

YEAR 6 - RE Long Term plan - Islam/Buddhism

Cross Curricular: Writing:

- Explanation text on the 5 precepts of Buddhism and their similarities to Islam
- Narrative about the king's dream and how Yusuf (AS) supported the king in the outcome of the dream
- Explanation text on the Buddha and the Beggar
- Write a newspaper report on the story about the Temple of Suleiman (as)
- Diary entry from a passer-by on perspective of Bilal (RA) being oppressed for believing in Allah SWT

NC Objectives:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Cross Curricular: History/ Geography:

Tibet, South Asia, Himalayas

NC Objectives:

- Historical enquiry: Use a variety of resources to find out about aspects of life in the past
- Locational knowledge: Recognise that people have differing quality of life living in different locations and environments

Cross Curricular: Reading:

Understanding the morals and messages behind religious stories covered across both religions

- Life of Siddhartha
- Yusuf (AS) and his life
- The 3 dreams Yusuf (AS) interpreted
- The story of 'The Buddha and the Beggar'
- Information text on Mahatma Gandhi
- Life of Bilal (RA)

NC Objectives:

- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning

Religions studied: Islam/ Buddhism

Core/ British value: Compassion/ Rule of Law

Aspects covered in Autumn term:

- Key beliefs: 4 Noble Truths and The Eight-fold path
- Religious stories: Yusuf AS and his brothers: family relationship, Yusuf AS journey to Egypt: community relationship, Prophet Yusuf AS and the king's dream: role and responsibilities

Aspects covered in Spring term:

- Religious stories: Early life of Siddhartha
- Religious figures: Siddhartha, Yusuf (AS), Mahatma Gandhi
- Religious festivals: Wesak & Layt al-Qadr
- Key beliefs: Signs of the day of judgement, judgement day and the hereafter, description of Jannah, Ummah of the Prophet Muhammad SAW

Aspects covered in Summer term:

- Religious stories: Buddha and the Beggar, story of the Monkey King, Prophet Muhammad SAW last sermon: advice to the Muslims
- Key beliefs: Life as a Buddhist: spirituality
- Religious figures: Status of Bilal RA: racism
- Art: Meditation cushion

Educational Trip: Buddhist Temple

Buddhist workshop: Bhikkhu

Cross Curricular: Maths/ DT (Textiles)

Design and make a meditation cushion

Design and make a well

NC Objectives:

- Select from and use a wider range of textiles materials according to their functional properties and aesthetic qualities
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Cross Curricular: Art and design

Design, make and replicate a meditation cushion.

NC Objectives:

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, paint, clay)

Cross Curricular: Music

Compose a hum/humming piece for meditation

NC Objectives:

- Develop an understanding of the history of music.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music

Cross Curricular: SMSC

Spiritual: To foster a spiritual discipline

Moral: An ability to think through the consequences of their own and others actions.

Cultural: An understanding of the influences that have shaped their own cultural heritage.