

Autumn term 1 Unit plan overview – What inner forces affect how we think and behave?	
How does this unit link to previous learning?	<p>In KS1 pupils are taught to recall and comprehend knowledge about a range of religions.</p> <p>In Year 2 pupils were taught:</p> <ul style="list-style-type: none"> about why holy books are special and stories from within them and how they affect how people live their lives <p>In Year 3 and 4 pupils will be taught to apply their knowledge about religion to 21st century living.</p> <p>In Year 3 pupils were taught:</p> <ul style="list-style-type: none"> about symbols and sayings in a wide range of religions and worldviews in places of worship as well as festivals, e.g. Christmas through the symbol of light, a range of stories Jesus told that made people think <p>In Year 4 pupils were taught:</p> <ul style="list-style-type: none"> about worship within the home and places of worship for people of a variety of religions about what factors lead to us becoming the people we choose to be
What will pupils be learning in this unit?	<p>In Year 5 and 6 pupils will use what they have been taught previously to analyse and evaluate a range and how it affects daily living.</p> <p>In Year 5 pupils will be taught to:</p> <ul style="list-style-type: none"> Ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions Explain the impact of an inspirational person’s life on other people Connect a person’s actions to their faith
How does this unit link to future learning?	<p>In Year 5 and 6 pupils will use what they have been taught previously to analyse and evaluate a range and how it affects daily living.</p> <p>In Year 5 pupils are taught about:</p> <ul style="list-style-type: none"> how Christians and Muslim people live their lives trying to follow their founder’s example what about God is seen as an inner force for good in religious people’s lives <p>In Year 6 pupils are taught about:</p> <ul style="list-style-type: none"> how religious leaders in their community are similar and different from each other how Muslims and Christians are influenced by their religion, specifically, how actions are influenced by beliefs
Links with other subjects	
Trips and visitors	
Key vocabulary	Temptations, Adam and Eve, Jonah, Nineveh, Yom Kippur, Bilal, Buddha

Overview: In this unit, pupils will explore stories from a range of religious traditions: the story of Adam and Eve (Judeo-Christian tradition), the story of Jonah (Judeo-Christian tradition), the story of Bilal (Muslim tradition) and the story of Buddha. In each they will be encouraged to look for levels of meaning and to apply what they have learnt to their own experiences. There is an opportunity in lesson 2 to invite in a local Christian or Jewish visitor to talk about the story of Adam and Eve – what it means to them and how their faith teaches them to overcome temptation.

Lesson Question	Concepts and Skills	Possible Teaching & Learning Activities	Supplementary work for extension and enrichment	Resources
<p>1. When am I tempted?</p> <p>2. Why did Adam and Eve disobey God?</p> <p>3. Why did Jonah behave in the way he did?</p> <p>4. What beliefs would I refuse to deny?</p> <p>5. Why do I find it difficult to accept what I know to be true?</p> <p>6. What positive forces do I have in my life?</p>	<p>Consider, link and discuss ideas and themes</p> <p>Apply ideas from religious and world views thoughtfully</p> <p>Investigate and explain why religious and world views matter</p> <p>Enquire into and interpret ideas, sources and arguments</p>	<p>Consider a range of stories from different religions (Jesus’s temptations; the story of Adam and Eve, and the story of Bilal) and what they teach about inner forces</p> <p>Investigate some of the sayings of Buddha and consider possible meanings for then and today</p> <p>Have a P4C discussion around a story about a potentially negative inner force and how this can be turned around</p>	<p>Ask pupils to compare and contrast the teachings from different religions with their own views</p> <p>Research stories about inner forces from other religions, e.g. Story of the rich man and the needle (Sikhism)</p> <p>Ask pupils to investigate stories on British Library website http://www.bl.uk/learning/cult/sacred/stories/</p>	

Year '5' Inner Forces end of unit expectations

By the end of this unit: Write a story about a situation where they find themselves having to defend their most important conviction Or write a poem dedicated to the courage of Bilal or someone else who has suffered for his/her beliefs

Emerging: I can describe what I can learn from a religious story (step 3)

Expected: I can say what I find inspirational about a person's life and connect how their actions are connected to their faith (step 4)


Exceeding: I can thoughtfully explain the impact of an inspirational person's life on other people within their religion and outside of it (step 5)

