

Summer 2 Year Group: Five		Teacher: Catherine Ayres		Religion/belief: Buddhism/Islam		Key Question: Where can people find guidance on how to lead their lives?		
Focus Question: What do guidance should I follow?								
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: English – dramatizing the traditional tales; writing responses		Shared human experience: pupils will investigate the role of the written word including story, wisdom and rules as sources of guidance. Living religious traditions: pupils will research, describe and explain the use and impact of teachings from revered literature in local, national and/or global religious life and community. Beliefs and values: pupils will identify and consider the beliefs and values within religious teachings from revered literature. The search for personal meaning: pupils will consider the teaching, stories and treatment of revered literature, asking questions of authority and meaning in their own lives.				
Attainment Target 1: Learning about religion and belief · describe the importance and nature of revered literature showing its influence on beliefs and values. · identify and begin to describe the similarities and differences within and between religions with regard to sacred texts [max two religions]. · consider the meaning of a range of forms of religious expression, in revered literature, understand why these are important in religion and begin to explore questions of truth and symbolism. · describe and begin to understand religious and other responses to ultimate and ethical questions. · use specialist vocabulary in communicating their knowledge and understanding.				Attainment Target 2: Learning from religion and belief · discuss their own and others' views of issues addressing truth and belief as they are expressed in revered literature, expressing their own ideas. · identify and explain non religious sources of guidance and truth that they turn to. Consider the connections to and differences from religious writings. · reflect on ideas of right and wrong found in revered literature, and on their own and others' responses to them. · reflect on sources of inspiration and guidance in their own and others' lives.				
	Key questions		Learning objectives/intentions		Possible activities		Possible resources	
SHE	Can I explain what an oral tradition is? Can I explain the different ways people receive information?		To develop understanding of how oral traditions can preserve and aid dissemination of information To suggest strengths and weaknesses of oral tradition. To know that people receive information in different ways.		What traditional tales have we learnt in English? What is the message in our class book? How do versions of the same tale differ in oral and written form? Explore oral traditions through experience of Chinese Whispers task e.g. around class circle. Retell a traditional tale to a partner. Compare the oral version of the traditional tale to a printed one. Discuss the differences and highlight how the key elements are presented in both forms. Ask a family member to relate a story about a family event. Make a class tape recording of pupils' family stories.			

			<p>Why do we have rules? Where do our school rules come from? Where do we learn how to behave? Which of our class/school rules do we like/dislike? Thought-share a list of places and people that provide information. Examine a selection of sources and sort into varieties of information e.g. safety, instructions, guidance, background information for visitors. Discuss the accuracy of the information given. Is it fact or opinion, true, biased or distorted? What kinds have greater authority? Make a chart to record their findings.</p>	
LRT	<p>Can I explain how the Buddhist scriptures are used and valued?</p> <p>Can I explain the importance of the Qur'an to Muslims?</p>	<p>To know that the Buddha's early oral teachings were later written down.</p> <p>To know how the scriptures are used and valued.</p> <p>To identify the Buddha as the original source of Buddhist teachings.</p> <p>To link information about beliefs to the scriptures that contain them.</p> <p>To explain some ways scriptures are used to support Buddhists.</p> <p>To know that the Qur'an is the sacred book for Muslims.</p>	<p>Working in groups, research the development of Buddhist scriptures from the Buddha's oral teaching to later written scriptures (Various Buddhist stories from sacred texts showing different aspects of the Dharma. The Eightfold Path) e.g. Pali Canon, including Tipitaka, Mahayana, Jakata Tales. Complete a matching activity that links kinds of scriptures with the beliefs and information found within them. Use a video, Web, posters, written materials or an interview with a member of the Buddhist tradition to investigate how they are used and the value attributed to them. Sort a bank of statements about the written scriptures into categories e.g. yes/no/sometimes.</p> <p>Observe someone, perhaps from the faith community, use the Qur'an. Consider how the book is stored, the preparations one undertakes, and its written form. Explore how the Qur'an was revealed to the Prophet Muhammad (this</p>	

