

Leintwardine Endowed CE Primary School Learning Journey Itinerary

‘Letting Our Light Shine’

SUBJECT : PSHE	YEAR : B	TERM : Summer 1	YEAR GROUPS : 5/6
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Key Question: What matters most to Humanists and Christians?

Previous Knowledge – We would expect children to already be able to: understand some significant events/days for Christians and why they are important to them in their religion, e.g. Christmas. Children also understand there are many different beliefs and religions.

END OF UNIT OBJECTIVES

<p>Some children will not yet have met what is expected and will show that they are emerging because they can:</p>	<p>Most children will show that they have reached the expected level because they can:</p>	<p>Some children will have gone beyond the expected level and will show that they are exceeding because they can:</p>
<ul style="list-style-type: none"> >Identify and explain beliefs about what people can do that is good and bad. > Give 2 examples of how authority encourages people to be good. >Explain what the difference is between Humanists and Christians. >Make clear connections between Christian and Humanist ideas About how people live >Suggest reasons why it might be helpful to follow a moral code and why it might be difficult. >Explain how and why people should be good. >Make connections between positive values studied and their own lives. 	<ul style="list-style-type: none"> >Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) >Make links with sources of authority that tell people how to be good >Make clear connections between Christian and Humanist ideas about being good and how people live >Suggest reasons why it might be helpful to follow a moral code and why it might be difficult and explain what you need to do to get back on track. >Raise important questions and suggest answers about how and why people should be good >Make connections between the values studied and their own lives, and their importance in the world today. 	<ul style="list-style-type: none"> >Identify and explain beliefs about why people are good and bad with links to bible literature (e.g. Christian and Humanist) >Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’). >Make clear connections between Christian and Humanist ideas about being good and how people live and compare it to the way you live your life >Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view >Raise important questions and suggest answers about how and why people should be good with links to the Christian values >Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views with evidence through quotes,

ASSESSMENT OPPORTUNITIES

Children’s work will be assessed for understanding continually throughout the unit and children will be encouraged at all times to ask questions in order to clarify their understanding and avoid misconceptions.

<p>ENRICHMENT OPPORTUNITIES Helping children to remember more</p>	<p>SUBJECT SPECIFIC VOCABULARY</p> <p>Atheist, philosophy, religion, scientific explanation, ceremony, mass, ethical, morality, evolution, humanism, worldview, reason, influential, rationality, beliefs, symbol, dilemma, decisions, culture, values, afterlife, scriptures, naturalist, feminist, Happy Human</p>	<p>CROSS-CURRICULAR LINKS</p> <p>Science – A humanist way of thinking</p>
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