

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: LKS2 Year A RE and World Views – Exploration – People of faith

Key Question (to be used all year): **Who should we follow?**

Focus Question (for this investigation): Exploration - People of faith

PoS aims:

- **Key features** = *inspiration, impact and faith. Exploring the role faith plays in people's lives*

Children will learn about the lives of people of faith from different religions. They will identify key events in their lives, how their faith and beliefs have influenced them to overcome challenging circumstances, and how it has inspired their lives and work. They will compare and contrast these experiences throughout the unit. Children will explore their stories before examining the role of beliefs and/or faith in their own lives.

Prior Learning (what pupils already know and can do)

Children will have learnt about other people of faith across the year who have inspired other people e.g. Desmond Tutu. This unit will act as a recap and will allow children to further explore the importance of faith in people's lives.

Long-term Learning (what pupils MUST know and remember) End Goals

- To name and know about key people of faith: Bear Grylls, Fauja Singh, Mahatma Gandhi and Malala Yousafzai
- To recognise how faith has supported people through challenges
- To understand and reflect upon how what we believe has an impact on our behaviour, choices and lives

Disciplinary knowledge (on-going for the year)

Beliefs and values

- Show awareness of similarities in religions
- Identify beliefs and values contained within a story/teaching
- Identify the impact religion has on a believer

Living religious traditions

- Identify how religion is expressed in different ways
- Use religious terms to describe how people might express their beliefs

Shared human experiences

- Describe how some people, events and sources of wisdom have influenced and inspired others

Search for personal meaning

- In relation to matters of right and wrong, recognise their own and others' values
- Discuss own questions and responses related to the question 'who should we follow – and why?'

Key Vocabulary

Muslim, Qu'ran, Christian, faith, religion, Sikhism

Session 1: Malala Yousafzai

Children ask, explore and discuss about the life of Malala. Know about Malala and what she believes in, and how her faith has impacted her life choices and her decisions.

Core knowledge

- To name and know about key people of faith: Malala Yousafzai
- To recognise how faith has supported people through challenges
- To understand and reflect upon how what we believe has an impact on our behaviour, choices and lives

Suggested activities

Read information about Malala and watch this video Newsround's special programme all about Malala until 4:10, which retells Malala's story [Newsround's special programme all about Malala - BBC Newsround](#)
Create a profile of Malala's life

Vocabulary = Muslim, Qu'ran,

Session 2: Fauja Singh

Explain how Fauja Singh's faith has help him

Core knowledge

- To name and know about key people of faith: Malala Yousafzai
- To recognise how faith has supported people through challenges
- To understand and reflect upon how what we believe has an impact on our behaviour, choices and lives

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Suggested activities

- Briefly discuss the main features of Sikhism (you could use <https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zkjpkmn> to support this) and link to Hinduism as it is another Dharmic religion.
- Watch [Fauja Singh Turns 104 Years Old - YouTube](#) (This video focuses on the role of faith in helping him to overcome challenges. The opening scene from this video is not necessary as it is trying to set the scene. Start from: 02:33 to 12:10 and then from 13:40 to 17:58.)
- Create a newspaper article or report on the life of Fauja Singh

Vocabulary = Fauja Singh, Sikhism, Sikh, challenges, depression, faith, marathon, charity, records

Session 3: Bear Grylls

Children explore the theme of inspiration through the life of Bear Grylls. To know that his faith has supported him through challenges and recognise that Bear Grylls is a well-known Christian.

Core knowledge

- To name and know about key people of faith: Bear Grylls
- To recognise how faith has supported people through challenges
- To understand and reflect upon how what we believe has an impact on our behaviour, choices and lives

Suggested activities

Children share what they know about Bear Grylls.

Children research information about Bear Grylls and his life, especially his challenges and his Christian faith.

Children are asked the question, 'What inspires Bear Grylls?' Then discuss the idea of inspiration and link it back to his faith. What and who inspires the children? What does it mean to be inspired?

Children can share who or what inspires them. They could complete a presentation or short biography.

Bear Grylls is a British adventurer. He is a Christian and says it is his faith that has helped him overcome lots of difficulties. He says that his Christian faith inspired him to take on new challenges.

Bear Grylls has written many books for children both fiction and non-fiction so it would be good to have a supply of these in the classroom.

Vocabulary = Christian, survivor, inspiration

Session 3: Mahatma Gandhi

Children investigate the life of Mahatma Gandhi and find out how his faith supported him through his campaigns for equal rights.

Core knowledge

- To name and know about key people of faith: Mahatma Gandhi
- To recognise how faith has supported people through challenges
- To understand and reflect upon how what we believe has an impact on our behaviour, choices and lives

Suggested activities

Recap the main beliefs of Hinduism and how a Hindu might live based on their beliefs. Introduce Gandhi as a well-known Hindu.

Watch and read about Gandhi's life- this webpage is aimed at younger children but provides a good base for learning <https://www.bbc.co.uk/bitesize/topics/ziki382/articles/z4fwy9q>

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Explore how his faith helped him in his campaign for equal rights but how his faith led him down the road of 'non violence'

Vocabulary = Hinduism, campaign

Session 5: How do my beliefs impact my life?

Reflect upon the significant people they have learnt about over the past weeks and think about how their own beliefs impact their lives.

Core knowledge

- To name and know about key people of faith: Bear Grylls, Fauja Singh, Mahatma Gandhi and Malala Yousafzai
- To recognise how faith has supported people through challenges
- To understand and reflect upon how what we believe has an impact on our behaviour, choices and lives

Suggested activities

Think about the people that they have learnt about so far. Explore the similarities and differences between all three of them. Even though they all represent different religions, what connects them all?

Ask the children to think about their own lives and discuss what their own beliefs are. How do these beliefs impact their behaviour, actions and life choices?

Vocabulary = *beliefs, faith, impact, inspire*

Future learning this content supports:

In UKS2, children will go on to learn about how other people can be a source of guidance in their lives. They will also look at life as a journey and explore how religions and non-religions see this journey. In that year, they will further explore the challenges, turning points and destinations in life's journey. They will be able to use these people of faith as examples of how people have dealt with challenges and issues in life.