

RE: 5:1 ‘What can we learn from great leaders and inspiring examples in today’s world?’

SACRE links

Know about and understand religions and worldviews	Express ideas and insights into the significance of religion and worldviews	Gain and deploy skills for engaging with religions and worldviews
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.



Key Vocabulary	Definition
Beliefs	Something one accepts as true or real; a firmly held opinion.
Challenges	A task or situation that tests someone's abilities.
Charity	An organization set up to provide help and raise money for those in need.
Climate change	A change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.
Inspirational	Providing or showing creative or spiritual inspiration.
Leader	The person who leads or commands a group, organization, or country.
Respect	A feeling of deep admiration for someone or something <u>elicited</u> by their abilities, qualities, or achievements.
Role model	A person looked to by others as an example to be imitated.
Tolerance	The ability or willingness to <u>tolerate</u> the existence of opinions or behaviour that one <u>dislikes</u> or <u>disagrees</u> with.
Values	Principles or standards of behaviour; one's <u>judgement</u> of what is important in life.

Objective 1 (2 sessions)	Objective 2 (2 sessions)	Objective 3	Objective 4	Objective 5
To know about a range of inspirational leaders. To understand and compare their beliefs.	To know how to research a leader effectively. To learn how to create a biography of a leader.	To learn about why some actions are classed as inspirational.	To know about the challenges that the world is facing. To compose our own speech about an ideal world.	To learn how to effectively interview a leader in school. Ask JF/ HC? Floorbook work.

Key Knowledge

- To know a range of world leaders.
- To know what leaders stand for.
- To name world challenges.