

Religious Education (R.E) - Whole School Overview



In RE we build upon the learning in KS1 and base our curriculum on the Sheffield SACRE scheme of work. By the end of year 6 we aim for all pupils to extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. Pupils are introduced to an extended range of sources and subject specific vocabulary. Pupils are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life, whilst learning to express their own ideas in response to the material they engage with. To reflect the religious makeup of our school and Yorkshire, the religions we focus on are Christianity, Islam and Hinduism. Each lesson will contain thought provoking questions as well as time to reflect upon their own views and practices.

Below gives a brief overview of the themes covered throughout the key stage

Year 3	festivals of light- Christmas, Diwali, Hanukkah (Christianity, Hindu, Judaism)	Prayer (incl prayer mats, symbolism, community and meaning) (Hinduism , Islam)	The journey of life (birth, marriage, death, afterlife) (Christianity, Hinduism)
Year 4	Inspirational leaders- Muhammad & Jesus (Lent and Ramadan) Modern inspirational leaders (Ghandi, Mother Theresa, Guru Nanak) (Christianity, Sikhism, Islam)	Pilgrimage (Eid & Haj) (Islam, Christianity)	Religion in our local area & tolerance (various)
Year 5	Christianity and living a Christian life (Christianity)	Religious beliefs and tolerance (whether God is real) (Christianity, Hinduism , Islam)	Places of Worship (various)
Year 6	Global Charity and religion (various)	Creation and origin (Big Bang, creation stories of Hindu and Christianity,	The Life of a Hindu/Muslim/Christian etc (drawing together all KS2 knowledge & understanding) (Christianity, Hinduism , Islam)

Previous Learning from KS1			
Prior Learning		Historical People	
Christianity Islam Sikhism Judaism Buddhism Christmas Eid Chinese New Year Ramadan Churches Mosques Temples Synagogues		The Pope Dalai Lama Martin Luther King Gandhi Mother Teresa William Wilberforce Archbishop Desmond Tutu Oscar Romero	
Year 3			
	AUTUMN Festivals <i>Celebrations & Stories (Christmas, Diwali, Hanukkah)</i> By the end of the unit the children will be able to recall religious festivals from the Christian, Muslim and Hindu faiths and explain the importance of each to followers of each faith.	SPRING Prayer <i>How do religious families and communities live out their faith?</i> By the end of the unit the children will be able to describe and explain some of the ways in which religion determines the way people of that faith live their lives.	SUMMER The journey of life and death <i>Why do some people think life is like a journey? Where do we go? What do people think about life and death?</i> By the end of the unit the children will be able to describe and explain similarities and differences towards how people of different faiths view life as a journey and death.
Link to School Values	Together we embrace difference	Together we are kind	Together we embrace difference

Recall (vocabulary and knowledge)	Christian Christianity Muslim Islam Light Family Festival Miracles Christmas Similarities Differences	<ul style="list-style-type: none"> • Community • Mosque • Prayer • God • Allah • Recall why people pray 	<ul style="list-style-type: none"> • Christianity • Easter • Birth • Life • Death
New Key concepts and vocabulary	<ul style="list-style-type: none"> • Celebration • Jews • Judaism • Hindus • Hinduism • Commercial • Hanukkah • Diwali • Community • Emotions • Symbols • Represent 	<ul style="list-style-type: none"> • Hindu • Hinduism • Ritual • Worship • Wudu • Imam • Pujari • Puja • Meditation • Sajada 	<ul style="list-style-type: none"> • Belief • Symbols • Sacrifice • Good Friday • Reincarnation • Resurrection • Journey of life • Heaven • Transformation
Beliefs and teachings <i>(from various religions)</i> <i>Understanding the key teachings of various religions.</i>	<ul style="list-style-type: none"> • Pupils can explain the meaning of Christmas to Christians – the birth of Christ. • Pupils can explain the meaning of Hanukkah to Jews – rededication of the temple. • Pupils can explain the meaning of Diwali to Hindus – the festival of lights to mark a new year. • Use photographs, videos and images to compare and contrast the meaning of Christmas, Hanukkah and Diwali. 	<ul style="list-style-type: none"> • Understand why, how and who Muslims pray to: <ul style="list-style-type: none"> - Why - to help themselves feel comforted and at peace, and to provide answers to their problems - How – 5 times a day observing prayer rituals - To whom – Allah • Understand why, how and who Hindus pray to: <ul style="list-style-type: none"> - Why - provides a way of directly communicating with God - How - Hindu worship is primarily an individual act rather than a 	<ul style="list-style-type: none"> • Describe ways in which Christians see life as a journey from birth to death • Explore a Christian’s belief in heaven and being with God in heaven after death. • Describe ways in which Hindus see life as a journey. • Explore the Hindu belief in reincarnation – the belief that when they die their soul is reborn in a different form. • Compare and contrast the two religions views on life as a journey.

