

**R.E. curriculum intent**

At Nether Green Junior School, we believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of the principal religions represented in our school community; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school.

It plays an important role, along with all other curriculum areas, particularly PSHCE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens.

Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.

Year group	Prior Knowledge	New Knowledge	Vocabulary	Challenge	Skills
<p><b>Y3 Autumn</b></p> <p><b>Beliefs and questions:</b></p> <p>How do Christian people’s beliefs about God, the world and others have an impact on their lives?</p> <p><b>Focus religion(s):</b> Christianity</p>	<p>Christianity – Lent and Easter</p> <p>Christianity – Advent and Christmas – the Nativity</p> <p>Recall and name different beliefs and practices including festivals, rituals and ways of life</p> <p>Retell and suggest meanings to religious and moral stories</p>	<ul style="list-style-type: none"> <li>▪ Learn about Christian celebrations and commitments by <b>describing</b> some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. They <b>reflect thoughtfully</b> on the reasons why some people value such celebrations very highly, but others not at all (A1);</li> <li>▪ <b>describe and understand links</b> between Bible stories of creation and Christian beliefs about God as the creator (A2);</li> <li>▪ <b>express and communicate</b> their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians? (B2);</li> <li>▪ <b>discuss a range of ideas</b> about some ‘big questions’, e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God</li> </ul>	<p>God, Creation, Jesus, celebration , festival, Easter, Pentecost, big bang theory</p>	<p>To explain why festivals are important to particular member of the community</p> <p>To add words that describe the ‘personality’ of Christian god.</p> <p>To understand the basic scientific model of the big bang theory</p> <p>To use a variety of colour and blend effectively</p> <p>Use more detail</p> <p>To verbally summarise outcomes of discussion at end</p>	<p><b>Describe and make connections</b> between different features of the religions and world views 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;</p> <p><b>Understand the challenges of commitment</b> to a community of faith or belief, suggesting why</p>

	<p>Explore and discuss sacred writings and recognise the communities they come from</p> <p>Recognise different symbols and actions from the main religious faiths</p>	<p>make us all, or are we an accident? Or are there other explanations for humanity? They <b>develop ideas</b> about different ways science and religions handle questions of origins, where we come from (C1).</p> <p>What values do non-Christian people in our community share with Christians?</p>		<p>To give in depth reasons for their choice backed up by facts from lesson</p> <p>To design own way to display their information</p> <p>To create own sections of the story</p>	<p>belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p> <p><b>Discuss and present thoughtfully</b> 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;</p>
<p><b>Y3 Spring</b></p> <p><b>Religion, family and community : Prayer</b></p> <p>How do religious families and communities live out their faith?</p>	<p>Judaism – Creation Story, Shabbat and Hannukah</p> <p>Islam – Muslim life, the mosque, Eid</p> <p>Recall and name different beliefs and practices including festivals, rituals and ways of life</p>	<p><b>Pursue an enquiry</b> into Jewish and Islamic prayer, <b>finding out about and exploring</b> beliefs about worship, prayer, God and human life for Jewish and Muslim people (A3);</p> <ul style="list-style-type: none"> <li>▪ <b>find out about</b> the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbol, praying alone and in groups (A3);</li> <li>▪ <b>find out about similarities and differences</b> in Jewish and Muslim prayer and understand how the practices of prayer for Jewish and Muslim people can bring the community together (B2);</li> <li>▪ <b>investigate</b> the meaning of prayer in these communities, considering questions about who</li> </ul>	<p>pray, synagogue, shema, tallit, kippah torah, yad, menorah, body language surah Qu’ran Torah</p>	<p>To clearly differentiate between help and love.</p> <p>To begin to be aware of the importance of body language.</p> <p>To identify different body language postures</p> <p>To understand the different parts of body language</p> <p>To summarise the learning verbally for the whole class</p>	<p><b>Explore and describe</b> a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;</p> <p><b>Understand the challenges of commitment</b> to a community of faith or belief, suggesting why belonging to a</p>

