

Spring 2 Year Group: Six		Teacher: John Duckett/Justine Mowbray		Religion/belief: Christianity	Key Question: In what way is life like a journey?
Focus Question: Can saying sorry change things?					
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: English – writing poetry linked to theme of enquiry; stories for younger children; cinquains ICT – animation of story; photostories with a voice over		Shared human experience: develop awareness of what guides peoples' lives, of turning points in life and where we may be 'going'. Living religious traditions: identify and question how religious traditions support the journey of life and celebrate or mark life's milestones. Beliefs and values: identify and consider the beliefs and values that underpin a religious life at its different stages. The search for personal meaning: in the light of what they have learned from religious lives reflect on their own life as a journey, thinking about the past, present and future and the beliefs and values that may influence them.	
Attainment Target 1: Learning about religion and belief · <b>identify</b> and ask questions about key aspects of religions in terms of life's journey (e.g. birth, growing up, marriage, death and beyond). · <b>describe</b> and question some steps on the journey of life in religions making links to beliefs (e.g. where does the soul come from? Where is the soul going?). · <b>identify</b> and begin to describe some similarities and differences between different peoples' journeys through life; · <b>describe</b> and begin to understand religious and other responses to ultimate and ethical questions Identity: Who am I? Origin: Where do we come from? Destiny? Where are we going? · <b>use specialist vocabulary</b> in communicating their knowledge and understanding. · <b>use different sources</b> to find information about life's journey and consider its meaning.				Attainment Target 2: Learning from religion and belief · <b>reflect</b> on what it means to belong to a faith community, communicating their own and others' responses; · <b>respond</b> to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways; · <b>reflect</b> on sources of inspiration and guidance in their own journey of life.	
	Key questions	Learning objectives/intentions	Possible activities		Possible resources
SHE	Can I explain why it is important to say sorry?	To begin to understand the concept of forgiveness.  To consider ways people can put wrongs right.  To identify how people say sorry.  To explain some reasons people might	Examine and discuss two given scenarios as a story or drama activity. In one forgiveness is given or there is a change of heart or mind, and the other shows the opposite. What is the response of the characters? Is it for better or worse? How can people show they have forgiven someone?  Explore ways people say sorry verbally, with body language and through action taken. Look at different languages and the way in which they say sorry. Examine 'sorry' cards and their purpose, e.g.		

		feel sorry.	sympathy, late birthday, making up after an argument. Write a story about saying sorry that can be read to a younger child. This could also be role-play, animated and/or illustrated.	
<b>LRT</b>	Can I retell some stories from the New Testament that give examples of Jesus teaching forgiveness and reconciliation?	To become familiar with stories from the New Testament that give examples of Jesus teaching forgiveness/reconciliation  To explain what Jesus did and why.  To empathise with someone who has suffered or might need or desire forgiveness.	Read or watch video of one or more of the stories e.g. The Lost Sheep, The Lost Son, The Pharisee and the Tax Collector, The Unforgiving Servant, Jesus forgiving Peter (John 20 & 21). Who was forgiven? What effect did that have on their life? The Easter story and the celebrations/ceremonies which occur. What was the response of the person? Of others nearby? Write a cinquain about the story. In addition, the children could create a photostory of the Easter story with a voice over and captions.	
<b>B and V</b>	Can I explain how some Christians seek forgiveness?	To know that Christians believe the act of confession helps them to receive God's forgiveness.  To suggest reason for importance of confession to Christians.	Explore through acts of confession found within Christian traditions such as Roman Catholic, CofE. Examine the actions, words and intent. Why does the person confess? Does this only require words? How does Jesus show forgiveness in the Easter story? Who does the person confess to? Why? Interpret the practice studied using visual representation e.g. exploding picture, spider diagram, calligram.	
<b>SPM</b>	Does saying sorry make a difference?	To consider behaviour that spoils their relationship with someone.  To reflect on their behaviour and how they might act to	Through a poetic interpretation or writing frame, illustrate an example of a time when they have fallen out with someone or done something that damaged a relationship. How/was it repaired? How did they feel before/after? Did they find forgiving/saying sorry difficult? How might it change how they would behave in	

		resolve conflict or separation.	future? How did I feel when I said sorry? Did it change anything? Why? Do I believe that Jesus made a difference dying and coming back to life? Why? How? Do I find saying sorry easy? Why? How did I feel when someone apologised to me? Did it change anything? How? Why?	
--	--	---------------------------------	---	--