		<p>communal one, as it involves making personal offerings to the deity. Worshippers repeat the names of their favourite gods and goddesses, and repeat mantras.</p> <ul style="list-style-type: none"> - To whom - Most Hindus have a personal god or goddess such as Shiva, Krishna or Lakshmi to whom they pray regularly <ul style="list-style-type: none"> • Compare and contrast how Hindu and Muslim people pray (including bringing the community together) 	
<p>Rituals, ceremonies and lifestyles <i>(from various religions)</i> <i>Exploring the day-to-day lives and practices of various religions.</i></p>	<ul style="list-style-type: none"> • Describe and understand how Christmas, Hannukah and Diwali are celebrated in England focussing on rituals including <ul style="list-style-type: none"> - Lighting candles on a menorah - Christmas trees - Story of the Nativity - Lighting lamps at Diwali - Story of Rama and Sita 	<ul style="list-style-type: none"> • Find out about the meanings of words and actions used in prayer and worship including bowing down, using ritual and symbol, praying alone and in groups 	<ul style="list-style-type: none"> • Identify different Christian and Hindu traditions and celebrations which mark important points in life, for example, -- -- <ul style="list-style-type: none"> - Christening / babtism - Confirmations - Marriage - Funerals • Develop understanding of the resurrection and heaven in Christianity <ul style="list-style-type: none"> - What do Christian’s believe about heaven? - It is where God is - It is where the our souls go if we have led a good life • Develop understanding of reincarnation within Hinduism <ul style="list-style-type: none"> - What do Hindus believe about re-incarnation? <ul style="list-style-type: none"> - Reincarnation is the religious or philosophical belief that the soul or spirit, after biological death, begins a new life in a new body that may be human, animal or spiritual depending on the moral quality of the previous life's actions

<p>How beliefs are expressed <i>Understanding how books, scriptures, symbols, art and readings convey beliefs.</i></p>	<ul style="list-style-type: none"> To research images associated with Christmas – use images which show both the religious side of Christmas and the commercial side of Christmas. Compare and contrast the pictures Listen to music associated with Christmas – Christmas pop songs and Christmas carols. What are the similarities and differences between the two types of Christmas songs? Which do they prefer and why? Who might prefer the other type and why? 	<ul style="list-style-type: none"> Find out about the meanings of the temple, geometric patterns and the crescent symbols on Islamic prayer mats. Research images of Brahman, Shiva, Vishnu and Ganesh and find out the symbols associated with them. 	<ul style="list-style-type: none"> Compare and contrast Christian and Hindu weddings. Research the symbolism in Christianity (cross, wedding rings, water/oil on head during baptism) Research the symbolism in Hinduism (water, aum during naming ceremony, henna, mandap, seven steps, rice for weddings and red powder)
<p>Time to reflect and personal growth- <i>thought provoking questions & expression</i></p>	<ul style="list-style-type: none"> Why do Christians/Jews/ Hindus celebrate events that took place centuries ago? Do people spend too much money at Christmas? Is it better to give a gift or receive a gift? Do you have to be a Hindu to celebrate Diwali? Are Christmas, Hannukah and Diwali always happy occasions? 	<p>Agree/disagree/discuss</p> <ul style="list-style-type: none"> Do you ever say prayers? Why? Why not? Why do some people believe God answers their prayers? How does participating in prayer and worship help people feel closer to God and their community? There is no point praying Anyone can pray- you don't have to belong to a religion 	<ul style="list-style-type: none"> What was this carrot (or other item) before it was a carrot? Does the World ever end? What are other people's / religions beliefs in life after death? What do you believe happens when we die? Is it ok for people to believe different things about life as a journey?
<p>Values <i>(in your own life and others' lives)</i> <i>Making sense of right and wrong and choices we make.</i></p>	<ul style="list-style-type: none"> How does celebrating Christmas, Hannukah and Diwali make you feel? How do you show that you value and care for people all year round? How do you carry the feeling from this celebration into the rest of the year? (eg New Year's resolutions) 	<ul style="list-style-type: none"> Reflect thoughtfully on the importance of bringing people together to pray. What values are expressed in prayers in different religions- are they the same? How does belonging to a religious community make you feel? 	<ul style="list-style-type: none"> What milestones have you achieved and how were they marked? What milestones might happen to you in the future?



