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| **Pentecost term 2****Dialogue and Encounter****Year 6** |
| **Big Question:****Why is prayer and alms giving important to all faiths, and working together towards the common good?**  |
| **Age 11 Learning outcomes:**15. Explain in an age-appropriate way the meaning of ‘the common good’ and the principles of Catholic Social Teaching and describe some ways Christians work together with people of different worldviews to promote the common good.16. Explain the term ‘worldviews’ and its meaning, giving simple examples.**Understand**By the end of this unit of study, pupils will be able to:**U6.6.1.** Explain in an age-appropriate way the meaning of ‘the common good’ and the principles of Catholic Social Teaching. (RVE)**U.6.6.2.** Describe some ways Christians work together with people of different worldviews to promote the common good. (RVE)**U6.6.3.** Use the term ‘worldviews’ and understand its meaning, giving simple examples. (RVE)**U6.6.4.** Recognise links and simple connections between some Dharmic beliefs, practices, and way of life making links between them. (RVE)**Discern****D6.6.1.** Reflecting on the statement ‘Everyone should be concerned to create and support institutions that improve the conditions of human life’ (CCC 1926), consider how this challenges people to change. (RVE)**D6.6.2.** Considering the term ‘common good’, discuss why charities with different worldviews work to promote the same goals. (RVE)**D6.6.3.** Explore some examples of creative expressions of faith from a Dharmic pathway. (RVE)**D6.6.4** Listening to the stories and experiences of those who follow a Dharmic pathway in the class or the wider community and asking questions about their laws, beliefs, worship, or life. (RVE)**Respond****R6.6.1.** Considering how engaging in dialogue with those who hold different beliefs could transform their own lives and the future of the communities. (RVE)**R6.6.2.** Identifying ways, they could act to differently because of their learning about Catholic Social Teaching dialogue. (RVE)**Dialogue**By the end of this unit of study, pupils will know that the Church teaches:• That Catholics should work to promote ‘unity and love’ (Nostra Aetate 1) among all people.• That the Church is called to ‘enter dialogue with the world in which it lives. It has something to say, a message to give’ (Ecclesiam Suam 65).• That Christians are responsible for promoting the common good.By the end of this unit of study, pupils will know:• Some practical ways in which people can work together towards common goals.• The term ‘worldview’ and its meaning.**Encounter**By the end of this unit of study, pupils will have encountered the following:• Recognise links and simple connections between some Dharmic beliefs, practices, andway of life (e.g., Hinduism or Sikhism or Buddhism or Jainism). |
|  | Lesson 1**UNDERSTAND** | Lesson 2**UNDERSTAND** | Lesson 3**UNDERSTAND** | Lesson 4**DISCERN**  | Lesson 5**UNDERSTAND / RESPOND** |
| **Learning Focus**  | Understand the meaning of the CST principle ‘The Common Good’.  | Understand the meaning of the CST principle ‘The Common Good’ linked to Charity. (Caritas) (The National Justice and Peace Network)  | Recognise links and simple connections between some Dharmic beliefs, practices, and way of life making links between them. | Listening to the stories and experiences of those who follow a Dharmic pathway in the class or thewider community and asking questions about their laws, beliefs, worship, or life. (RVE) | Hinduism- Understanding the Hindu Dharma and the Vedas |
| **Recall and Retrieval** | Recall what you already know about Catholic Social Teaching.  | Recall what you remember about one charity or charitable person- what did they do and why did they do it? | What other religions have you learnt about? What can you recall about these religions? | Reflect on how Christians are encouraged to live their lives- what does it tell us in the Bible? | Why are Christians responsible for promoting the Common Good? |
| **Sequence of knowledge throughout the lesson.**  | Key knowledge:Pupils will know:* To know that Christians are responsible for promoting the Common Good.
 | Key knowledge:Pupils will know:* Define the principle of ‘The Common Good’ in Catholic Social Teaching, including how it means working for the benefit of all people, especially the most vulnerable.
* Identify the role of Catholic charities such as Caritas and The National Justice and Peace Network in promoting the Common Good.
* Explain how Gospel values such as love, justice, and solidarity underpin the idea of the Common Good (e.g. Matthew 25:31–46 – “Whatever you did for the least of these...”).
 | Key knowledge:Pupils will know:* Identify key beliefs in one or more Dharmic religions (e.g., karma, dharma, samsara, ahimsa).
* Describe some religious practices (e.g., meditation, prayer, festivals, food choices, daily rituals).
* Recognise how beliefs influence behaviour (e.g., belief in karma influencing kind actions or charitable giving).
 | Key knowledge: Pupils will know:* To know the Church is called to enter dialogue with the world in which it lives.
* To know the Church has something to say, a message to give (Ecclesiam Suam 65).
 | Key knowledge:Pupils will know:* Understand what the Vedas are:
* Pupils can explain that the Vedas are ancient sacred texts of Hinduism, containing hymns, prayers, and guidance for living a good and spiritual life.
* Pupils can name the four main Vedas—Rigveda, Samaveda, Yajurveda, and Atharvaveda—and describe the general purpose of each.