<p><b>Focus religion(s):</b> Judaism and Islam</p>	<p>Retell and suggest meanings to religious and moral stories</p> <p>Explore and discuss sacred writings and recognise the communities they come from</p> <p>Recognise different symbols and actions from the main religious faiths</p>	<p>prays and why some people believe God answers their prayers. They consider the values expressed in prayers for themselves, connecting ideas from different religions (B2).</p> <p>Do other people in our class/school/community have rituals and community celebrations? What brings people in our community together in shared beliefs or goals?</p>	<p>Shabbat mosque Mecca</p>	<p>To annotate – what do the symbols mean</p> <p>To write own version of description of Jewish prayer</p> <p>To create labels for the artefacts and explain their use/origin</p> <p>To write out surah in English and explain what it means</p> <p>To write in Arabic</p> <p>To carry out independently with an understanding of what each pose means.</p> <p>To make links independently.</p> <p>To make links to wider world/other religions from prior knowledge.</p>	<p>community may be valuable, both in the diverse communities being studied and in their own lives.</p>
<p><b>Y3 Summer</b></p> <p><b>The journey of life and death</b></p> <p>Why do some</p>	<p>Major celebrations from Christianity, Islam and Judaism Hinduism – Rama and Sita, Gurwara, Diwali</p>	<ul style="list-style-type: none"> <li>▪ <b>find out about and describe</b> some ways in which different religions see life as a journey, for example by considering scriptures as ‘guide books for living’ (A1);</li> <li>▪ <b>make connections</b> between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in</li> </ul>	<p>life death soul community marriage ceremony</p>	<p>To design their own map with illustrations. How will they mark each event?</p> <p>To summarise the whole discussion verbally</p>	<p><b>Describe and make connections</b> between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the</p>

<p>people think life is like a journey?</p> <p>Where do we go?</p> <p>What do people think about life after death?</p> <p><b>Focus religion(s):</b> Christianity, Hinduism, Islam or Buddhism</p>	<p>Recall and name different beliefs and practices including festivals, rituals and ways of life</p> <p>Retell and suggest meanings to religious and moral stories</p> <p>Explore and discuss sacred writings and recognise the communities they come from</p> <p>Recognise different symbols and actions from the main religious faiths</p>	<p>life in order to <b>reflect thoughtfully</b> on their ideas (A1);</p> <ul style="list-style-type: none"> <li>▪ <b>compare</b> how Christians, Muslims or Hindus celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life's milestones in discussions or in writing (B1);</li> <li>▪ <b>develop their understanding</b> of beliefs about life after death in two religions through seeking answers to their own questions and articulating reasons for their own ideas and responses in discussion, creative work and debate (B1)</li> <li>▪ <b>develop understanding of links between beliefs</b>, e.g. resurrection and heaven in Christianity, enlightenment and Nirvana in Buddhism (C1)</li> </ul> <p>What do people who are not in religious communities believe about life's milestones such as birth and death – how do they celebrate the life of loved ones or the different milestones? How might this be similar or different to those of religious faiths?</p>	<p>rite</p> <p>christening</p> <p>secular</p> <p>funeral</p> <p>reincarnation</p> <p>cremation</p> <p>heaven</p> <p>hell</p>	<p>To add given , label which are religious and secular, add extra information/ ceremonies</p> <p>To explain why each item is included</p> <p>To be able to explain why they have chosen to express their soul in that particular way</p> <p>To create own version with reference to cremation and rivers and the reason that they are used.</p> <p>To add differences in beliefs between different types of Christian</p> <p>To summarise the whole discussion verbally</p>	<p>rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p><b>Observe and understand</b> varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;</p>
<p><b>Y4 Autumn</b></p> <p><b>Inspirational people in today's world</b></p> <p>What can we learn from great leaders and</p>	<p>Christianity – beliefs about God, celebrating Christian festivals such as Pentecost, Easter and Christmas</p> <p>Bible stories of creation and Christian beliefs about God the creator</p>	<ul style="list-style-type: none"> <li>▪ experience well told storytelling, and <b>develop their own skills</b> as story tellers in relation to 'great lives' in religious story (A2)</li> <li>▪ <b>describe</b> the lives of some inspirational spiritual and leaders from the modern world (A2)</li> <li>▪ <b>understand</b> how key leaders can be sources of wisdom for religious believers (A2)</li> <li>▪ <b>explore</b> the lives of key religious leaders from contemporary life, describing the challenges</li> </ul>	<p>beliefs,</p> <p>life,</p> <p>impact,</p> <p>examine,</p> <p>Malala</p> <p>Yousafzai,</p> <p>Dalai Lama,</p> <p>Rabbi</p> <p>Jonathan</p> <p>Sacks,</p>	<p>Children create a Malala's life story map in their books, based on what they have learnt about Malala from the videos.</p> <p>Children read Malala's Story Information Sheet and add or revise details on their map.</p> <p>More complex quotes, extend children by getting to think and</p>	<p><b>Describe and understand links</b> 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</p>

