

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembroke is a school where we encourage everyone to be inspired through faith in God and to live by Christian values so that our teaching and learning is of the highest quality, our whole community flourishes and we reflect all that is worthy of praise.

SUBJECT: R.E.

YEAR: A

TERM: Spring 1

YEAR GROUPS: 5/6

KEY QUESTION: How does faith help people when life gets hard [Thematic]

PREVIOUS KNOWLEDGE We would expect most children to already be able to:

- know that people of faith sometimes turn to God when times are hard/stressful/fearful etc.
- know some information about Hindu concepts of reincarnation.
- describe some aspects of the Christian concept of heaven/hell.

End of Unit Objectives

Some children will not yet have met what is expected and show they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and show that they are exceeding because they can:
• I can give at least three examples of how religions use symbolism to show that life has ups and downs. KQ1 • I can give at least three examples of what religious believers and atheists believe about life and death. KQ2 • I can say what Christians believe about how people can gain eternal life. KQ3 • I can explain what the terms samsara, karma, moksha, dharma and reincarnation mean. KQ4 • I can describe and explain how Christians mark a person's death at a funeral. KQ5 • I can explain some ideas that non-religious people have about death and an afterlife. KQ6 • I can identify beliefs about life after death in at least two religious traditions, comparing and explaining for similarities and differences. KQ7	• I can give at least three examples of how religious believers find comfort and support from believing in God or being part of a believing community. KQ1 • I can explain why Jews and Christians show gratitude to God. KQ1 • I can explain how life raises some difficult questions for people, whether religious or not. KQ2 • I can make a link between the idea of Jesus, salvation and Christian beliefs about life after death. KQ3 • I can give at least three examples of how believing in karma and reincarnation can have an impact in the lives of Hindus. KQ4 • I can explain how a funeral can help Christians during a difficult time after someone dies. KQ5 • I can give at least three examples of how non-religious people might handle the ups and downs of life. KQ6 • I can make connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). KQ7	• I can explain how gratitude is good for people, giving some evidence to back up this view. KQ1 • I can talk about the value of gratitude in the lives of people, whether believers and non-religious, including my own views. KQ1 • I can raise questions and suggest answers about life and life after death. KQ2 • I can talk about how believing in life after death may make a difference to how someone lives, whether believers or non-religious, including my own views. KQ3 • I can talk about how belief in karma and reincarnation might help Hindus in good and times, expressing my own view. KQ4 • I can consider how a funeral can help all people, including non-believers, during a difficult time after someone dies. KQ5 • I can consider and weigh up how non-religious people handle good and bad times, giving good reasons for their ideas and insights. KQ6 • Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding these. KQ7

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- Creating diagrams to illustrate key religious ideas surrounding life after death.
- Poetry reflection.

ENRICHMENT OPPORTUNITIES –

What can we give children along the journey to help them remember more?

We will endeavour to include:

- Create a gratitude jar/journal
- Poetry reflection: 'Heaven' by Steve Turner.
- Use Nicholas Allan's: Heaven to help answer questions about death.
- write mission statements that set out hopes and dreams for their own lives
- Poetry writing

CROSS-CURRICULAR LINKS –

What links can we make to help children make sense of what we want them to know and be able to do?

This itinerary fits with our other learning through:

- **English: simile & metaphor activity: Life is like...**
- **Poetry reflection and writing**
- **Art: Fra Angelico: The Last Judgment**

LEARNING BEHAVIOURS Children will be expected to:

Tries new things	Create a gratitude journal to focus on the positive aspects in life.
Works hard	Weigh up how religion might help people in good and bad times,
Concentrates	Make links to their prior learning about Jesus, incarnation and salvation.
Self-motivates	Reflect on how and why the idea of karma and reincarnation might help a Hindu handle good and bad times.
Imagines	Raise questions and suggest answers about life and life after death
Improves	Respond thoughtfully to 'pink for think' marking.
Understands others	Work in pairs/groups to design a diagram to explain key Christian ideas surrounding life after death.
Doesn't give up	Complete set work to the best of my ability, striving to achieve any challenges/extension work.