* Pupils understand that the Vedas are respected as divinely revealed scriptures and are central to Hindu beliefs, rituals, and moral values.
* Pupils can identify how teachings from the Vedas relate to important Hindu concepts such as dharma (duty), karma (actions), and moksha (liberation)
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| **Key Skills/disciplinary knowledge** | **U6.6.1.** Explain in an age-appropriate way the meaning of ‘the common good’ and the principles of Catholic Social Teaching. (RVE) | **U.6.6.2**. Describe some ways Christians work together with people of different worldviews to promote the common good. (RVE) | **U6.6.4.** Recognise links and simple connections between some Dharmic beliefs, practices, and way of life making links between them. (RVE) | D6.6.4 Listening to the stories and experiences of those who follow a Dharmic pathway in the class or the wider community and asking questions about their laws, beliefs, worship, or life. (RVE) |  |
| **Main teaching activity** | Children are going to be given different Bible references-explain how they link to the theme of the common good, then link this to their own lives | 1.Explore the website together:<https://www.justice-and-peace.org.uk/about-us/>2.Discuss as a class how the charities actions link to the previous learning3.Consider what qualities a member of J&P would need4..Using the learning from the last lesson, children are going to create an advert for signing up to J&P and becoming a member | Children are going to create a piece of artwork with the outline of their heads and fill it with what they perceive as their Dharma. Include ‘Name’s Dharma’ at the top of the artwork. | 1.Go through the slides explaining what the dharmic pathway is and how that impacts on people’s lives2. Go through the examples on the board, discuss how the dharmic pathway has influenced how these people have chosen to live their lives3. Reach out to the school community and see if any parents are Hindu- complete a Q and A with them, children to write their own questions | Activity 1: What Are the Vedas? (Reading + Comprehension)Instructions: Read the short paragraph below and answer the questions.The Vedas are the oldest and most sacred books in Hinduism. There are four Vedas. They are made up of hymns, chants, and teachings about how to live a good and spiritual life. Hindus believe the Vedas were heard by wise people long ago and passed down for thousands of years.Questions: What are the Vedas?Why are they important in Hinduism?What do they teach people?Activity 2: The Four Vedas (Matching Game)Instructions: Draw lines to match the Veda to its correct description.Veda Name DescriptionRigveda A. Used in singing and chanting during worshipSamaveda B. Includes spells and prayers for daily lifeYajurveda C. Instructions for rituals and sacrificesAtharvaveda D. Hymns and poems praising gods like Agni(Answer Key: Rigveda – D, Samaveda – A, Yajurveda – C, Atharvaveda – B)Activity 3: Dharma, Karma & the Vedas (Creative Task)Instructions: Choose one of these Hindu beliefs – dharma (doing the right thing), karma (actions have consequences), or moksha (freedom from the cycle of life) – and write or draw how the Vedas might help someone follow that belief. Activity 4: Class Discussion / ReflectionPrompt:Why do you think Hindus believe the Vedas are so special? How do sacred books help people in their daily lives? |
| **Scaffolding** | Children to be given in part completed grids or just consider how to use the messages from the Bible in their lives | Give addition resources for finding appropriate Bible references to include on the advert | Give pictures/icons to include for ideasUse computers if appropriate |  |  |
| **Challenge** | Include their own examples to the grid | Higher expectations or information included | Encourage them to think deeper about what their Dharma would look like- possibly include Bible ref |  | Extension / Homework IdeaWrite a short diary entry as if you are a child in ancient India hearing the Vedas being chanted for the first time. |
| **Key vocabulary and definition / Explicit vocabulary instruction**  | Dialogue - Dialogue is a conversation between two or more peopleCatholic Social Teaching - a compass that helps people live their faith by doing good and building a fair world | Worldview- the lense through which you see the world | Hinduism- a very old religion from India, and it teaches people about how to live a good life. It's like a big collection of different beliefs and practices, not just one set of rules.Dharma- the spiritual law for human beings |  |  |
| **Resources** | Caritas website  | https://www.justice-and-peace.org.uk/ |  |  |  |
| **Diversity Links** | Inter-faith dialogue towards the Common Good.  |  |  |  |  |
| **Checking for understanding (summative assessment)**  |  |  |  |  |  |

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|  | Lesson 6**UNDERSTAND** | Lesson 7**UNDERSTAND** | Lesson 8**UNDERSTAND / RESPOND** | Lesson 9**DISCERN** | Lesson 10**RESPOND** |
| **Learning Focus** | Hinduism- Explore Hindu beliefs about karma, samsara, and moksha | Links between Hinduism / Sikhism and make simple connections.  | Considering how engaging in dialogue with those who hold different beliefs could transform their own lives and the future of the communities. (RVE) | Knowledge CaptureReflecting on the statement ‘Everyone should be concerned to create and support institutionsthat improve the conditions of human life’ (CCC 1926), consider how this challenges people tochange. (RVE) |  |
| **Recall and Retrieval**  | Summaries the religious texts of Hinduism- how they are organized and how the impact on people lives | Recap on what we have learnt about Saint Steven- who was he? What qualities did he show? | Reflect on what a prophet is, where do Christians hear the voice of prophets |  |  |
| **Sequence of knowledge throughout the lesson** | Key knowledge:Pupils will know:* Pupils will be able to explain that karma means actions have consequences—good actions lead to positive outcomes, and bad actions lead to negative outcomes, either in this life or a future one.
