

PEMBRIDGE CE PRIMARY SCHOOL LEARNING JOURNEY ITINERARY

Pembridge 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: B

TERM: Spring 1

YEAR GROUPS: 5/6

KEY QUESTION: What matters most to Christians and Humanists?

PREVIOUS KNOWLEDGE We would expect most children to already know about:

- some people are non-religious, and will have found out in several units that the Humanists are a visible group of non-religious people in the UK today.
- the Ten Commandments (Christianity).
- the Christian values of our school and be able to speak confidently about them.
- the term 'atheist'.

End of Unit Objectives

Some children will not yet have met what is expected and show they are **emerging** because they can:

- I can explain the word 'conscience' and suggest why it might be helpful to follow a moral code that comes from your conscience. **KQ1**
- I can explain the term 'humanist'. **KQ2**
- I can infer from some Bible texts some values that mattered to Jesus. **KQ3**
- I understand that both Humanists and Christians value peace. **KQ4**
- I can create my own code of conduct considering religious and non-religious values explored during the term. **KQ5**

Most children will show that they have reached the **expected** level because they can:

- I can consider which values are most important to me and suggest the factors that enable the values to flourish. **KQ1**
- I can consider how objects can represent humanists' beliefs, values and goals. **KQ2**
- I can explore and explain similarities and differences between how Humanists and Christians live. **KQ3**
- I can select and explain the values I think matter most for a peaceful society. **KQ4**
- I can suggest what might help people to follow a moral code and discuss why it is difficult to 'keep the rules'. **KQ5**

Some children will have gone beyond the expected level and show that they are **exceeding** because they can:

- I can make connections between the values studied (e.g. from Apostle Paul), my own life and the lives of others. **KQ1**
- I understand that Christians and Humanists have some values the same – and some different. **KQ2**
- I can connect the beliefs about the world which Humanists and Christians hold to the values I think matter most. **KQ3**
- I can discuss important questions about peace and other values thoughtfully. **KQ4**
- I can pose thoughtful questions about whether and when rules should be left behind, or even broken. **KQ5**

ASSESSMENT OPPORTUNITIES – What are children aiming for?

Children will be able to demonstrate their learning through:

- producing a 'fruit of the spirit' tree.
- showing how objects represent humanists' beliefs, values and goals.
- sorting similarities/differences in the values held by Christians/Humanists.
- explaining the values they think matter most for a peaceful society.
- creating a recipe for peace.
- writing a moral code.

ENRICHMENT OPPORTUNITIES –

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

We will endeavour to include:

- 'The Values Auction' activity.
- Exploration of, 'Here we Are' by Oliver Jeffers
- [What is humanism? » Understanding Humanism](#)
- [Humanists UK](#)

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:

- **PSHE:** rules, morals, conscience, actions/consequences.
- **English:** Reasoning skills in response to questions.
- **Science:** Exploration of the Humanist approach.
- **Maths:** The values Auction (budgeting)

LEARNING BEHAVIOURS Children will be expected to:

Tries new things

create their own recipe for peace.

Works hard

use technical terms accurately when defining key terminology.

Concentrates

explain similarities and differences between how Humanists and Christians live.

Self-motivates

ensure reasoning skills show depth of thought and understanding.

Imagines

adopt the perspective of those with religious/non-religious views.

Improves

respond thoughtfully to 'pink for think' marking.

Understands others

when working as a group, ensure everyone's ideas are considered.

Doesn't give up

complete set work to the best of my ability, striving to achieve any challenges/extension work