




## **RE MTP Overview**

### **Year 6 Autumn 1**

#### **Jigsaw Unit Overview**

<b>Theme</b>	<i>Beliefs and Practices</i>		
<b>Concept</b>	<b>Commitment</b>		
<b>Religion</b>	<i>Islam</i>		
<b>Enquiry Question</b>	<i>What is the best way for a Muslim to show commitment to God?</i>		
<b>Learning Intention</b>	<i>We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</i>		
<b>Resources</b>	<p><b><u>Previous Learning Slides</u></b></p> <p> <b>Autumn 1 RE Pre-Learning Slides</b></p>		
<b>Assessment</b>	<p><b><u>Engagement</u></b></p> <p><b>WTS:</b> <i>I can express why showing commitment to something may be a good thing.</i></p> <p><b>EXS:</b> <i>I can show an understanding of why people show commitment in different ways.</i></p> <p><b>GDS:</b> <i>I can explain why one way of showing commitment may not be better than another.</i></p>	<p><b><u>Knowledge &amp; Understanding</u></b></p> <p><b>WTS:</b> <i>I can describe some of the ways that Muslims choose to show commitment to God.</i></p> <p><b>EXS:</b> <i>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</i></p> <p><b>GDS:</b> <i>I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives.</i></p>	<p><b><u>Evaluation/Critical Thinking</u></b></p> <p><b>WTS:</b> <i>I can express why showing commitment to something may be a good thing..</i></p> <p><b>EXS:</b> <i>I can think of some ways of showing commitment to God that would be better than others for Muslims.</i></p> <p><b>GDS:</b> <i>I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life,</i></p>



## RE MTP

### Year 6 Autumn 1 Week 1

Step 1: Engagement	Lesson 1
<b>Focus Skill</b>	Identity, experience and empathy Have the ability to see the world through the eyes of others, and recognise issues from their point of view.
<b>Learning Intention</b>	<b>To explore the idea of commitment</b>
<b>SOLO SC: Uni- Structural</b> <i>Bronze</i>	<b>I can recognise a commitment being made.</b>
<b>SOLO SC: Multi- Structural</b> <i>Silver</i>	<b>I can describe the challenges associated with fulfilling a commitment.</b>
<b>SOLO SC: Relational</b> <i>Gold</i>	<b>I can apply the concept of commitment to my life.</b>
<b>SOLO SC: Extended Abstract</b> <i>Platinum</i>	<b>I can reflect on the role commitments played in shaping some of the most influential people of the 21st Century.</b>
<b>Key Vocabulary for the lesson/unit</b>	<b>Commitment</b> <b>Values</b> <b>Resilience</b> <b>Compromise</b>

	<b>Responsibility Mindset</b>		
<b>Starter</b>	Pose Question on the board; <i>What is a commitment?</i> Give pupils opportunity to TTYP Take feedback and settle on definition. <i>What are the synonyms of commitment?</i> Faithfulness, Dedication, Loyalty... <i>Has anyone here made a commitment to someone that they would not mind sharing with the class?</i>		
<b>Lesson Journey</b>	<ol style="list-style-type: none"> <li>1) Show pictures of Colonel Sanders, JK Rowling and Cristiano Ronaldo. <i>Does the class know who these people are?</i> Take feedback. <i>What role have these individuals played in society? Why are they considered icons/influential?</i></li> <li>2) Watch clip of Ronaldo: <a href="https://www.youtube.com/watch?v=70Z1oEZxhnE">https://www.youtube.com/watch?v=70Z1oEZxhnE</a> (Video is 8 mins long so use judgement for how much to watch) Discuss how Ronaldo made a commitment to himself to become the best player in the world. <i>Was this easy? What were the challenges?</i></li> <li>3) Read extracts on JK and CS (See resources) Take feedback on anything the students found surprising or intriguing.</li> <li>4) Bring in the 4 Pillars <i>All 3 individuals faced great difficulty in fulfilling their commitments. Which of the 4 Pillars did they need to demonstrate and why?</i></li> <li>5) <b>IMPORTANT: Ensure that pupils leave a blank page before starting their activity. Next week they will stick in their Learning Enquiry Question on that page.</b></li> </ol>		
<b>Activity</b>	<b>Bronze:</b> Pick one of the 3 icons we have discussed. What was the commitment they made? <b>Silver:</b> Who do you believe faced the biggest challenge in fulfilling their commitment? <b>Gold:</b> Create a poem based on a commitment from your life using our 4 Pillars vocabulary. (See resources) <b>Platinum:</b> Based on our discussion of the 3 icons- create a poem based on Commitment using our 4 Pillars vocabulary.		
<b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i>	Appreciating the great challenges these individuals needed to overcome to achieve their status. They did not achieve their greatness without hardwork and dedication. What do JK Rowling, Colonel Sanders and <b>Karley Warren- Searle</b> all have in common? They have worked incredibly hard in their lives to help others and should be recognized for that.		
<b>Resources</b>	J.K. Rowling had just been through a divorce, was on government aid, and could barely afford to feed her baby in 1994, just three years before the first Harry Potter book, Harry Potter and The Philosopher’s Stone, was published. When she was looking for representation, she was so poor she couldn’t afford a computer or even the cost of photocopying the 90,000-word novel, so she manually typed out each version to send to publishers. It was rejected dozens	<b>Pillar Links</b>	<b>Heart-</b> Belonging and Responsibility  <b>Head-</b> Resilience and Challenge  <b>Health-</b> Self Belief