* Pupils will be able to describe samsara as the cycle of birth, death, and rebirth, and understand that Hindus believe this cycle continues until the soul reaches spiritual freedom.
* Pupils will understand that moksha is the ultimate goal for Hindus—a state of liberation where the soul breaks free from the cycle of samsara and becomes one with Brahman (the supreme reality).
* Pupils will reflect on how these beliefs might guide the way Hindus make decisions, treat others, and live their lives with compassion and responsibility..
 | Key knowledge:Pupils will know:* Identify key beliefs in Hinduism (e.g. dharma, karma, moksha) and Sikhism (e.g. equality, sewa, one God).
* Recognise some shared ideas between the two religions, such as:
* Belief in karma (actions have consequences)
* Belief in reincarnation (life after death in a new form)
* Importance of meditation and prayer
* Know that Sikhism began in the context of Hinduism and Islam in India.
 | Key knowledge:Pupils will know:* Recognise that people from different religions and worldviews may share values such as kindness, fairness, peace, and respect.
* Identify examples of real-life dialogue (e.g. local interfaith groups, shared festivals, community projects).
 | Key knowledge: Pupils will know: |  |
| **Key Skills/disciplinary knowledge** | U5.5.4 -  | Encounter- Recognise links and simple connections between some Dharmic beliefs, practices, andway of life (e.g., Hinduism or Sikhism or Buddhism or Jainism). |  |  |  |
| **Main teaching activity** | Part 1: Match the MeaningDraw a line to match each key term to its correct meaning.Term MeaningKarma A. The endless cycle of birth, death and rebirthSamsara B. When the soul becomes free and joins with BrahmanMoksha C. The belief that actions have consequences—good or badPart 2: Fill in the GapsComplete the sentences using the words in the box.[karma  moksha  samsara  Brahman  rebirth  actions]Hindus believe that all of our \_\_\_\_\_\_\_ have consequences.This is called \_\_\_\_\_\_\_: good deeds lead to good outcomes, bad deeds lead to suffering.The cycle of birth, death and \_\_\_\_\_\_\_ is called \_\_\_\_\_\_\_.The ultimate goal is to reach \_\_\_\_\_\_\_—freedom from this cycle.When moksha is reached, the soul becomes one with \_\_\_\_\_\_\_.Part 3: Thinking It ThroughAnswer the questions in full sentences:What do you think karma teaches people about how to behave?Why might a Hindu try to live a good and compassionate life?What do you think moksha means to a Hindu? | Starter (5–10 mins) – “Quick Quiz”:Begin with a few multiple-choice or true/false questions on Hinduism and Sikhism to recap prior knowledge (e.g. “Do both religions believe in one God?” or “Which religion celebrates Diwali?”).Main Task (25–30 mins) – “Belief Detectives”:Provide pupils with a set of belief and practice cards (pre-made by the teacher), e.g.:“Belief in karma”“Belief in one God”“Worship in a Mandir”“Celebrate Guru Nanak’s birthday”“Value of sewa (selfless service)”“Diwali celebrated for different reasons”Pupils work in pairs or groups to sort these into a Venn diagram, with circles labeled Hinduism, Sikhism, and Both.Encourage discussion about why they placed each item where they did.Reflection (10–15 mins) – “Thinking Deeper”:Pupils complete a short written task or class discussion:“What do these shared beliefs tell us about how both religions encourage people to live?”“Which belief do you think is most important for living a good life?” Why? | "Belief Booths" – Exploring Different PerspectivesSet up 3–4 "Belief Booths" around the classroom, each representing a different religion or worldview (e.g. Christianity, Islam, Hinduism, Humanism).In each booth, provide a short paragraph about that belief’s values around kindness, peace, or justice, along with 2–3 real-life examples.Pupils rotate through the booths in small groups, filling in a “Common Values” worksheet, identifying shared values and asking, "How might this belief help someone live a good life?"Outcome:Pupils begin to see how different beliefs often promote similar values and start to understand why dialogue matters. |  | 1. Whole school COTW.
2. Return to class to complete the Respond booklet.
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| **Scaffolding** |  |  |  |  |  |
| **Challenge** | Challenge – Hindu Beliefs in Everyday LifeImagine you are a Hindu child. Write a short paragraph about how your beliefs in karma, samsara, and moksha help you make choices at school or with friends.Start like this:"I try to be kind and helpful because I believe in karma…" |  |  |  |  |
| **Key vocabulary and definition / Explicit vocabulary instruction** |  |  |  |  |  |
| **Resources** |  |  |  |  |  |
| **Diversity Links** |  |  |  |  |  |
| **Checking for understanding (summative assessment)**  |  |  |  |  |  |