Year 4

	<p>Autumn Inspirational people from long ago & in today's World <i>What can we learn from inspiring leaders (Jesus and Muhammad) who started religions and the practice of lent and Ramadan? What can we learn from great leaders and inspiring examples in today's world? Hindu, Christian.</i></p> <p>By the end of the unit, the children will be able to show a greater understanding of the importance of religious figures across different faiths.</p>	<p>Spring Religion, family and community: <i>What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect? All the religions and beliefs of Sheffield</i></p> <p>By the end of the unit, the children will be able to describe and explain how different religions co-exist in our local area. They will have developed their understanding and empathy of tolerance towards differing religious beliefs.</p>	<p>Summer Symbols and religious expression <i>How do people express their religious and spiritual ideas on pilgrimages? Muslims and Christians</i></p>
<p>Links to School Values</p>	<p>Together we are kind</p>	<p>Together we embrace difference</p>	<p>Together we embrace difference</p>
<p>Recall (vocabulary and knowledge)</p>	<p>The Pope Dalai Lama Martin Luther King Gandhi Mother Teresa William Wilberforce Archbishop Desmond Tutu Oscar Romero</p>	<p>Beliefs Christianity Islam Judaism Sikhism Buddhism Mosque Hinduism Community Parable Samaritan</p>	<p>Hajj Bethlehem Jerusalem Prayer Ritual Worship Meditation Muhammad Allah</p>
<p>New key concepts and vocabulary</p>	<ul style="list-style-type: none"> • Leader • Spiritual • Wisdom • Commitment • Inspirational • Fasting • Muhammad • Jesus • Lent • Ramadan 	<ul style="list-style-type: none"> • Way of life • Values • Morals • Neighbour • Family • Charity • Diversity • Acceptance & tolerance • Census 	<ul style="list-style-type: none"> • Significant Journey • destination • Pilgrim/Pilgrimage • Sacred • Mecca • Ka'aba • Holy Land • Followers

	<ul style="list-style-type: none"> • Archbishop • Parable 		
<p>Beliefs and teachings <i>(from various religions)</i> Understanding the key teachings of various religions.</p>	<ul style="list-style-type: none"> • Respond thoughtfully to Christian beliefs about “Jesus as God come down to Earth” • Look for examples on how Jesus taught Christians how to live. Read the parables The Good Samaritan, The Lost sheep, The Prodigal Son and The Rich Fool. • Respond thoughtfully about the meanings behind the parables. Link to school values – e.g. Which of our school values does the good Samaritan show? – kind, embrace difference. • Respond thoughtfully to Muslim teaching about Prophet Muhammad[PBUH] and the revelation of the Qur’an, learning from selected stories of his life (hadith), and making connections between Muslim teaching and Muslim practice (e.g. in the 5 Pillars) • Describe the lives of some inspirational spiritual and leaders from the modern world (e.g Gandhi, Martin Luther King Jr, Malala Yousafzai, The Pope). 	<ul style="list-style-type: none"> • Linking to Mathematics and Geography, pupils use local and national census statistics to Develop accurate understanding of the religious plurality of their locality and of Britain today • Visit to local Mosque to find out about the life of a Muslim in Sheffield. • Share some of the Muslim children’s experience of their lives as a Muslim living in Sheffield? <ul style="list-style-type: none"> - When do they go to the mosque? - How often do they go to the mosque? - What do they do at the mosque? - When do they pray? • https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-being-young-muslim/zjv7pg8 • Share some of the children’s experiences of being a Christian in Sheffield. • Use website https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-christianity/zimmvk7 to explore what life is like as a Christian in Great Britain. 	<ul style="list-style-type: none"> • Look at and explore the word ‘pilgrimage’. ‘A pilgrimage is a journey, often into an unknown or foreign place, where a person goes in search of new or expanded meaning about their self, others, nature, or a higher good, through the experience. It can lead to a personal transformation, after which the pilgrim returns to their daily life’ Explore this definition in detail. • Research the Islamic pilgrimage of Hajj. <ul style="list-style-type: none"> - Where is it? – Mecca - Why do Muslims go? – One of the 5 pillars of Islam / to honour Allah - How often does it take place? – every year but Muslims will try and go at least once in their lifetime. - What happens on the pilgrimage? – <p>https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt</p> • Find out about Christian pilgrimages to the Holy Land
<p>Rituals, ceremonies and lifestyles</p>	<ul style="list-style-type: none"> • How do Christians celebrate and remember the life of Jesus? Easter, Christmas. 		<ul style="list-style-type: none"> • Explore why someone would want to go on a pilgrimage

