



Subject- Religious Education



Threshold Concepts and Milestones

Threshold Concept	Year 6	Content
<p>Understand beliefs and teachings This concept involves understanding the key teachings of various religions.</p>	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. 	<p>IMPORTANT PEOPLE: Discussion around the role of religious leaders, their influence compared to other people who influence us</p>
<p>Understand practices and lifestyles This concept involves understanding the day to day lives and practices of various religions.</p>	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. 	<p>SACRED PLACE: Debate. How important is the church building to the local community? Why? How do people of the Christian faith feel about the potential sale? How do other faiths feel about the debate issue?</p> <p>COMMUNITY: Who can change the community?</p> <p>IMPORTANT PEOPLE: Discussion around the role of religious leaders, their influence compared to other people who influence us and whether we need religious leaders?</p>

	<ul style="list-style-type: none"> • Show an understanding of the role of a spiritual leader. 	
<p>Understand how beliefs are conveyed This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. 	<p>SACRED PLACES: How do religious buildings sit at the heart of a community? Why are they important? Are they necessary in order to practise a religion? COMMUNITY: How a religious community helps people</p>
<p>Reflect This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. 	<p>SACRED PLACES: During the class debate, think carefully about your own views about their religion. Why do other people have different views? IMPORTANT PEOPLE: Discussion around the role of religious leaders, their influence compared to other people who influence us and whether we need religious leaders?</p>
<p>Understand values This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. 	<p>SACRED PLACES: How do you feel? During the debate, think about how the whole community may feel. Why do some people agree/disagree? How is a final decision made?</p>

	<p>wanting to act in a certain way despite rules).</p> <ul style="list-style-type: none"> Express their own values and remain respectful of those with different values. 	<p>IMPORTANT PEOPLE: Discussion around the role of religious leaders, their influence compared to other people who influence us and whether we need religious leaders?</p>
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PRESENTATIONS:

SACRED PLACES: Debate

COMMUNITY:

IMPORTANT PEOPLE: Debate about who influences us

ACTIVITIES:

1. SACRED PLACES:

RESOURCE: See debate resources in the resource bank.

1. Introduction

This activity is an important introduction to activity 2. It introduces key concepts and ideas, provides information and opens up discussion about alternative uses of the church buildings, and encourages connections between Christian teachings and the church's use of resources.

Ask pupils to:

- **Identify** as many examples as they can of church buildings, which have been converted into something else, e.g. community centre, warehouse, art centre, place of worship for another religion, offices in the local area and using the resource provided.
 - **Consider** the range of uses for former or redundant churches. Are some uses more acceptable than others? Resource sheet.
 - **Suggest** how the congregation of these churches and the pupils themselves feel about this change of use. What reasons can they give for their thoughts?
 - **Identify** the reasons given for and against a disused church being converted into a theatre. What reasons for and against might the congregation of the church have given before they decided to sell? Use of church buildings- Resource 1.
 - **Connect** the Christian idea of stewardship with the conversion and/ or sale of a church to another use. How might the sale or conversion of a church be an example of good stewardship? Use of church buildings- Resource 2, 6, 8.
 - **Suggest** how the Church can continue to grow if a church is disused and is converted into something else.
2. **Enquiry: should the church be sold?**

This activity provides an opportunity for pupils to work collaboratively to investigate and apply the information and thinking covered in activity 1 to a real situation, to justify an opinion with clear reference to Christian teaching and to reflect on outcomes.

Ask pupils to:

- **Work in a small group** to investigate the options facing St Mark's Church and decide which in their view is the best option for the church. Their recommendation should be:
 1. Financially viable
 2. Achievable(realistic)
 3. Consistent with Christian teaching
- **Use** the following resources to inform their investigation: a copy of the 'Background information' resource; the 'Use of church buildings' resource; one of the Task Group cards.
- **Decide** which members of their group should make the presentation to the panel and work together as a group to create the presentation. Pupils can choose the format of this presentation: notes on cards, PowerPoint. It should be persuasive, draw on the facts of the situation facing St Mark's, and show how their group's recommendation is consistent with Christian teaching.

- **Present** their recommendation to the panel, which might consist of: pupils from another class; members of school staff or governors; or members of the class. The panel should be required to justify its final decision in terms of how it meets the criteria above.
- **Write** an individual evaluative response to the final decision. They should use the following starter and make sure they refer to Christian religious teaching in their answer.

**This is the correct decision for the
Christian community because...**

**Others might disagree with this decision
because...**

COMMUNITY;

Who can change the community?

1. How did the community in Hide-Ale changed its rules?

Watch the Christian Aid video with the class.

See: www.youtube.com/watch?v=HXxejNZcpAQ

It tells the story of Bokiya, aged 14, who learned about her rights from Christian Aid and bravely said 'no' to forced marriage because she wanted to continue her education. With help from Christian Aid, she blazed a trail of change in her community that led to the whole village deciding to enable girls to be educated and to ban child marriage. Consider: What made Bokiya's stand inspiring to others? Copy the resource sheet for pupils to use. Pupils might be guided through all the activities or you may select certain activities to follow up the story depending on the ability of the pupils.

2. Bible sentences: making sense, making links

Introduce and discuss carefully these sentences from the Bible to the class and ask them how the sentences might be connected to the story of Bokiya and the Negele.

Paul said 'In Christ, there is neither male nor female, but all are one in Jesus Christ.' Galatians 3:26

Jesus said 'Blessed are those who hunger and thirst for justice. They shall be satisfied!' Matthew 5:6

Use the writing frame to enable pupils to record their thoughts and connections, creating a commentary on the two Bible sayings. This writing frame is useful wherever you want pupils to think about sayings from scripture in some depth: just vary the prompts in the thought bubbles. This offers pupils the chance to interpret text for themselves.

3. Case studies from Islamic Belief

Ask pupils if they know about charities that help communities to change in other religions, and welcome all their ideas. Show pupils the website of Islamic Relief.

See: www.islamic-relief.org.uk

Show the range of projects Islamic Relief runs. Encourage pupils to examine similarities and differences between Islamic Relief and Christian Aid. The projects highlighted here are:

- Food for all. How Islamic Relief collects and uses money to meet the needs of hungry people in Ramadan.

IMPORTANT PEOPLE:

Children so far have looked at how important religious leaders have influenced their religions and helped shape the beliefs that followers live by.

In this unit, the children need to consider the wider range of people who influence our lives all the time e.g. celebrities, sports stars, reality stars and online bloggers etc

Children to discuss and debate what role, if any, religious leaders have compared to all the other influencers in the world. Why do we still need a spiritual/faith leader?

Activity - Show the children a range of popular role models, celebrities, sports stars, well known bloggers etc, along with a group of other people, family, school, TV, religious leaders. Ask the children to discuss who in the pictures we are more influenced by.

Pose the question - do we need religious leaders anymore with so many social celebrities there to guide us on what the right diet is, fashion, latest gadget etc

What is the job of a religious leader?

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