term Plan: Cultural Explorers: RE

What makes a text sacred?

Using the K,S,U you have learnt in this unit of work, what makes a text sacred? Demonstrate your understanding of the texts you have studied, a range of sources of wisdom and your own personal response.



Cultural Explorers

Aspect of Study

Sacred texts and sources of wisdom

Personal resonance

Comparing religious ideas and traditions

Religions: Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism

Transferable Knowledge:

Northumberland SACRE Curriculum Aims

Northumberland's Agreed Syllabus for RE aims to ensure that all pupils and students:

A. know about and understand a range of religions and worldviews, so that they can: describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews; appreciate and appraise the nature, significance and impact of different ways of expressing meaning.

B. express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise different dimensions of a religion or worldview.

C. acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can: find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the well-being of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives..

During this area of study students should be taught to:

Understand the deep connection between a range of sacred texts and the impact these have on teachings, beliefs and communities.

Discuss, apply and present sensitively and thoughtfully a range of responses to religious ideas.

Consider and discuss a range of features of religion to explore and show understanding of similarities and differences within and between different religions.



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Substantive Knowledge (subject-specific)

That the bible is a sacred text for Christians, why this is and how it impacts on Christian lifestyles, rituals and traditions.

That the Torah is a sacred text for Jews, why this is and how it impacts on Jewish lifestyles, rituals and traditions.

That the Qur'an is a sacred text for Muslims, why this is and how it impacts on Muslim lifestyles, rituals and traditions.

That the Vedas are a sacred text for Hindu, why this is and how it impacts on Hindu lifestyles, rituals and traditions.

That the Guru Granth Sahib is a sacred text for Sikhs, why this is and how it impacts on Sikh lifestyles, rituals and traditions.

That the sutras are a sacred text for Buddhists, why this is and how it impacts on Buddhist lifestyles, rituals and traditions.

Disciplinary Knowledge?

Real World Links:

Pupils will explore texts that are sacred and traditions shared by children in the Trust. Opportunities to discuss people who have different beliefs - what to do when we disagree and how to react responsibly (Thrive).

Pupils can make links to other books that have significant meaning to people.



Communication – understand and respect that people have different views.

Team-working – respect and listen to other
Opportunities to apply Skills for Life during enquiry learning lessons.

Influential Figures

- Various Sikh Gurus - why are there so many?
- Apostles - why did they write the gospels?
- Mohammad - Why is one person's word sacred?
- Buddha - Why is one person's word sacred?

OPAL links

TBC

Curriculum Coverage

(Previous, expected and what follows on)

Prior Religion-specific Coverage	Religion-specific Coverage	Subsequent Religion-specific Coverage
<ul style="list-style-type: none"> • Bible stories across KS1 • Easter story [R-Y4] • Biblical teachings on forgiveness [Y4] • That Jewish sacred knowledge comes from the Torah. • That Buddhist sacred knowledge comes from the sutras, Buddha and the 8-told path. 	<ul style="list-style-type: none"> • That the bible is a sacred text for Christians, why this is and how it impacts on Christian lifestyles, rituals and traditions. • That the Torah is a sacred text for Jews, why this is and how it impacts on Jewish lifestyles, rituals and traditions. • That the Qur'an is a sacred text for Muslims, why this is and how it impacts on Muslim lifestyles, rituals and traditions. • That the Vedas are a sacred text for Hindu, why this is and how it impacts on Hindu lifestyles, rituals and traditions. • That the Guru Granth Sahib is a sacred text for Sikhs, why this is and how it impacts on Sikh lifestyles, rituals and traditions. • That the sutras are a sacred text for Buddhists, why this is and how it impacts on Buddhist lifestyles, rituals and traditions. 	<ul style="list-style-type: none"> • Sikh teachings from the Guru Granth Sahib and the connection to commitment [Y5] • Depth study of the Magi[Y5] • Biblical and Rabbinic teachings on forgiveness [Y5] • Sikh stories given by sacred text [Y5] • Muslim teachings on Hajj from the Qur'an. [Y6]

Language Plan

Key vocabulary	Concepts	Speaking and Listening
Sacred texts Scripture Bible Torah Qur'an Vedas Sutras Guru Granth Sahib Divine Abrahamic Old Testament New Testament Prophet Guru	Sacredness Scripture Divinity Sources of wisdom	ORACY FRAMEWORK STRANDS

Sequence of Teaching and Learning



At the start of the topic, recap the names of the major world faiths and their followers. Show children the symbol associated with each. Repeatedly return to this throughout the module.