A glossary of religious, cultural, educational and other terms used in this unit

Nineveh	An ancient Assyrian city on the Tigris across from the modern city of Mosul in the northern part of what is now known as Iraq
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Key question for a lesson:	Success criteria	Possible Teaching & Learning Activities	Resources
<p>When am I tempted?</p>	<p>To consider whether temptations can ever be over come</p> <p>I can compare some of the things that tempt me with those that tempt other people (step 3)</p> <p>I can ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions (step 4)</p> <p>I can explain the impact of actions people decide to take because of temptation, and explain how the Bible teaches Christians to overcome temptations (step 5)</p>	<ul style="list-style-type: none"> • Leave a closed box in classroom before the lesson and ensure children are made aware that there is something special inside, monitor if anyone looks at it. • Present children with a range of scenarios (you find money in playground, there is a cake in the fridge) what might children decide to do? Feedback ideas and think through the consequences of different actions • Look at images of tempting situations, children discuss with partner what they would do (see resources on MLE) • Watch Miracle Maker extract on Jesus' temptations, and ask pupils to fill in an emotions graph on how Jesus is feeling as they watch and listen to the story • Ask pupils to compare their graph with their partners, what is similar and the different and why • Complete the worksheet on the temptations, considering how to overcome temptations successfully. Share ideas as a class 	<p>cards for cutting up of temptations; worksheet, emotions graph</p> <p>Extract from miracle maker https://www.youtube.com/watch?v=cam5_bvAaEM</p>
<p>Why did Adam and Eve disobey God?</p>	<p>To consider the nature of human beings</p> <p>I can describe what a believer might learn from a religious story (step 3)</p> <p>I can make links between teachings and show how they are connected to believers' lives (step 4)</p> <p>I can explain the impact of the story of Adam and Eve on the world today and compare what different Christians do to see the world become a better place (step 5)</p>	<ul style="list-style-type: none"> • Share what pupils know about Adam and eve, perhaps using an image as a stimulus • Tell the story. Explain what is the story telling us about people and how they behave? What do you think is important for a Christian from this story? <i>(Christians believe this shows that God is good, he created humans to have a relationship with him with no fear or hiddenness; humans have rebelled away from God by not following or trusting his instructions and that has had consequences for life n earth; the so=tory shows how humans are always quick to deflect blame – Adam blames Eve, Eve blames the snake – Christians have to learn to take responsibility for the things they have done wrong and say sorry. But often our natural reaction is to blame someone else for our own poor decision)</i> 	<p>Opportunity to invite in a local Christian leader to lead this lesson and explain what this story teaches them.</p> <p>Teacher Information: <i>This story can be found in the Jewish and Muslim Scriptures</i></p>

		<ul style="list-style-type: none"> Ask pupils to apply one or more of the ideas in the Bible story to modern day setting and write a short story to illustrate an important teaching for them 	
Key question for a lesson:	Success criteria	Possible Teaching & Learning Activities	Resources
<p>Why did Jonah behave in the way he did?</p>	<p>To consider what we can learn today from an ancient story</p> <p>I can describe what a believer might learn from a religious story (step 3)</p> <p>I can make links between teachings and show how they are connected to believers' lives (step 4)</p> <p>I can explain the impact of the story of Jonah on different religious groups thoughtfully, connecting ideas shared between different religions (step 5)</p>	<ul style="list-style-type: none"> Listen to the story of Jonah and the whale (see link) Ensure pupils know that Jonah and the whale can be found in the Old Testament and is important to both Christians and Jews alike. It is also found in the Qur'an, so an important prophet for Muslim people as well. Ask the pupils in paired discussion to answer these questions: Why did Jonah disobey God? Why didn't he want to go to Nineveh? Why didn't he want to pray for help inside the whale? Should God have asked him a second time to go to Nineveh? Using the Diamond 9 activity, rank the messages in the story with the most important on top: <ol style="list-style-type: none"> People must be good People must listen to God Boats can be dangerous You cannot escape from God You feel bad inside if you do something wrong Prayer helps It is never too late to change your behaviour We have to obey the rules in life It is wet inside a fish Share the different thoughts of what is most important from different groups with the rest of the class, bringing out the ways in which different pupils have responded to the task, according to their beliefs. (Jonah – Yunus in Arabic – is a Muslim prophet. Jewish people read the story at the annual festival of Yom Kippur.). Ask pupils to make a note of their answer with a reason to justify choosing it Ask pupils to research Yom Kippur and find out the connection between the story of Jonah and the festival 	<p>http://www.bbc.co.uk/programmes/p00wdnz1</p> <p>Jonah card sort ready for cutting up</p>