		<p>To know how Muslims learn about the Qur'an and why it is important for them to do so.</p> <p>To use evidence to suggest how they know the Qur'an is a special book.</p> <p>To link the commitment involved in learning the Qur'an to its being highly valued.</p> <p>To understand that the Qur'an provides a life guide for Muslims.</p> <p>To relate Muslims beliefs to the way Muslims live their lives.</p>	<p>may be a review). A link may be made to how Bible is used in formal worship.</p> <p>Examine a copy of the Qur'an that includes a translation. Discuss how Muslims the world over have to learn to read and recite from it and the difficulties involved. Identify the special title given to one who has recited the whole of the Qur'an (Hafiz). Focus on the use of Arabic, and the use of calligraphy. Investigate pictures or a video of children learning the Qur'an at home and at a Madrasah. Learn to recite a piece of writing. Explain the strategies they used and why they found it easy or difficult.</p> <p>Make a list of Muslim beliefs about God identified from the readings. Various Muslim teachings from the Qur'an. "Hurt no one so that no one may hurt you" How do these beliefs affect how Muslims should act? Make a 3D shape e.g. cube, and record a belief about Allah on one face and an example of how that might affect a Muslim's behaviour in daily life on another face. These could be used for discussion and display.</p>	
B and V	<p>What is the Dharma?</p> <p>What is the Qur'an?</p>	<p><i>To understand some of the teachings found in the Sutta Pitaka.</i></p> <p><i>To explain the message found in their statement and suggest how a Buddhist might respond to it in their lifestyle.</i></p> <p>To appreciate that for Muslims the Qur'an contains the direct</p>	<p><i>Examine excerpts from the Dhammapada. Working in groups, each group explore the meaning of one of the sayings and relate it to how a Buddhist should live. Devise a role-play scenario or write a story that illustrates the meaning and application of their example.</i></p> <p>Link work on the how the Qur'an was revealed, is treated and learnt to beliefs about Allah. Listen to a recitation from the Qur'an. Identify the beginning word 'Bismillah' and its meaning. Read</p>	

		<p>words of Allah.</p> <p>To suggest some beliefs about Allah that are learnt through the Qur'an.</p> <p>To appreciate the role of writings in the Sunnah.</p> <p>To explain which writings have more authority and suggest reasons why.</p>	<p>excerpts from the Qur'an that indicate the authority of Allah.</p> <p>Read some accounts from the Sunnah eg. stories about Muhammad (pbuh), advice about worship, about dress, about woman. Compare these with information from the Qur'an. Note that there is no distinction between religious and secular life. Focus on the supplementary nature of the Sunnah in comparison to the authority of the Qur'an. Illustrate the relationship between the writings in a diagram or other visual representation.</p>	
SPM	Can I reflect on the laws and guidance I have learned about and think about how they may affect me?	<p><i>To consider writings that may be valuable to their lives.</i></p> <p><i>To reflect on how written advice may be helpful in their daily life.</i></p> <p><i>To identify important sources of information and events in their lives.</i></p> <p><i>To suggest a value or belief that is important to them.</i></p> <p><i>To reflect on the guidance they receive in their life.</i></p> <p><i>To relate their decision making to guidance they value.</i></p>	<p><i>Link the categories of Buddhist writings to kinds of writings that are relevant to their life e.g. instructions, rules, stories, memories of events or people, personal diaries, certificates. Draw a series of baskets and write information relevant to them on leaf shapes and assign them to particular baskets.</i></p> <p><i>Following work on the Dhammapada, examine a publication of advice and sayings. Each pupil, or group, choose a theme e.g. sharing, peace, wisdom, happiness, friendship and write a message to illustrate on a banner or poster. Use these for 'daily thought for the day' in the classroom or for assemblies.</i></p> <p><i>Do I agree with Buddhist teachings? Why?</i></p> <p><i>What memories of events/people are special to me and what have I learnt from them?</i></p> <p><i>Could the message in my favourite story be Buddhist? How?</i></p> <p><i>How do I find happiness and peace?</i></p>	

			<p>Do I think religious laws are a good idea?</p> <p>Is it ever acceptable for me to hurt anyone? Why?</p> <p>Which Muslim laws do I agree/disagree with and why?</p> <p>Are there any Muslim teachings that would work in my school?</p> <p>Listen to a variety of scenarios read by the teacher. Each will present the need to make a decision. After each one is read, silently consider what they would do and the guidance they may have received that helps them to reach that decision. Pupils may respond to the exercise by writing a poem eg. staircase, alphabet based on their examples or use thought clouds to illustrate the dilemma and their decision.</p>	
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