<p>inspiring examples in today's world?</p> <p><b>Focus religion(s):</b> Hinduism, Christianity, Buddhism</p>	<p>Being part of a Christian community</p> <p>Big questions – What do Christians believe about God? What differences are there are there for the beginnings of life on Earth? Christian/Hindu/Muslim/Buddhist beliefs about life and death</p>	<p>they have faced and the commitments by which they lived (B2)</p> <ul style="list-style-type: none"> <li>▪ <b>apply ideas</b> of their own by giving reasons for their views about how leaders can provide wisdom and inspiration (C1)</li> </ul> <p><i>Note: these leaders might be world famous examples (Gandhi, Pandurang Shastri Athavale, Mother Teresa, Martin Luther King, the Dalai Lama), or those who serve the community locally, in Sheffield for example.</i></p> <p><i>Who are other inspirational people in our community/country/world – what is their world view and how is it similar or different to religious leaders or those with a religious faith (e.g. Greta Thunberg, David Attenborough)</i></p>	<p>Bear Grylls, Fauja Singh, faith.</p>	<p>record whether they agree / disagree with the quotes.</p> <p>Children given two quotes. Children can identify what makes it difficult to respect differences and then suggest solutions.</p> <p>Children take notes on how he overcame those challenges</p> <p>Children reflect and add why they are inspired by specific books, people etc.</p> <p>Children compare a challenge that they overcame to one that they have not. They examine the difference in their beliefs.</p>	<p>from them in different communities</p> <p><b>Understand the challenges of commitment</b> 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.</p> <p><b>Discuss and present thoughtfully</b> 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;</p>
<p><b>Y4 Spring</b></p> <p><b>Symbols and religious expression:</b></p>	<p>Islamic prayer – beliefs about worship, prayer, God and human life</p> <p>The meaning of symbols words and</p>	<ul style="list-style-type: none"> <li>▪ <b>find out about</b> some interesting examples of religious pilgrimages, gathering knowledge and developing understanding (A1)</li> <li>▪ <b>consider why</b> people go on pilgrimages. They use a range of exciting stimuli to find out about pilgrimages, and make some connections</li> </ul>	<p>Journey, special, ordinary, pilgrimage, destination</p>	<p>Children add the location and the reason why it is a significant place of pilgrimage.</p> <p>Children work on paper or in their books and</p>	<p><b>Describe and make connections</b> between different features of the religions and world views they study, discovering more about</p>