of times until finally Bloomsbury, a small London publisher, gave it a second chance after the CEO's eight year-old daughter fell in love with it.

Colonel Harland Sanders was fired from a variety of jobs throughout his career before he first started cooking chicken in his roadside Shell Service Station in 1930, when he was 40 years old. Over the next 10 years, he perfected his "Secret Recipe" and pressure fryer cooking method for his famous fried chicken and moved onto bigger locations.

However, as the interstate came through the Kentucky town where the Colonel's restaurant was located in the 1950s, it took away important road traffic, and the Colonel was forced to close his business and retire with very little money. Worried about how he was going to survive off his \$105 monthly pension check, he set out to find restaurants who would franchise his secret recipe—he wanted a nickel for each piece of chicken sold. He drove around, sleeping in his car, and was rejected more than 1,000 times before finally finding his first partner.

A commitment is like a recipe,  
It requires a great deal of things.  
Self belief to get things going,  
Kindness and respect to give it its wings.

They come in all shapes and sizes,  
To a team, club or a friend.  
What matters is not the size or shape,  
But your responsibility is to see it through to the end.

**Working Wall**  
*(What will go on the WW  
from this lesson?)*

High quality poems based around Commitment may be appropriate.



**RE MTP**  
**Year 6 Autumn 1 Week 2**

<b>Step 2: Investigation</b>	<b>Lesson 2</b>
<b>Focus Skill</b>	Explaining Use religious vocabulary and concepts to explain in detail, principal beliefs, teachings, values and practices.
<b>Learning Intention</b>	<b>To explore how salat shows a Muslim's commitment to God.</b>
<b>SOLO SC: Uni- Structural</b> <i>Bronze</i>	<b>I can define what salat is.</b>
<b>SOLO SC: Multi- Structural</b> <i>Silver</i>	<b>I can describe what is involved in salat.</b>
<b>SOLO SC: Relational</b> <i>Gold</i>	<b>I can explain how salat shows a Muslim's commitment to God.</b>
<b>SOLO SC: Extended Abstract</b> <i>Platinum</i>	<b>I can evaluate the extent to which Salat shows a Muslim's commitment to God.</b>
<b>Key Vocabulary for the lesson/unit</b>	5 Pillars Salat Prayer Intention (Niyah) Washing (Wudu)