<p><i>(from various religions)</i> Exploring the day-to-day lives and practices of various religions.</p>	<ul style="list-style-type: none"> • How do Christians try to live their lives following the example of Jesus? Link to 5 school values • Pray • Holy communion • How do Muslims celebrate and remember the life of Muhammad ? – Look in detail at the festival of Mawlid. • How do Muslims try to live their lives following the example of Muhammad? • Read and learn the Qur’an • Pray 5 times a day • Worship only 1 god • Link to 5 school values. 	<ul style="list-style-type: none"> • List and describe similarities and differences between the ways different communities show that they belong • Describe and explain the benefits of having a multi-cultural and multi-religious society in Sheffield. • How can we show tolerance of all religions and for people who follow the laws of their religion? <ul style="list-style-type: none"> - Understand lifestyle choices - Understand the rituals they perform - Understand who or what they believe in • Look at giving to charity – Zakah • Why should we give to charity? • How much should we give to charity - Islamic beliefs of 2.5% of income Stories of Zacchaeus or Luke 21:1-4 (the poor widow) 	<ul style="list-style-type: none"> • How does the Hajj impact the lives of a Muslim?
<p>How beliefs are expressed <i>Understanding how books, scriptures, symbols, art and readings convey beliefs.</i></p>	<ul style="list-style-type: none"> • Consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama, weighing up the effectiveness of the different media • How could some of Jesus’ parables be retold with a modern twist? <ul style="list-style-type: none"> - Drama - Rap - Cartoon strip 	<ul style="list-style-type: none"> • Investigate aspects of community life including weekly worship, charitable giving or beliefs about caring for others, showing their understanding and expressing ideas of their own 	<ul style="list-style-type: none"> • write creatively and thoughtfully a song, prayer or meditation suited to particular occasions and communities
<p>Time to reflect and personal growth- <i>thought provoking questions & expression</i></p>	<ul style="list-style-type: none"> • How can fasting be of value? • Is somebody inspirational to all people? • Can someone who has made bad choices be inspirational? • 	<ul style="list-style-type: none"> • Discuss and apply ideas from different religious codes for living (e.g. Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all • Explore the idea of neighbour. Who are my neighbours? What makes a good 	<ul style="list-style-type: none"> • Why do people travel/go on journeys? • Should only Christians sing carols at Christmas? • How long does a pilgrimage need to be? • Why do people go on pilgrimages? • What happens when people arrive at a pilgrimage? Are they happy occasions?

		neighbour? Recall link to Good Samaritan parable	•
Values (in your own life and others' lives) <i>Making sense of right and wrong and choices we make.</i>	<ul style="list-style-type: none"> • How can giving something up help you to be a better person? • How can we be inspirational to others? • Who are inspirational people to you and why? • 	<ul style="list-style-type: none"> • Linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God 	<ul style="list-style-type: none"> • What values do the people share? Do you agree with them? • What values would inspire you to go on a pilgrimage