<p>How do people express their religious and spiritual ideas on pilgrimages ?</p> <p><b>Focus religion(s):</b> Islam and Christianity</p>	<p>actions used in prayer such as bowing down. Christian festivals and beliefs about God Creation beliefs from Christianity</p>	<p>between Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1);</p> <ul style="list-style-type: none"> <li>▪ linking to English, pupils <b>find out more</b> about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities (B3);</li> <li>▪ Linking with the expressive arts curriculum, pupils create works of art or music which <b>express their understanding</b> of what it means to belong to a religion or world view, reflecting on their work on pilgrimage, symbol and religious expression. For example, pupils might plan a pilgrimage / 'spiritual journey' for younger children around the school grounds (C1).</li> </ul> <p>Do people who are not part of a religious faith go on pilgrimages? Where might they go and why? How do they express their beliefs and what is important to them? Do they express their world views through music and art?</p>		<p>are supported by the Jewish Pilgrimage Word Mat for technical vocabulary.</p> <p>Children write down the ordinary and special journeys they identified.</p> <p>Children write a paragraph about the similarities and differences between them.</p>	<p>celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas</p> <p><b>Observe and consider</b> different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;</p> <p><b>Discuss and present thoughtfully</b> 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;</p>
<p><b>Y4 Summer</b></p>	<p>The journey of life and death – beliefs from major world</p>	<ul style="list-style-type: none"> <li>▪ <b>respond thoughtfully</b> to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10</li> </ul>	<p>Religion, Hinduism, Hindu,</p>	<p>Children recreate the main events of the covenant. One</p>	<p><b>Describe and understand links</b> between stories and</p>

<p><b>Inspirational people from long ago:</b></p> <p>What can we learn from inspiring leaders who started religions? Moses, the Buddha, Jesus and Muhammad</p> <p><b>Focus religion(s):</b> Judaism, Christianity &amp; Islam</p>	<p>religions (Hindu/Christian/Muslim/Jewish/Buddhist)</p> <p>Prayer in Islam and Judaism</p> <p>Symbols and their meanings from the major world religions</p> <p>Being part of community linked to religious faith and belief</p>	<p>Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2);</p> <ul style="list-style-type: none"> <li>▪ <b>respond thoughtfully</b> to Christian beliefs about Jesus as God come down to earth, learning from stories of his life, teaching and example, connecting stories about Jesus to Christian beliefs (A2)</li> <li>▪ <b>consider</b> 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 (A3)</li> <li>▪ <b>respond thoughtfully</b> 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) (A2);</li> <li>▪ <b>respond thoughtfully</b> to stories about the birth, search and enlightenment of the Buddha (A2)</li> <li>▪ use their thinking about stories of Moses, the Buddha, Jesus or Muhammad to <b>explore</b> how Jews, Christians and Muslims today celebrate key events from their history (e.g. in Passover, Lent or Ramadan) (B3)</li> <li>▪ <b>discuss and present thoughtfully</b> their own and others' views about the ways in which leaders in religions inspire their followers, connecting to human rights (C1)</li> </ul> <p>How have other leaders in the world inspired people? What similarities do they have to religious leaders such as Jesus and Muhammed?</p>	<p>India, Indus River, founder, beliefs, fusion, Asia, traditions, Religion, Sikhism, Sikh, India, Hindu, Muslim, Islam,</p>	<p>child in the group film the rest of the group.</p> <p>Children use a blank world map and use Atlas's for reference. Children cut out their twelve jigsaw pieces and stick the map together.</p> <p>Children sequence the pictures and write a sentence for each one using the given key words.</p> <p>Children act out examples of things the Buddha would have taught people.</p> <p>Write a passage to show discuss how you have shown Jesus and why you have chosen to show him like that.</p> <p>Children read about Mary Wollstonecraft, George Eliot and Marie Curie, and highlight the key ideas.</p> <p>Children carefully choose the key ideas from each influential thinker and complete the table.</p>	<p>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</p> <p><b>Explore and describe</b> a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;</p> <p><b>Observe and consider</b> different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;</p>
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				Children then look for similarities between the ideas and highlight them.	
<p><b>Y5 Autumn</b></p> <p><b>Religion and the individual:</b></p> <p>What is expected of a person in following a religion or belief?</p> <p><b>Focus religion(s):</b> Christianity</p>	<p>Christian celebrations – Christmas, Easter and Pentecost</p> <p>The lives and wisdom of inspirational people in the modern world including some Christians Pilgrimages – Christian and Islamic</p> <p>Inspirational people from long ago including the teachings of Jesus</p>	<ul style="list-style-type: none"> <li>▪ learn about devotion and commitment in Christianity. They <b>consider why</b> Christians celebrate Jesus’ birth: what is the meaning of Christmas? They compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus’ birth, exploring how they are remembered and celebrated in a range of Christmas festivities (A2);</li> <li>▪ 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 <b>describe</b> the significance of being part of the Christian religion (B1);</li> <li>▪ <b>discuss and apply</b> their own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life (C3).</li> </ul> <p>Are these festivals important to everyone? What meaning does Christmas have to other faiths and those with no religious faith? How is Christmas important to the community even to</p>	<p>Commitment, committed, improvement, dedication, impact, success, perseverance, sacrifice, goal, progress, Commercialisation, materialistic, social media, foodbank. Traditions, festivals, love.</p>	<p>Children will identify two actions they must take each week in order to commit time and energy to achieving their goal. They will also choose one trait from the commitment Traits Word Mat, which they will aim to demonstrate that week, e.g. resilience, determination, perseverance.</p> <p>Children working in mixed-ability groups. More able children may take the lead in coordinating the project and assist a less able peer in coming up with feasible ways to represent the data.</p> <p>Encourage children to remember to include benefits of the sacrifice which relate to time, money, health, other people and the planet.</p> <p>They will comment on the commitment they are going to make, explain each part of the</p>	<p><b>Describe and understand links</b> 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</p> <p><b>Observe and understand</b> varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;</p> <p><b>Discuss and apply</b> their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair,</p>