	Bowing (Ruku) Prostration (Sujud)		
<b>Starter</b>	<p>Introduce the Learning Enquiry Question for this half term; <i>What is the best way for a Muslim to show commitment to God?</i></p> <p>Explain how across the next 3 lessons they will be building a knowledge base in order to answer this question in the penultimate week of the half term.</p> <p>Stick in Learning Enquiry Question on the blank page that was left last week.</p>		
<b>Lesson Journey</b>	<p>1) Show video clip focusing on the Pillar of Salat <a href="https://www.bbc.co.uk/bitesize/clips/zsqvcdm">https://www.bbc.co.uk/bitesize/clips/zsqvcdm</a></p> <p>2) Whilst watching, pupils take notes by bullet pointing the ways in which prayer shows commitment to God. Questions to consider; <i>Why is it a Muslim's duty to prayer 5 times a day to Allah?</i> <i>Is it necessary to pray 5 times a day?</i> <i>How does prayer show commitment to God?</i> <i>If a Muslim does not prayer 5 times a day does this mean they are not committed to God?</i></p> <p>3) Take feedback and discuss findings.</p>		
<b>Activity</b>	<p><b>Bronze:</b> What is your understanding of Salat? <b>Silver:</b> Why do Muslims consider Salat of the highest importance? <b>Gold:</b> What are the challenges associated with Salat? <b>Platinum:</b> If a Muslim cannot carry out Salat, does this mean they are not committed to God? Make reference to the <i>intention</i> of an action.</p>		
<b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i>	Considerable subject specific vocabulary that pupils will be unfamiliar with.		
<b>Resources</b>	Learning Inquiry Question formatted neatly on A4-A5 to stick neatly on the blank page left last lesson.	<b>Pillar Links</b>	<p><b>HEART-</b> Tolerance, Respect and Belonging</p> <p><b>HEALTH-</b> Healthy Lifestyle</p>
<b>Working Wall</b> <i>(What will go on the WW</i>	Learning Enquiry Question in Big Lettering displayed clearly in the classroom.		

from this lesson?)



**RE MTP**  
**Year 6 Autumn 1 Week 3**

Step 2: Investigation	Lesson 3
<b>Focus Skill</b>	Questioning Interpret the different answers given by religions, and their different perspectives, to form their own opinions.
<b>Learning Intention</b>	<b>To explore whether Zakat demonstrates a Muslim's commitment to God.</b>
<b>SOLO SC: Uni- Structural</b> <i>Bronze</i>	I can recognise Zakat as one of the 5 Pillars.
<b>SOLO SC: Multi- Structural</b> <i>Silver</i>	I can describe the role of Zakat in a Muslim's life.
<b>SOLO SC: Relational</b> <i>Gold</i>	I can argue whether Zakat demonstrates a Muslim's commitment to God.

<b>SOLO SC: Extended Abstract</b> <i>Platinum</i>	<b>I can generate alternative methods for a Muslim to show charity.</b>		
<b>Key Vocabulary for the lesson/unit</b>	5 Pillars Zakat Charity Good Deeds Islamic Relief Nisab- (minimum amount someone must earn to donate Zakat)		
<b>Starter</b>	Recap from previous lesson to consolidate 5 Pillars of Islam and Salat Again reference the Learning Enquiry Question (should also be displayed clearly in classroom) <i>What is the best way for a Muslim to show commitment to God?</i>		
<b>Lesson Journey</b>	1) Watch clip: <a href="https://www.bbc.co.uk/bitesize/clips/z4yjsxnb">https://www.bbc.co.uk/bitesize/clips/z4yjsxnb</a> 2) Consider the following questions: <i>Should giving to charity be a duty or should Muslims have a choice?</i> <i>Why is it a good idea to give to charity?</i> <i>Would someone still be a good Muslim if they did not give to charity?</i>		
<b>Activity</b>	1) Using the case study from the resources section. <b>Bronze:</b> What Pillar of Islam is being focused on in this study? <b>Silver:</b> How crucial is Zakat in the life of a Muslim? <b>Gold:</b> Who is showing the bigger commitment to God and why? <b>Platinum:</b> If Mr A is struggling to commit to Zakat, what advice would you give him so that he is still demonstrating charity?  <b>IMPORTANT:</b> In the next lessons a guest speaker will be brought in (teacher, parent, carer) to discuss their own ideas on how to show commitment to God. Use the last 5-10 minutes of the session for pupils to generate questions that they can ask. Linked perhaps to the Pillars of Islam studied so far Zakat and Salat		
<b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i>	Possible confusion over the conditions of giving Zakat and the 2.5% of the entire wealth. Possible questions about how poorer Muslims donate- Nisab is key here.		
<b>Resources</b>	<a href="https://www.bbc.co.uk/bitesize/clips/z4yjsxnb">https://www.bbc.co.uk/bitesize/clips/z4yjsxnb</a>	<b>Pillar Links</b>	<b>HEALTH:</b> Excellent behaviour