		of repentance. Ask pupils to write up their research	
Key question for a lesson:	Success criteria	Possible Teaching & Learning Activities	Resources
What beliefs would I refuse to deny?	<p>To consider what beliefs I would refuse to deny</p> <p>Emerging: I can describe what I can learn from a religious story (step 3)</p> <p>Expected: I can say what I find inspirational about a person's life and connect how their actions are connected to their faith (step 4)</p> <p>Exceeding: I can thoughtfully explain the impact of an inspirational person's life on other people within their religion and outside of it (step 5)</p>	<ul style="list-style-type: none"> Give pupils a list of statements, they must pick five that they feel are important. They can add their own beliefs on another 4 cards. They should then order their beliefs from the most to least important as a diamond 9 activity. Then they can compare their list with a friend to see how they are similar and different. Ask pupils to write down their top choices, along with an explanation of why they have chosen the two they have Introduce the Muslim story of Bilal http://www.al-islam.org/gallery/kids/Books/bilal/1.htm who was tortured for his beliefs however would not deny them. Ask pupils to discuss as a table group would you have acted like Bilal, if so why or why not? Bring the class back together and link the pupil's thoughts to examples of other people who have suffered/are suffering due to their beliefs. (Maximilian Kobe, Dietrich Bonhoeffer, William Tyndale, Martin Luther King) Assessment opportunity: Write a story about a situation where they find themselves having to defend their most important conviction, identified in the task above. Or write a poem dedicated to the courage of Bilal or someone else who has suffered for his/her beliefs 	<p>List of beliefs statements:</p> <ol style="list-style-type: none"> You should always tell the truth You should not murder You should spend time with your friends You should respect your parents You should not steal You should rest on Saturdays You should believe in God 
Key question for a lesson:	Success criteria	Possible Teaching & Learning Activities	Resources
Why do I find it difficult to accept what I know to be true?	<p>To consider the difficulty of growing in acceptance</p> <p>I can give a thoughtful response to the</p>	<ul style="list-style-type: none"> Display an image of the Buddha, encourage children to look closely at it, what do they notice? Share thoughts about the Buddha's face, the feeling it gives them, the position of the hands. Explain how Buddhists believe that the Buddha (who lived c2500 years ago in India) 	<p>Calming music – Wanderweg CD</p> <p>http://www.onemoretime.biz/hearoverthestyle.php</p>

	<p>question (step 3)</p> <p>I can consider important questions about life and compare my ideas with those of other people (step 4)</p> <p>I can explain the impact to religious people of learning to accept situations, as well as give my own views (step 5)</p>	<p>showed people how to be wise and compassionate.</p> <ul style="list-style-type: none"> • Read the story of Kisa Gotami. Children to discuss the meaning behind the story. Explain that the Buddha taught how to respond to the sufferings of others, which is being compassionate. How did Kisa Gotami learn compassion for others? • After listening to calming music, pupils share experiences of times when they found it difficult to accept something that has happened, how did they come to accept it? • Ask pupils to create with a partner an advice/top tips for others who are suffering? 	<p>http://www.sln.org.uk/storyboard/stories/b6.htm story of Kisa Gotami</p>
Key question for a lesson:	Success criteria	Possible Teaching & Learning Activities	Resources
<p>What positive forces do I have in my life?</p>	<p>To reflect on what force for good I can be in the world</p> <p>I can give thoughtful responses to what others say (step 3)</p> <p>I can be thoughtful in my replies to others and listen and build upon their ideas (step 4)</p> <p>I can explain why my views matters as well as those of other people. I can make connections between other people's ideas and my own (step 5)</p>	<ul style="list-style-type: none"> • Read to the pupils a stimulus story on a positive attitude or life lesson, e.g. The nails in the fence • Ask pupils with a partner to talk about what they important message is within the story, and then write a question they want to discuss • Pupils read out their best questions as a pair to the rest of the class, and then the class votes on which question they want to discuss • Display chosen question and have a class discussion (<i>As a teacher try to bring ideas into the discussion if the children don't naturally ideas around what forces for good do they have within them? What stops them from acting at their best? Temptations? Fear? What can they change in the world today?</i>) • Ask pupils to write up the point they want to say from the discussion, maybe write their point into a speech bubble and display these in your classroom 	

The Nails in the Fence

There once was a little boy who had a bad temper. His Father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the back of the fence. The first day the boy had driven 37 nails into the fence. Over the next few weeks, as he learned to control his anger, the number of nails hammered daily gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence.

Finally the day came when the boy didn't lose his temper at all. He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper. The days passed and the young boy was finally able to tell his father that all the nails were gone. The father took his son by the hand and led him to the fence.

He said, 'You've done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one. You can put a knife in a man and draw it out. It won't matter how many times you say I'm sorry, the wound is still there and a verbal wound is just as bad as a physical one.'