		those who are not followers of a particular faith? What is expected of community members or members of groups (non-religious). How is this similar or different to the expectations of faith?		<p>ceremony and its importance, and comment on the qualities or virtues that are shown in that section of the ceremony.</p> <p>include at least 20 words associated with Christmas.</p> <p>They then explain why their card is Christian rather than secular and to explain how it shows the true meaning of Christmas.</p>	and express their own ideas clearly in response.
<p><b>Y5 Spring</b></p> <p><b>Beliefs and questions:</b></p> <p>How do people's beliefs about God, the world and others have impact on their lives?</p> <p><b>Focus religion(s):</b></p> <p>Two from Islam,</p>	<p>Inspirational people from the past – Muhammed, Moses</p> <p>Inspirational people from the modern world of different religious beliefs including Muslims, Jews, Hindus and others</p> <p>Islamic pilgrimage – the Haj</p>	<ul style="list-style-type: none"> <li>▪ <b>explore and respond thoughtfully</b> to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom (A2)</li> <li>▪ <b>describe the impact</b> 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 Zakat (alms giving) on how Muslim individuals and communities live. A Buddhist example might be about the practice of harmlessness (A3)</li> <li>▪ <b>express their own ideas</b> about religious issues and questions, giving reasons for their thoughts (A3)</li> <li>▪ <b>discuss and debate</b> reasons why different people have different ideas about whether God is real and what God is like, recognising the</li> </ul>	<p>Worship, music, faith, response, reflection, scriptures, chant, recite, rhythm, tone, Torah, Quran, sabbath, hymns, psalms, congregation, Kirtan, mantras, Bhajan.</p>	<p>Children to complete in pictures, symbols and writing to show how their lives/ actions/ behaviours reflect their object of worth.</p> <p>Children give each piece of music a score and write two sentences to show what they observe as they listen and how the music makes them feel.</p> <p>Children write a prayer about their own choice of topic.</p> <p>Children design their own worship-inspired art using their</p>	<p><b>Describe and understand links</b> 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</p> <p><b>Explore and describe</b> a range of beliefs, symbols and actions so that they can understand different</p>