	<p>“Mr A’s income means he can just about afford his Zakat contribution. He arrives at an Islamic Relief UK centre to hand over his contribution for the year. When the relief worker goes to process his cheque it is rejected as there is no money left in his bank account.</p> <p>Mrs B is a multi millionaire. She arrives at Islamic Relief UK and hands over her cheque which is 2.5% of her total earnings for the year.”</p> <p><b>A guest speaker will need to be arranged for the following session.</b></p> <p><b>This could be a teacher in the school or a parent who would be happy to discuss their personal beliefs on the subject.</b></p>		<p><b>HEART:</b> Respect and Kindness</p>
<p><b>Working Wall</b> <i>(What will go on the WW from this lesson?)</i></p>	<p>If space available can add the key vocabulary from this lesson.</p>		



## Year 6 Autumn 1 Week 4

Step 2: Investigation	Lesson 4
<b>Focus Skill</b>	Questioning Interpret the different answers given by religions, and their different perspectives, to form their own opinions.
<b>Learning Intention</b>	<b>To review answers given from a guest speaker in order to form my own opinion.</b>
<b>SOLO SC: Uni- Structural</b> <i>Bronze</i>	<b>I can quote from a guest speaker.</b>
<b>SOLO SC: Multi- Structural</b> <i>Silver</i>	<b>I can select key information from a key speaker in order to form my own opinion.</b>
<b>SOLO SC: Relational</b> <i>Gold</i>	<b>I can review answers given by a guest speaker to form my own opinion.</b>
<b>SOLO SC: Extended Abstract</b> <i>Platinum</i>	<b>I can review answers given by a guest speaker and originate my own responses.</b>
<b>Key Vocabulary for the lesson/unit</b>	5 Pillars Zakat Charity Good Deeds 5 Pillars Salat Prayer Intention (Niyah) Washing (Wudu) Bowing (Ruku) Prostration (Sujud)
<b>Starter</b>	Questions prepared for the guest speaker. Remind children of the expectations surrounding behaviour, attitude and interaction.
<b>Lesson Journey</b>	<ol style="list-style-type: none"><li>1) The speaker would be briefed beforehand of the Learning Enquiry Question and hopefully will tailor their discussion to this topic.</li><li>2) Pupils make notes on what is being discussed and be prepared to ask their questions.</li></ol>

<b>Activity</b>	<i>What is the best way for a Muslim to show Commitment to God?</i>		
	Pupils make notes from the guest speaker.		
<b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i>	Staying engaged with the whole discussion.		
<b>Resources</b>	Guest speaker briefed on the Learning Enquiry Question. Questions from students prepared.	<b>Pillar Links</b>	<b>HANDS-</b> Experiencing and Resourceful <b>HEART-</b> Tolerance and Respect <b>HEAD-</b> Communication
<b>Working Wall</b> <i>(What will go on the WW from this lesson?)</i>	High quality questions from students.		



**RE MTP**  
**Year 6 Autumn 1 Week 5**

<b>Step 3: Evaluation</b>	<b>Lesson 5</b>
<b>Focus Skill</b>	Explaining Use religious vocabulary and concepts to explain in detail, principal beliefs, teachings, values and practices.

