

What will make our city/town/village a more respectful place?

Year 5/6

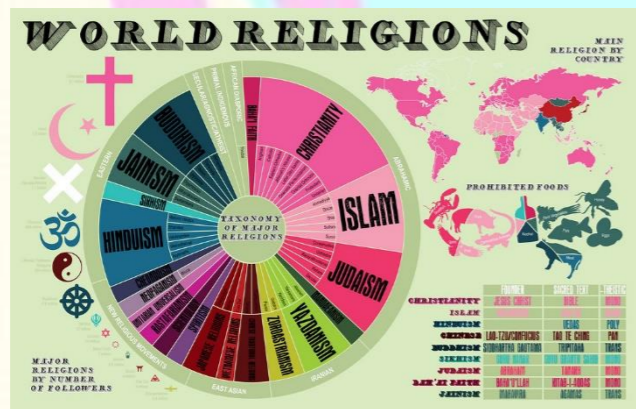
What you have already learnt:

- Identify and describe the core beliefs and concepts studied
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
- Make clear links between texts/sources of authority and the key concepts studied
- Describe how people show their beliefs in how they worship and, in the way, they live
- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers
- Identify some differences in how people put their beliefs into practice
- Give good reasons for the views they have and the connections they make
- Talk about what they have learned and if they have changed their thinking

Key Knowledge:

5 Tips How to be Tolerant?

- Try to empathize.** A good first step to tolerating others in a tricky situation is making a conscious effort to empathize with them, and trying to see things from his perspective. You may have very different backgrounds and experiences to draw on, so what seems obvious to you might seem strange or alien to someone else.
- Ask for an explanation.** If you are talking to someone and they say something that you find hard to accept, you can figure out the other person's perspective without being intolerant or aggressive. Try to gain a better understanding of someone else's views by asking him or her to explain it to you.
- Ignore your differences.** One way to deal with a difficult situation is just to try to ignore your differences. This is a more negative kind of tolerance than learning to accept and value differences, but it can be useful. To do this you would have to avoid certain topics of conversation, or swiftly change the subject when necessary.
- Accept uncertainty.** Research has shown that intolerance of ambiguity or the inability to accept uncertainty, are key personality traits of people who are less tolerant of others. Research conducted on a national level has shown that countries whose people are more accepting of uncertainty tend to be more accepting of dissent, tolerant of deviance, less risk averse and more positive towards young people.
- Think a difficult thought.** One interesting way to try to become more tolerant is to practice dealing with thoughts that you find intolerable. This is a technique that psychologists use, and it can be a useful way to address intolerance. It works on the principle that it is hard to maintain a difficult thought, and that trying to do this will help you learn to handle difficult situations.



 Buddhism - Buddhist temple	 Christianity - Church
 Confucianism - temples of Confucianism	 Hinduism - Mandir
 Islam - Mosque	 Jainism - Derasar
 Judaism - Synagogue	 Sikhism - Gurudwara
 Shinto - Shrine	 Taoism - Gong
 Zoroastrianism - Fire Temple	

7 Ways to Show Respect by GOING FIRST

- R**each out and ask for their input and opinions
Expect great things from people – and let them know it
Show interest in them
Pride; instill it in them
Exemplify the behavior you wish to see in others
Care about them as people, not just as workers
Thank them for what they do

By the end of the Key Stage, you will be able to:

Key Skills

- Apply
- Analyse
- Describe
- Connect ideas
- Consider
- Question
- Discuss
- Respond thoughtfully
- Evaluate
- Create
- Outline
- Link
- Explain
- Recognise impact
- Express
- Apply
- Investigate

- Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions
- Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
- Taking account of the context(s), suggest meanings for texts/ sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.
- **Make clear connections between what people believe and how they live, individually and in communities**
- **Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures**
- Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)
- Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently
- Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
- Talk about what they have learned, how their thinking may have changed and why

By the end of this unit you will be able to:

Making sense of belief:

- Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life
- Identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences.

Understanding the impact:

- Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)
- Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.

Making connections:

- Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these
- Consider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insights
- Talk about what they have learned, how their thinking may have changed and why.



YouTube

Holy Cribbs: The Synagogue - YouTube

True Tube/ Holy Cribbs

This YouTube Channel and website give guided tours of Holy Places for all major world religions. They look at prayer/services and layout features of places of worship.

Key Concepts:

- God
- trust
- faith
- reverence
- symbol
- enlightenment
- good
- right
- evil
- guidance
- purpose

Skills and knowledge which I may use from other subjects:

Geography

- Investigate where major world religions are practised, locating them on a world map.

Art

- To use a range of art and design techniques, including drawing, painting and sculpture.

Computing

- Use a variety of software to design and create presentations.
- Use technology to analyse and present statistics.
- Use technology safely, respectfully and responsibly.

Key Vocabulary

Religion – a system of faith and worship

Christianity – a world religion based on the person and teachings of Jesus Christ, or its beliefs and practices.

Hinduism – a major religious and cultural tradition of South Asia, which developed from the Vedic religion.

Islam – the religion of Muslims which follows Muhammed as the Prophet of Allah.

Sikhism – a religion founded in Punjab in the 15th century by Guru Nanak.

Tolerance – the ability or willingness to endure and accept the existence of opinions or behaviour that you may not agree with.

Sensitivity – the quality or condition of being sensitive.

Respect – a feeling of deep admiration for someone or something elicited by their abilities, qualities or achievements.

Acceptance – recognising a fact or process to be adequate, valid or suitable.

Statistics – the practice or science of collecting and analysing numerical data in large quantities.

Community – a group of people living in the same place or having a particular characteristic in common.

Interfaith – relating to or involving different religions or members of different religions.

Difference – a point or way in which people or things are dissimilar which may lead to a disagreement, quarrel or dispute.

Similarity – a similar feature or aspect.

Peace – freedom from disturbance; tranquillity.

Conflict – a serious disagreement or argument.

Opportunities for teaching diversity, equality and expanding cultural capital

- Learning about other religions and their core beliefs, expanding cultural awareness.
- Learning about how to show respect to different people who hold different faiths and beliefs.
- Investigating how different people celebrate milestones in life, including those who do not have a religious belief- promoting respect and tolerance.

Recall and Remember

1. Can you name three benefits to living in a multicultural society?

1	
2	
3	

2. How could we show respect to those around us?

3. Name a feature of a place of worship and explain what it represents/symbolises?

Feature: _____

Purpose/symbolism: _____