<p>Hinduism and Buddhism</p>		<p>right to freedom of religion and belief for all people (C1)</p> <p>How do other world views impact on people's lives?</p>		<p>choice of colours and patterns to represent a word or feeling.</p> <p>Children write an argument using prompts to guide their writing</p>	<p>ways of life and ways of expressing meaning;</p> <p><b>Discuss and present thoughtfully</b> 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;</p>
<p><b>Y5 Summer</b></p> <p><b>Worship and sacred places</b></p> <p>Where, how and why do people worship?</p> <p><b>Focus religion(s):</b> Not important - Investigating a variety</p>	<p>Knowledge of the beliefs, symbols, prayers and life from the main world religions – Islam, Christianity, Judaism</p> <p>Knowledge of the holy books of each world religion and the key teachings/stories from these</p>	<ul style="list-style-type: none"> <li>▪ <b>pursue an enquiry</b> into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. The pupils relate the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3);</li> <li>▪ <b>consider</b> what happens in holy buildings? Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques, synagogues, mandirs, viharas / Buddhist centres or gurdwaras expresses the community's way of life, values and beliefs (B1);</li> <li>▪ <b>discuss and present thoughtfully</b> their own and others' views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today, presenting what they have found out about worship clearly and</li> </ul>	<p>Sacred, shrine, Hindu, worship, Sikhism, Christianity, Islam, Jewish.</p>	<p>Write a paragraph describing why the place is special to them, giving examples of items of significance and say what types of things they might reflect about in that place. Label objects on shrine saying why each item is sacred.</p> <p>Create a drawing of the people who use the special place. Label it with their title, e.g. worshippers/ priests/ monks etc. and write about their role in the special place.</p> <p>Use causal connectives in writing to show understanding</p>	<p><b>Explore and describe</b> a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;</p> <p><b>Observe and understand</b> varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;</p>

<p>of places of worship in Sheffield and Yorkshire representing a range of religions.</p>		<p>thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&amp;A, poetry or art (C1).</p> <p>What different ways do people in our school and their families worship? Are there kinds of worship which take place outside of religious buildings such as churches and mosques?</p>		<p>of reasons e.g. why people wear certain clothes.</p> <p>Use causal connectives in writing to show understanding of reasons e.g. why people worship after sundown etc.</p> <p>Use causal connectives in writing to show understanding of reasons e.g. The main hall has no chairs, as Sikhs sit on the carpet at the same level, because they believe everyone is equal.</p> <p>Use inferential skills to answer each question.</p> <p>Use causal connectives in writing to show understanding of reasons for visiting and why the site is special to that faith etc.</p>	<p><b>Discuss and present thoughtfully</b> 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;</p>
<p><b>Y6 Autumn</b> <b>Religion, family and community</b>  What contributions do</p>	<p>Devotion and commitment to Christianity and other world religions.</p> <p>The teachings of Jesus about forgiveness and</p>	<ul style="list-style-type: none"> <li>▪ <b>investigate</b> aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, <b>showing their understanding</b> and <b>expressing ideas</b> of their own (A2)</li> <li>▪ linking to the expressive arts, pupils <b>develop their own imaginative and creative ways of expressing</b> some of their own commitments such as working hard at sport or music, caring</li> </ul>	<p>God, Allah, community, census, synagogue, mosque, church, prayer,</p>	<p>To create a pie chart to show different faiths.</p> <p>To create an accurate graph from the data of both census – why are the numbers so different after only 10 years?</p>	<p><b>Describe and understand links</b> between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs</p>