Christianity (Christian, the cross), Islam (Muslim, the crescent and star), Judaism (Jew, and the term Jewish, the star of David), Hinduism (Hindu and the term Hindi, Aum), Sikhism (Sikh, Khanda), Buddhism (Buddhist, Dharmachakra).

1

- NC OBJ: Understand the deep connection between a range of sacred texts and the impact these have on teachings, beliefs and communities.
- Discuss, apply and present sensitively and thoughtfully a range of responses to religious ideas.

LO: Why do people follow sacred texts?

Ask children to name a rule they strongly believe to be morally right. Ask them how they know this. Who decided it was right? Where did they learn the rule?

Explore the idea that for religious people, rules and guidance about how to live their lives come from sacred texts. Define the word sacred and what this means. Ensure children understand that the sacred texts are not simply rule books but are sources of wisdom; worthy of following and in some cases divinely inspired (or divine in themselves).

Name some examples of religious texts; familiarise children with their names and connection to the appropriate religions. Ensure pupils understand not all sacred texts are single books.

Opportunities for:

Knowledge - Identify a range of sacred texts and the tradition associated with them,

Empathy - Explore why having a sacred texts helps to live a good life.

Response - Express own ideas about sources of wisdom and guidance for living a good life.

Comparison - Explain why one text may not be sacred for everybody

2

- NC OBJ: Understand the deep connection between a range of sacred texts and the impact these have on teachings, beliefs and communities.
- Consider and discuss a range of features of religion to explore and show understanding of similarities and differences within and between different religions.

LO: Are sacred texts more similar or different? (Focus: Abrahamic religions)

Recap the idea of texts being sacred, divine or divinely inspired.

Introduce the trio of Abrahamic faiths. Explore why these religions are connected through scripture. Each recognise many of the same characters but with different understandings. History link: interpreting sources.

Explore the Bible, Torah and Qur'an and the similarities and differences between them.

Opportunities for:

Knowledge - Identify that the Abrahamic religions share a source of wisdom.

Empathy - Recognise how personal beliefs can change a perspective on a text

Response - Express own ideas about sources of wisdom and guidance for living a good life.

Comparison - Draw similarities and differences between the Abrahamic religions and the old testament.

Sequence of Teaching and Learning

3	<ul style="list-style-type: none"> • NC OBJ: Understand the deep connection between a range of sacred texts and the impact these have on teachings, beliefs and communities. • Consider and discuss a range of features of religion to explore and show understanding of similarities and differences within and between different religions. <p>LO: Are sacred texts more similar or different? (Focus: Eastern religion)</p>	<p>Recap understanding of Abrahamic religions and their link through scripture.</p> <p>Explore idea of divinity. Abrahamic religions see texts are divinely inspired or written by God. Introduce Sikh idea that a text can be divine. Explore the Guru Granth Sahib.</p> <p>Explore Hindu Vedas and Buddhist sutras; a series of documents rather than one and some in word form rather than text. Identify similarities and differences in this. Does it detract from being a source of wisdom?</p> <p><u>Opportunities for:</u> Knowledge - Identify structure and significance of Hindu, Buddhist and Sikh sacred texts. Empathy - Identify how Sikh beliefs about the Guru Granth Sahib impact their perspective on sacred texts. Response - Express own ideas about sources of wisdom and guidance for living a good life. Comparison - Explore similarities and differences between the views of sacred texts in Eastern religions.</p>
4	<ul style="list-style-type: none"> • NC OBJ: Understand the deep connection between a range of sacred texts and the impact these have on teachings, beliefs and communities. <p>EQ: What makes a text sacred?</p>	<p>Recap knowledge of different sacred texts and the structure/significance.</p> <p>Explore with children in more depth the ideas of divinity and sacredness. Sacred texts are not the only religious tradition that brings people these ideas. Children might also identify and discuss; worship, sacred places, festivals, and rituals.</p> <p>Answer the enquiry question - that different religions have varying views on how sacred a text is but that all identify them as sources of wisdom and a guide in living a good life.</p> <p><u>Opportunities for:</u> Knowledge - Identify the features of sacred texts in a range of faiths Empathy - Explore the idea of divinity and what this means in each faith Response - Explain a personal response to sources of wisdom Comparison - Explore the similarities and differences between sacred texts in a range of religious traditions.</p>