Year 5			
	Autumn Religion and the individual: <i>What it means to be a Christian and Christmas</i> By the end of this unit the children will be able to describe and explain the Christian meaning of Christmas to include beliefs, practices and symbols associated with Christmas and the practice of holy communion.	Spring Religious Beliefs and tolerance: <i>How do people's beliefs about God, the world and others have impact on their lives? Muslims and Hindus</i> By the end of this unit the children will have gained an understanding an understanding of tolerance and intolerance and be able to give examples of how intolerance affects people's lives.	Summer Worship and sacred places: <i>Where, how and why do people worship? Investigating places of worship in Sheffield and Yorkshire.</i> By the end of the unit the children will have developed their understanding of religious places of worship across different religions and be able to compare and contrast similarities and differences.
Links to School Values	Together we are kind	Together we embrace difference	Together we embrace difference
Recall (vocabulary and knowledge)	<ul style="list-style-type: none"> • Christianity • Festival • Christmas • Bible • Prayer • Celebration • Commercial • Hanukkah • Community • Emotions 	<ul style="list-style-type: none"> • Allah • Mosque • Prayer • Hindu • Hinduism • Ritual • Worship • Wudu • Imam • Community 	<ul style="list-style-type: none"> • Church • Mosque • Ritual • Worship • Wudu • Imam • Pujari • Puja • Meditation • Sajada • Ritual

	<ul style="list-style-type: none"> • Symbols • Worship • Represent • Fasting • Neighbour • Values 	<ul style="list-style-type: none"> • Muhammad • Ramadan • Sacred • Acceptance and tolerance • Life as a Muslim • Life as a Hindu • Zakah 	<ul style="list-style-type: none"> • Visit to a Christian church • Sacred • Followers • Visit to an Hindu Temple • Devotion • Commitment • Symbolism
New key concepts and vocabulary	<ul style="list-style-type: none"> • Saviour • Forgiveness • Holy Communion • Commitment • Passover • Devotion • Gospels • Scripture 	<ul style="list-style-type: none"> • Intolerance • Partition • Freedom • Ritual • Spiritual 	<ul style="list-style-type: none"> • Holy building • Sacred place • Sheffield & Yorkshire • Gurdwara/Temple/Synagogue • Congregate • Architecture • Spires / towers • Minaret • Shrine
Beliefs and teachings <i>(from various religions)</i> <i>Understanding the key teachings of various religions.</i>	<ul style="list-style-type: none"> • Learn about devotion and commitment in Christianity. • Consider why Christians celebrate Jesus' birth: what is the meaning of Christmas to Christians? – Jesus brought to Earth as the son of God to live a mortal life and teach us how to live our lives well. Jesus was born to be crucified and then resurrected to take away our sins. • Compare the texts in the Christian gospels that tell the stories of shepherds (Luke) and wise men (Matthew) at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities. • Explore similarities and differences between Matthew's account of Jesus' birth and Luke's account. Why might they be very different? 	<ul style="list-style-type: none"> • Explore the idea of intolerance and look at examples of historical intolerance – e.g. WWII, Native Americans. • Explore historical examples of religious intolerance (e.g. creation of Pakistan-Islam and Hinduism) – through the partition of India. • Research some of the religious laws and rules that Muslims and Hindus follow in their lives – to include daily rituals, rules around food, rules around washing and cleaning, rules around clothes and covering bodies / faces. 	<ul style="list-style-type: none"> • Pursue an enquiry into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. • Plan a visit to a Hindu or Sikh temple in Sheffield • Compare and contrast a Hindu / Sikh temple with a Christian church or Islamic mosque.

