

Belief In Our Community : RE : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the different beliefs of religious and non-religious communities in our local area.	Children will consider differences between what it means to have 'faith', and what it means to have 'beliefs' (including how non-religious people have beliefs). They will go on to find out about religious and non-religious communities in their local area.	<ul style="list-style-type: none"> Can children decide on some beliefs that are shared by your school community? Do children understand that many people consider 'beliefs' and 'faith' to be different things? Can children find out about religious and non-religious communities in their local area? 	<ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C Community Groups Cards (FSD? activity only) Communities In My Area Sheet (FSD? activity only)
Lesson 2	To consider the ways in which belonging to a religious community can help people.	Children will read about a teenager's experiences as a member of a Jewish community, then consider ways in which being a member might help her in situations outside of that community. They will also consider some difficulties she might experience as a consequence of her beliefs.	<ul style="list-style-type: none"> Can children consider how being a member of a religious community can affect daily life? Can children explain how being a member of a religious community helps people make decisions? Can children describe positive aspects of membership of a community in their local area? 	<ul style="list-style-type: none"> Slides Worksheets 2A/2B/2C Community Member Interview Sheet (FSD? activity only)
Lesson 3	To find out about the impact faith and beliefs have had on the lives of inspirational figures.	Children will learn about Mo Farah (a Muslim) and Daniel Radcliffe (an atheist) – their achievements, what they have said about faith and beliefs, and their charity work. They will consider how their beliefs may have shaped their lives. Following this, children may research and write about significant and inspirational figures.	<ul style="list-style-type: none"> Can children describe the achievements of inspirational figures? Can children describe ways in which inspirational figures attribute their successes to their beliefs? Can children identify attributes of well-known people that they find inspirational? 	<ul style="list-style-type: none"> Slides Worksheets 3A/3B Inspirational Figures Discussion Cards (FSD? activity only)
Lesson 4	To consider the difficulties for people of different religious beliefs living in non-religious communities.	Children will consider how members of religious communities are also a part of many other, non-religious communities too. They will suggest reasons why religious people may experience difficulties in these communities at times, and consider how their beliefs may help them overcome difficulties. They may also consider how others can support people from different communities.	<ul style="list-style-type: none"> Can children give examples of non-religious or multi-faith communities in their local area? Can children explain some of the shared beliefs of non-religious communities? Can children consider the difficulties faced by religious members of non-religious communities? 	<ul style="list-style-type: none"> Slides Worksheets 4A/4B/4C Facts about Ramadan Cards Religious Community Statement Cards (FSD? only) Community Manifesto Sheet (FSD? only)
Lesson 5	To think about what makes it difficult to live life according to our own beliefs.	Children will continue to consider ways in which everyday life can make it difficult to live according to some religious beliefs, and suggest ways in which people can help themselves, and each other, in this regard. They may then either create art to show their own sense of pride as a member of a community, or discuss some given dilemmas.	<ul style="list-style-type: none"> Can children think about a time when they had difficulty living up to their own beliefs? Can children give some reasons why it is hard for young people to live up to some religious beliefs? Can children suggest how young people might cope with pressure to behave in a manner not according to their beliefs? 	<ul style="list-style-type: none"> Slides Worksheets 5A/5B/5C Dilemma Cards (FSD? activity only)