

<b>Subject: RE</b>			<b>Skipsea Primary School</b>
<b>Class:</b> 3	<b>Term:</b> Summer	<b>Teacher(s):</b> Mrs Cairns, Mrs Simpson	

Key Skills	Level:	Subject targets:	Children:	
	<b>Basic</b>	<ul style="list-style-type: none"> <li>▪ I can show what I know about religious beliefs, ideas and teachings.</li> <li>▪ I can ask questions that have no universally agreed answers.</li> </ul>		
	<b>Advanced</b>	<ul style="list-style-type: none"> <li>▪ I can explain the significance of some religious beliefs, teachings and events for members of faith communities.</li> <li>▪ I can ask questions about the significant experiences of others, including religious believers.</li> </ul>		
	<b>Deep</b>	<ul style="list-style-type: none"> <li>▪ I can explain how beliefs and teachings affect the lives of individuals and communities.</li> <li>▪ I can refer to a moment in Jesus' life and express my views on the way this is marked by Christians.</li> </ul>		

NB: At the end of the unit, highlight names:

- Green if target level **is** achieved
- Yellow if target level **is not** achieved (and note level they *did* achieve)

NB: If target is exceeded, write name in appropriate box and highlight green.

Lesson	WALT (learning objectives)	Activities	WILF (learning outcomes)	Evaluation
1	Understand the meaning of justice and freedom.	Asking the children to come up with definitions of freedom and justice – can they give examples? To use a dictionary to see what definitions are given. Do the children agree with these. <u>Why are justice and freedom important?</u>	<ul style="list-style-type: none"> <li>▪ Mind maps to show why justice and freedom are important.</li> </ul>	
2	To consider how people live their lives according to beliefs and rules.	Discuss a moral dilemma, such as a bullying incident in the playground. Discuss what happened and what the consequences were. Why did the people act as they did? Was justice involved? Think about freedom of action – what is it?	<ul style="list-style-type: none"> <li>▪ To take a character involved and to explain what they did and why.</li> </ul>	
3	Understand the meaning of freedom.	Discuss what does freedom mean. Is freedom the right to do anything I want - regardless of the impact on anyone else? Should I have the freedom to: * Go into a person's house and steal their money? * Call anybody I like names? * Drive at 180 km per hour? * Say anything I like to anybody? * Kick or hurt someone, if someone asks me to? Collect children's ideas of freedom.	<ul style="list-style-type: none"> <li>▪ To consider given questions and to give answers with justification.</li> </ul>	
4	explore the meaning of freedom.	Look at Bonolo who will never walk. Discuss is he free? Ch to work in pairs to decide and justify their answers. Give children more information about Bonolo so that they can then decide whether they still agree with their first decision: Bonolo is paralysed. He was left in his house all day as he could not move and his parents could not look after him while they were working. Wheelchairs are sent to Africa to help people who can't walk. He was given a wheelchair by money raised for comic relief. Bonolo can now go to school as his brother's and sisters can wheel him. He has lots of new friends and enjoys going out. Is Bonolo Free?	<ul style="list-style-type: none"> <li>▪ To give answer and reason.</li> <li>▪ To review answer and reason in light of new information.</li> </ul>	
5	Understand the meaning of freedom.	Look at Prita. Her parents are very wealthy. She has every toy she could want. Her parents have a swimming pool, a tennis court and she has a pony. Children to discuss is she free? Children to summarise what freedom actually means and	<ul style="list-style-type: none"> <li>▪ Paragraph explaining what freedom means.</li> </ul>	

<b>6&amp;7&amp;8</b>	To consider how justice and freedom affects ways of living and behaviour.	<p>whether we can really tell, just by looking at someone whether they are truly free.</p> <p>To look at the slave triangle and the work of William Wilberforce. Where do the slaves come from? Why were they taken? What conditions did they have to endure? What happened to them? Was it just what happened to them? Were they free?</p> <p>To use drama / role play to show how the slaves were treated and what a slave market would have been like.</p> <p>Look at the people who fought for justice and freedom and slavery and why Hull is so important regarding this.</p> <p>Discuss modern day slavery and that this still goes on today.</p> <p>Children to create information posters about the slave trade persuading people that it is wrong to own another person.</p>	<ul style="list-style-type: none"> <li>▪ Role play</li> <li>▪ Information poster giving information about the slave trade and persuading people that slavery was / is wrong.</li> </ul>	
<b>9</b>	explore the lives and work of special people – Martin Luther King.	<p>To look at Martin Luther King and his fight for civil rights.</p> <p>Introduce the ‘I have a dream’ speech and Luther King’s fight for equality over colour.</p> <p>Children to create their own ‘I have a dream’ speech about issues they feel strongly about.</p>	<ul style="list-style-type: none"> <li>▪ ‘I have a dream’ speech.</li> </ul>	
<b>10</b>	Explore commitment to causes.	<p>To look at Nelson Mandela anti-apartheid activist who was willing to go to prison for his beliefs. He wanted to cut racism, poverty and inequality. Do the children think that he was right to follow and fight for these beliefs? Was it right that he was sent to prison for his beliefs?</p> <p>From what is known, brainstorm the type of person Mandela must have been.</p>	<ul style="list-style-type: none"> <li>▪ Mind map to show the qualities Nelson Mandela possessed.</li> </ul>	
<b>11</b>	To consider how people live their lives according to beliefs and rules.	<p>Look at the ten commandments and how they were given to us. Discuss the importance of these laws and why people followed them.</p>	<ul style="list-style-type: none"> <li>▪ To order 10 commandments in order of importance.</li> <li>▪ To explain whether these commandments are still relevant today.</li> </ul>	
<b>12</b>	To consider how people live their lives according to beliefs and rules.	<p>Discuss why we have laws and rules. Look at school rules and why we have these. What happens if we break these? Look at the laws we have now and how people are punished if they break the law. Is this the same for all countries?</p>	<ul style="list-style-type: none"> <li>▪ Debate about the importance of law and punishment – does the punishment fit the crime?</li> </ul>	