



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: RE –Christianity, Hinduism, and Sikhism - Human Responsibility and Values/Justice and Fairness YEAR GROUP: 4

TERM Summer 2

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|---|----------|-----------|------------|--|--------|--|--------|-------------|--------|----------|------|----------------|---------|---------|--------|---------|----------|-----------|------------|--|--|---|--|
| Vocabulary | | | | Skills | | What we already know | | | | | | | | | | | | | | | | | |
| <table><tr><td>diverse</td><td>ahimsa</td><td>equity</td><td>values</td></tr><tr><td>communities</td><td>morals</td><td>fairness</td><td>harm</td></tr><tr><td>responsibility</td><td>justice</td><td>respect</td><td>common</td></tr><tr><td>charity</td><td>equality</td><td>wellbeing</td><td>difference</td></tr></table> | | | | diverse | ahimsa | equity | values | communities | morals | fairness | harm | responsibility | justice | respect | common | charity | equality | wellbeing | difference | Human responsibility and Values <ul style="list-style-type: none">Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility Justice and Fairness <ul style="list-style-type: none">Consider and discuss questions on matters that are important in the world including choices about what is right and wrong | | Year 3 <ul style="list-style-type: none">What rules Muslims follow about caring for the world/each otherHow some religious communities workDiscussions of fairness including stories: ‘Zacchaeus the Tax Collector’What impact religious charities have?An idea of Right vs Wrong – Noah’s Ark | |
| diverse | ahimsa | equity | values | | | | | | | | | | | | | | | | | | | | |
| communities | morals | fairness | harm | | | | | | | | | | | | | | | | | | | | |
| responsibility | justice | respect | common | | | | | | | | | | | | | | | | | | | | |
| charity | equality | wellbeing | difference | | | | | | | | | | | | | | | | | | | | |
| Illustration | | | | Application/ Outcomes | | Concepts | | | | | | | | | | | | | | | | | |
| | | | | <ul style="list-style-type: none">- Distinguish between rights and responsibilities- British values- Who decides what is important and valued in the world? (e.g. Hindu teaching and ahimsa, homelessness, treatment of animals)- ‘Diamond 9’ priority sorting of child’s core values- Recreate a poster to demonstrate ‘equality vs equity’- The 5 K’s and how they show equality- Moral values | | <p>What are we all responsible for in the world?</p> <p>Does having a religious faith help you to be good?</p> <p>Does fairness mean everyone gets the same?</p> | | | | | | | | | | | | | | | | | |
| Other/Cross Curricular Links with English/Maths | | | | Adaptations for SEND | | | | | | | | | | | | | | | | | | | |
| PSHCE – diversity in communities, respect, values, good morals, fairness, equality vs equity | | | | Use of visual aids to represent values (drawing images to communicate ideas) | | | | | | | | | | | | | | | | | | | |