<p>religions make to local life in Sheffield?</p> <p>How can we make Sheffield a city of tolerance and respect?</p> <p><b>Focus religion(s):</b> All the religions and beliefs of Sheffield</p>	<p>loving your neighbour</p> <p>The impact of religious teaching such as daily prayer in Islam and zakat (giving to charity)</p> <p>Knowledge of places of worship in Sheffield (churches, mosques, synagogues, gurdwaras)</p>	<p>for animals, loving the family or serving God (B2)</p> <ul style="list-style-type: none"> <li>▪ <b>list and describe similarities and differences</b> between the ways different communities show that they belong (C1)</li> <li>▪ linking to Mathematics and Geography, pupils use local and national census statistics to <b>develop accurate understanding</b> of the religious plurality of their locality and of Britain today (C2)</li> <li>▪ <b>discuss and apply ideas</b> from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all (C2)</li> </ul> <p>How do ideas from different faiths impact on people who do not share these faiths? How can we all learn from different faiths and beliefs? What beliefs are important to you, your friends and your family?</p>	<p>population, identity, faith, belief</p>	<p>To summarise whole class learning. To use a variety of appropriate vocabulary eg I appreciate .....’s opinion however I think differently because..... ..... On reflection I believe that..... ( see sentence stems in resources)</p> <p>To include ideas about different ‘tribes’ looking at individual fashion choices</p> <p>To use a variety of techniques and styles</p> <p>To explain why for each person To describe how the piece of music makes them feel. Can they link it to events in their lives?</p> <p>To write a paragraph to explain why it is important to the community</p>	<p>and teachings that arise from them in different communities</p> <p><b>Understand the challenges of commitment</b> 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.</p> <p><b>Discuss and present thoughtfully</b> 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;</p> <p><b>Consider and apply ideas</b> about ways in which diverse communities can live</p>
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					together for the well-being of all, responding thoughtfully to ideas about community, values and respect;
<p><b>Y6 Spring</b></p> <p><b>Beliefs in action in the world</b></p> <p>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p> <p><b>Focus religion(s):</b> Judaism, Islam, Christianity</p>	<p>The main teachings of Christianity, Islam, Judaism</p> <p>The consideration of ethical questions – right and wrong, fairness, human rights, tolerance, acceptance</p>	<ul style="list-style-type: none"> <li>▪ <b>discover and explore</b> what Jewish people, Humanists and Christians teach about how we can all live together for the wellbeing of each other (C1)</li> <li>▪ <b>apply their ideas</b> about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam (C3)</li> <li>▪ <b>write persuasively</b> 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) (C3)</li> </ul> <p>What other charities help vulnerable people around the world? What world views and beliefs motivate these groups to help? What do they have in common with religious charities?</p>	<p>humanist tolerance fairness justice faith atheist agnostic ethical vulnerable coexist</p>	<p>To summarise whole class learning.</p> <p>To show understanding of the vocabulary. To be able to explain to peers.</p> <p>To understand and explain how these statements show tolerance</p> <p>To answer extension question – would the world be a different place if all the leaders were humanist?</p> <p>To annotate the Venn diagram with reasons why they think that</p> <p>To summarise whole class learning.</p> <p>To have leadership roles – to delegate and organise</p>	<p><b>Discuss and apply</b> 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.</p> <p><b>Discuss and present thoughtfully</b> 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;</p>

				<p>To be able to answer questions from the audience/ teacher with justifications</p> <p>To summarise whole class learning.</p>	
<p><b>Y6 Summer</b></p> <p><b>Teachings, wisdom and authority</b></p> <p>What do sacred texts and other sources say about God, the world and human life?</p> <p>What can we learn by reflecting on words of wisdom from religions and worldviews ?</p>	<p>Knowledge of the holy books and key teaching from these – e.g. the teaching of Jesus, the Qu’ran, the Torah.</p> <p>Prayer in Christian and Islamic communities</p> <p>The teachings and life of faith leaders – Jesus, Moses, Muhammed</p> <p>Religious buildings and places of worship in Sheffield – churches, mosques, synagogues, mandirs, gurdwaras</p>	<ul style="list-style-type: none"> <li>▪ <b>respond thoughtfully</b> to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions (A2)</li> <li>▪ linking to English, pupils <b>consider why</b> some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur’an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different communities. They respond thoughtfully to the ideas found in the texts with ideas of their own (A2)</li> <li>▪ linking to Citizenship Education and the methods of philosophy for children, pupils <b>consider</b>, for example, the Ten Commandments (Jewish) and the Five Precepts (Buddhist), <b>expressing thoughtful ideas</b> about what is right and wrong in the light of their learning (C3)</li> </ul> <p>How do sacred texts inform the views and beliefs of people with no religious faith or belief? What other sources of wisdom and belief are there for non-religious individuals and groups?</p>	<p>creation</p>	<p>To share and articulate their views using appropriate language</p> <p>Present the similarities or differences between the texts.</p> <p>Retell one of the stories given or use their own knowledge and beliefs to support a retelling.</p> <p>Leading discussion</p> <p>Proposing other questions for discussion</p> <p>Research and feedback to the class</p> <p>Create their own ideas and make suggestions for others</p>	<p><b>Describe and understand links</b> 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</p> <p><b>Discuss and apply</b> 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.</p>

<b>Focus religion(s):</b> Judaism, Buddhism, Islam, Christianity					
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