<b>Learning Intention</b>	<b>To explore different ways for a Muslim to show commitment to God.</b>
<b>SOLO SC: Uni- Structural</b> <i>Bronze</i>	<b>I can identify how Muslims can show commitment to God.</b>
<b>SOLO SC: Multi- Structural</b> <i>Silver</i>	<b>I can describe how Muslims can show commitment to God.</b>
<b>SOLO SC: Relational</b> <i>Gold</i>	<b>I can explain different ways for a Muslim to show commitment to God.</b>
<b>SOLO SC: Extended Abstract</b> <i>Platinum</i>	<b>I can justify what I think is the best way for a Muslim to show commitment to God.</b>
<b>Key Vocabulary for the lesson/unit</b>	5 Pillars Zakat Charity Good Deeds 5 Pillars Salat Prayer Intention (Niyah) Washing (Wudu) Bowing (Ruku) Prostration (Sujud)
<b>Starter</b>	Recap of last week's lesson and their reaction to the guest speaker. Select a few students to read out their responses and their notes.
<b>Lesson Journey</b>	<ol style="list-style-type: none"> <li>1) Pose Learning Enquiry Question for the final time; <i>What is the best way for a Muslim to show commitment to God.</i></li> <li>2) Show the modelled response to the Question on the board. This can either be lived modelled or displayed and discussed. Highlight the three key components that form a high level response. 1) Personal Reflection. 2) Knowledge built up over the lessons. 3) Evaluation</li> <li>3) See Jigsaw Planning for examples of working towards, expected and below responses.</li> </ol>
<b>Activity</b>	Pupils write a response the Learning Enquiry Question

	Bronze: Activity Sheet from Jigsaw Silver: Answering the questioning focusing on the 5 Pillars. Gold: Answering the question by comparing the importance of the 5 Pillars Platinum: Answering the question by evaluating which shows the better commitment to God.		
<b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i>	The biggest issue that will arise here will be students who have missed lessons and have GAPS in their knowledge. A recap at the beginning of the session would help with this issue- as will the activity sheet from Jigsaw.		
<b>Resources</b>	Activity Sheet from Jigsaw Modelled response to Learning Enquiry Question. Can adapt the Greater Depth response if needed.	<b>Pillar Links</b>	<b>HANDS:</b> Creating, Resourceful
<b>Working Wall</b> <i>(What will go on the WW from this lesson?)</i>	Modelled response of Learning Enquiry Question		



**RE MTP**  
**Year 6 Autumn 1 Week 6**

<b>Step 4: Expression</b>	<b>Lesson 6</b>
<b>Focus Skill</b>	Interpreting/Discerning Interpret the significance and impact of different forms of religious and spiritual expression (e.g. music/art).
<b>Learning Intention</b>	<b>To explore a plan for a commitment that can be fulfilled by the end of Year 6.</b>
<b>SOLO SC: Uni- Structural</b>	<b>I can draw an image related to the commitment I am going to make.</b>

<i>Bronze</i>			
<b>SOLO SC: Multi- Structural</b> <i>Silver</i>	I can annotate my image to include some ways I can put my commitment in place.		
<b>SOLO SC: Relational</b> <i>Gold</i>	I can make a plan for a commitment that can be fulfilled by the end of Year 6.		
<b>SOLO SC: Extended Abstract</b> <i>Platinum</i>	I can make a plan for a commitment that can be fulfilled by the end of Year 6 and reflect on the challenges I will face in my attempt to fulfill it.		
<b>Key Vocabulary for the lesson/unit</b>	Commitment Plan Resilience Will power Self Control Faithfulness		
<b>Starter</b>	What commitments have you made over the course of your life? <i>Are they personal to you or are you willing to share with the class</i>		
<b>Lesson Journey</b>	<ol style="list-style-type: none"> <li>1) All pupils write words and ideas linked to the topic of Commitment to produce a Wordle.</li> <li>2) The words and suggestions will hopefully be able to generate some ideas for their commitment.</li> </ol>		
<b>Activity</b>	Pupils make a personal commitment- this could be to themselves or to someone else. Level dependent they can either visualise this commitment or produce a plan for this commitment detailing possible challenges and obstacles.		
<b>Possible Misconceptions</b> <i>(What are the children likely to find challenging?)</i>	Pupils lacking the imagination or understanding to consider a commitment they want to make.		
<b>Resources</b>	Wordle application.	<b>Pillar Links</b>	<b>HANDS-</b> Creating <b>HEALTH-</b> Healthy Lifestyle and Excellent Behaviour

**Working Wall**

*(What will go on the WW  
from this lesson?)*

Nothing needed for this session.