



**EXPLORE ---KNOW---COMMUNICATE**

**CONCEPTS**

**BELIEVING**

This concept teaches children about different religious beliefs and teachings. It asks questions about meaning, purpose and truth.

**EXPRESSING**

This concept teaches children about religious and spiritual forms of expression. It asks questions about identity and questions.

**LIVING**

This concept teaches children about religious practices and ways of living. It asks questions about values and commitments.

**RESPECT**

This concept is drawn from British Values. Mutual respect is at the heart of our values. Children should learn that their behaviours have an effect on their own rights and those of others.

**TOLERANCE**

This concept is drawn from British Values. Children should be aware of the diversity through our celebrations of different faiths and cultures. This concept teaches children to understand that different people have different beliefs from their own but that we need to tolerate these differences.

## EYFS

The statutory EYFS framework aims to ensure that all pupils reach the early learning goal of:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

## SUBJECT CONTENT KEY STAGE 1 & 2

### Aim:

The principle aim of RE is to engage pupils in a systematic enquiry into significant human questions which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

### RE Teachings and learning should enable pupils to:

A Know about and understand a range of religious and non-religious worldviews.

B Express ideas and insights about the nature, significance and impact of religious and non-religious world views.

C Gain and deploy the skills needed to engage seriously with religious and non-religious world views.

**YEAR 1**

**RE KNOWLEDGE** (end of key stage outcomes)

<p>A. Know about and understand a range of religious and non-religious worldviews</p>	<p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p>	<p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p>
<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</p>	<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of co- operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>

CO NC

RE BLOCK 1

**WHO IS A CHRISTIAN & WHAT DO THEY BELIEVE?**

RE BLOCK 2

**WHO IS A MUSLIM & WHAT DO THEY BELIEVE?**

	Believing Respect Tolerance	Believing Respect Tolerance
	<b>RE BLOCK 3 WHO IS JEWISH &amp; WHAT DO THEY BELIEVE?</b>	<b>RE BLOCK 4 WHAT DOES IT MEAN TO BELONG TO A FAITH COMMUNITY?</b>
	Believing Respect Tolerance	Living Respect Tolerance
<b>RE CURRICULUM OBJECTIVES</b>	<b>RE BLOCK 1 WHO IS A CHRISTIAN &amp; WHAT DO THEY BELIEVE?</b>	<b>RE BLOCK 2 WHO IS A MUSLIM &amp; WHAT DO THEY BELIEVE?</b>
	<u>S1: WHO IS A CHRISTIAN &amp; WHAT DO THEY BELIEVE?</u> <ul style="list-style-type: none"> <li>Describe what they think about what Christians believe and think is important.</li> </ul> <u>S2: WHAT DO CHRISTIANS BELIEVE ABOUT GOD?</u> <ul style="list-style-type: none"> <li>Talk about some ways that Christians describe God and Jesus.</li> <li>Talk about why God is important for Christian people.</li> </ul> <u>S3: WHAT DOES THE BIBLE TEACH US ABOUT GOD?</u> <ul style="list-style-type: none"> <li>Retell stories that shows what Christians think about God.</li> <li>Describe some ways Christians might use the Bible.</li> <li>Talk about why God and Jesus are important for Christian people.</li> </ul> <u>S4: WHY IS JESUS IMPROTANT TO CHRISTIANS?</u> <ul style="list-style-type: none"> <li>Retell stories told by Jesus and about Jesus in words, drama and pictures.</li> <li>Make links between what Jesus taught and what Christians believe and do.</li> </ul> <u>S5: WHY DO CHRISTIANS PRAY?</u> <ul style="list-style-type: none"> <li>Give reasons why Christians pray and describe what Christians pray about.</li> <li>Make links between what Jesus taught and what Christians believe and do.</li> </ul>	<u>S1: WHAT DO PEOPLE THINK ABOUT GOD?</u> <ul style="list-style-type: none"> <li>Identify some ways a Muslim might describe God</li> <li>Think about what matters to Muslims and link to what matters to them individually.</li> </ul> <u>S2: WHO WAS THE PROPHET MUHAMMAD AND WHY IS HE IMPORTANT TO MUSLIMS?</u> <ul style="list-style-type: none"> <li>Retell stories about the Prophet Muhammad.</li> <li>Talk about why Muslims try to follow his teachings and have great respect for him.</li> <li>Think about what matters to Muslims and link to what matters to them individually.</li> </ul> <u>S3: WHAT IS A MOSQUE AND WHAT HAPPENS AT A MOSQUE?</u> <ul style="list-style-type: none"> <li>Recognise and describe significance of particular objects and place to Muslims.</li> <li>Use the right words to describe some things that are important to Islam.</li> </ul> <u>S4: WHAT CAN WE LEARN FROM MUSLIM HOLY WORDS?</u> <ul style="list-style-type: none"> <li>To recognise how important the Qur'an is to Muslims.</li> <li>Think about what matters to Muslims and link to what matters to them individually.</li> </ul> <u>S5: WHAT HAPPENS AT THE CELEBRATION OF EID-UL-FITR AND WHY?</u> <ul style="list-style-type: none"> <li>Talk about some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.</li> </ul>