	<ul style="list-style-type: none"> Explore how our nativity story is a combination of both accounts. 		
Rituals, ceremonies and lifestyles <i>(from various religions)</i> <i>Exploring the day-to-day lives and practices of various religions.</i>	<ul style="list-style-type: none"> Use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion 	<ul style="list-style-type: none"> Describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakah (alms giving) on how Muslim individuals and communities live. Explore the impact that following religious views has upon followers of that religion. 	<ul style="list-style-type: none"> What is significant about sacred buildings? Consider: what happens in holy buildings? Research external architecture in sacred buildings – towers / spires at churches, minarets / domes from a mosque. Research internal decorations and symbolisms inside holt buildings Churches – cross, alter, stained glass windows Mosques – patterns, carpets Sikh temples – shrines, statues
How beliefs are expressed <i>Understanding how books, scriptures, symbols, art and readings convey beliefs.</i>	<ul style="list-style-type: none"> To describe and understand symbolism- ie star, angel, bread and wine gifts and wise men. Explore what the symbols mean to Christians. Explore symbolism across different denominations of the Christian faith. 	<ul style="list-style-type: none"> Express their own ideas about religious issues and questions, giving reasons for their thoughts Explore and respond thoughtfully to the spiritual paths of Muslims and Hindus using a range of sources of wisdom (compare & contrast) Children to explore examples of tolerance art work and produce their own piece of art work with a tolerance theme. 	<ul style="list-style-type: none"> Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques, temples, expresses the community’s way of life, values and beliefs Presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art Relate the meanings of symbols and actions used in worship to events and teachings from the religions they study
Time to reflect and personal growth- <i>thought</i>	<ul style="list-style-type: none"> Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? 	<ul style="list-style-type: none"> Have you ever experienced intolerance? How did it make you feel and why? Discuss and debate reasons why different people have different ideas 	<ul style="list-style-type: none"> consider though provoking statements about local religion and beliefs

<i>provoking questions & expression</i>		<p>about whether God is real and what God is like,</p> <ul style="list-style-type: none"> recognising the right to freedom of religion and belief for all people 	
<p>Values (in your own life and others' lives) <i>Making sense of right and wrong and choices we make.</i></p>	<ul style="list-style-type: none"> What have you learnt from examples of Christian practice and consider the challenges of trying to live a good life 	<ul style="list-style-type: none"> What values do you have that align with tolerance? How do you show that in your everyday life? How can you be more tolerant? How does it make you feel if you experience intolerance? 	<ul style="list-style-type: none"> What do you value in your community with regards to religious diversity/ What can we do to be more aware and diverse?



Year 6			
	<p>Autumn Beliefs in Action: Global Charity and religion <i>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Jewish, Christian, Muslim</i></p> <p>By the end of this unit of work the children will understand religious teachings towards kindness and charity and be able to give reasons why people feel the need to support charities.</p>	<p>Spring Beliefs and questions: <i>Creation and origin</i></p> <p>By the end of this unit of work the children will have explored questions on beliefs – focussing on creation - across different religions and been given the opportunity to explore and develop their own beliefs and feelings towards such concepts. They will also develop tolerance towards people with different beliefs to their own.</p>	<p>Summer Life as a follower of Religion <i>(drawing together all KS2 knowledge & understanding)</i></p> <p>By the end of this unit of work the children will have developed their understanding of the lifestyles of people of different faiths (Christian, Hindu, Muslim, Sikh). The children will have developed an understanding of the concept of a multi-faith society and tolerance and respect towards everybody's individual beliefs. They will have found out a little about Buddhism, Judaism and Humanism</p>
Links to School Values	Together we are Kind	Together we embrace difference	Together we embrace difference

Recall (vocabulary and knowledge)	<ul style="list-style-type: none"> • Zakah • Morals • Acceptance & tolerance • Neighbour • Family • Charity • Diversity • Ramadan • The Good Samaritan • Intolerance • Commitment 	<ul style="list-style-type: none"> • Old Testament • New Testament • Hanukkah • Diwali • Creation • Followers • Shrine • Brahma • Vishnu 	<ul style="list-style-type: none"> • Prayer • Festivals • Community • Lifestyle • Teachings • Scripture • Ritual • Spiritual • Tolerance and intolerance • Holy Building
New key concepts and vocabulary	<ul style="list-style-type: none"> • Methodist • John Wesley • Kindness • Natural disasters • Social • Economic • 3rd World • Medical • Economic 	<ul style="list-style-type: none"> • Creation • Creation stories • Theories • Old Testament • Judeo-Christian • Abrahamic religions • Brahma, Vishnu, Shiva / Trimurti • Ex nihilo / created from nothing • Creation from chaos • World parents • Emergence • Earth-diver 	<ul style="list-style-type: none"> • Ceremonies • Devotion • Culture • Individual liberty • Buddhism • Judaism • Humanism • Multi-faith community
Beliefs and teachings <i>(from various religions)</i> <i>Understanding the key teachings of various religions.</i>	<ul style="list-style-type: none"> • Share and compare stories of kindness from different religions: <ul style="list-style-type: none"> - The Good Samaritan - Stories of the prophet Muhammad's kindness https://www.al-islam.org/bilals-bedtime-stories-h-sheriff-s-alloo/kindness-and-forgiveness - • Discover and explore what Muslims, Hindus and Christians teach about how we can all live together for the wellbeing of each other. 	<ul style="list-style-type: none"> • Describe and understand the Bible story of creation- specifically God as the creator . • Describe & understand 2 other creation stories (Hindu) – Story of Lord Vishnu and the story of the enormous egg. • Discuss other creation theories (including Big Bang) • Discuss a range of ideas about some 'big questions', e.g. What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an 	<ul style="list-style-type: none"> • Reflect upon the knowledge they have learnt about key religions throughout KS2 and the teachings and lessons they follow. Focus on : <ul style="list-style-type: none"> - Beliefs - Scriptures - Holy buildings • Revisit tolerance and intolerance of people from other religions or backgrounds in our world today. • Explore the concept of a multi-faith community drawing out the positives.

	<ul style="list-style-type: none"> • Case study on John Westley as a significant Christian figure. 	<p>accident? Or are there other explanations for humanity?</p>	
<p>Rituals, ceremonies and lifestyles <i>(from various religions)</i> <i>Exploring the day-to-day lives and practices of various religions.</i></p>	<ul style="list-style-type: none"> • Explore why people give to charity and relate to religious beliefs about charitable giving – Zakah, Alms. • Apply their ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam 	<ul style="list-style-type: none"> • Understand and describe the purpose of key festivals of light- Hannukah, Diwali & Christmas- what do they have in common? Why & when do they happen? (understanding how they link with the Bible and the creation stories)What difference does believing in Jesus make to Christians? • Reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all 	<ul style="list-style-type: none"> • Reflect upon the rituals and practices of key religions throughout KS2. Focus on: <ul style="list-style-type: none"> - Lifestyle - Religious rules and laws - Festivals and celebrations • Revisit and explore the concept of being respectful towards the lifestyles of children from different religions and how they have to live their lives by different religious rules and laws. • Explore the concept of individual liberty.
<p>How beliefs are expressed <i>Understanding how books, scriptures, symbols, art and readings convey beliefs.</i></p>	<ul style="list-style-type: none"> • Write persuasively about the reasons why members of different religions and beliefs try to help people who are vulnerable (e.g victims of natural disasters, people who live with disabilities or people affected by war) 	<ul style="list-style-type: none"> • Reflect on their own beliefs through drawing of creation 	<ul style="list-style-type: none"> • Explore and describe the life a child growing up in a chosen religion and write in their own way to convey the journey
<p>Time to reflect and personal growth- <i>thought provoking questions & expression</i></p>	<ul style="list-style-type: none"> • Being religious can help people to be a better person. • Everybody should give to charity in their lifetime • Can you only give money to charity? • How else can we help and support charities? • Should charity shops be given free buildings to use? • Is it only Christian people that can benefit from Christian Aid? • Do religious charities only exist to promote their religion? 	<ul style="list-style-type: none"> • It doesn't matter if we all think the World was created in different ways. • We will never be able to prove how the World was created. • One day there will be no planet Earth 	<ul style="list-style-type: none"> • There is no such thing as the best religion • If you do not follow a religion you are not a very good person • All religions have the same values • It is not ok to change religions • Do people who have a faith lead better lives?

<p>Values (in your own life and others' lives) <i>Making sense of right and wrong and choices we make.</i></p>	<ul style="list-style-type: none">• How do you give to charity?• Which charities would you like to support and why?• How would you like to help when you are older?• What charity do you benefit from?- school fund raising, brownies....	<ul style="list-style-type: none">• How do you believe the World was created?• What do you think is in the wider universe?	<ul style="list-style-type: none">• Where do your values lie?
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