<b>RE CURRICULUM OBJECTIVES</b>	<b>RE BLOCK 3 WHO IS JEWISH &amp; WHAT DO THEY BELIEVE?</b>	<b>RE BLOCK 4 WHAT DOES IT MEAN TO BELONG TO A FAITH COMMUNITY?</b>
	<p><u>S1: WHAT IS PRECIOUS TO US? WHAT IS PRECIOUS TO JEWISH PEOPLE?</u></p> <ul style="list-style-type: none"> <li>• Talk about how many people have objects in their home that are 'precious' to them and these can be linked to religion.</li> <li>• To recognise that objects can be found in many Jewish homes.</li> </ul> <p><u>S2: WHAT DOES A MEZUZAH REMIND JEWISH PEOPLE ABOUT?</u></p> <ul style="list-style-type: none"> <li>• Talk about why a mezuzah is put onto the door posts of houses.</li> <li>• Look at what words inside a mezuzah mean.</li> <li>• That Jewish people believe in one God.</li> </ul> <p><u>S3: HOW AND WHY DO JEWISH PEOPLE CELEBRATE SHABBAT?</u></p> <ul style="list-style-type: none"> <li>• Talk about why Jewish people celebrate Shabbat.</li> <li>• Explore how Jewish people welcome Shabbat on a Friday night.</li> <li>• Explore how Jewish people both rest and pray at Shabbat.</li> </ul> <p><u>S4: WHAT DOES THE STORY OF CHANUKAH(HANUKKAH) MAKE US THINK ABOUT? HOW DO JEWISH PEOPLE THINK ABOUT MIRACLES AT CHANUKAH?</u></p> <ul style="list-style-type: none"> <li>• Retell the story of Chanukah.</li> <li>• Explore Jewish practices at Chanukah.</li> </ul>	<p><u>S1: DO WE ALL BELONG TO SOMETHING?</u></p> <ul style="list-style-type: none"> <li>• Explore how we all belong to something and belonging is an important part of our lives.</li> <li>• Think about how religious people have signs that we can notice about how they belong to a religion.</li> </ul> <p><u>S2: HOW DO MUSLIMS KNOW THAT THEY BELONG?</u></p> <ul style="list-style-type: none"> <li>• Describe what a story about the prophet shows about belonging to the Muslim community.</li> </ul> <p><u>S3: HOW DO JEWISH PEOPLE KNOW THAT THEY BELONG TOGETHER AS A COMMUNITY?</u></p> <ul style="list-style-type: none"> <li>• Describe what happens on Shabbat.</li> <li>• Explore simple reasons for why Jewish people get together every Friday to spend a special time together.</li> </ul> <p><u>S4: HOW DO CHRISTIANS WELCOME A NEW BABY? HOW DO MUSLIMS WELCOME A NEW BABY?</u></p> <ul style="list-style-type: none"> <li>• Explore welcoming ceremonies in Islam.</li> <li>• Think of reasons why many Christian families baptise their babies.</li> </ul> <p><u>S5: HOW DO SOME PEOPLE SHOW THEY BELONG TO ONE ANOTHER?</u></p> <ul style="list-style-type: none"> <li>• Explore elements of Christians and Jewish weddings; rings and vows.</li> <li>• Explore why people make promises to one another when they get married.</li> </ul>

## YEAR 2

### RE KNOWLEDGE (end of key stage outcomes)

<p>A. Know about and understand a range of religious and non-religious worldviews</p>	<p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p>	<p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p>
<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religious and non-religious world views.</p>	<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>

<b>CONCEPTS</b>	<p>RE BLOCK 1</p> <p><b>WHAT CAN WE LEARN FROM SCARED BOOKS?</b></p>	<p>RE BLOCK 2</p> <p><b>WHAT MAKES SOME PLACES SCARED?</b></p>
	<p>Believing Respect Tolerance</p>	<p>Expressing Respect Tolerance</p>
	<p>RE BLOCK 3</p> <p><b>HOW AND WHY DO WE CELEBRATE SPECIAL AND SCARED TIMES?</b></p>	<p>RE BLOCK 4</p> <p><b>HOW SHOULD WE CARE FOR OTHERS AND THE WORLD, AND WHY DOES IT MATTER?</b></p>
	<p>Expressing Respect Tolerance</p>	<p>Living Respect Tolerance</p>

RE KNOWLEDGE	<p style="text-align: center;">RE BLOCK 1</p> <p style="text-align: center;"><b>WHAT CAN WE LEARN FROM SCARED BOOKS?</b></p>	<p style="text-align: center;">RE BLOCK 2</p> <p style="text-align: center;"><b>WHAT MAKES SOME PLACES SCARED?</b></p>
	<p><u>S1: WHAT STORIES ARE SPECIAL TO US? WHAT IS A HOLY BOOK?</u></p> <ul style="list-style-type: none"> <li>• Know that some books are holy and what this means.</li> <li>• Know that there are many versions of the Bible published and reasons for this.</li> </ul> <p><u>S2: WHAT DID JESUS TEACH ABOUT GOD IN A STORY?</u></p> <ul style="list-style-type: none"> <li>• Explore stories that Jesus told and the meanings behind these.</li> </ul> <p><u>S3: HOW ARE HOLY BOOKS TREATED?</u></p> <ul style="list-style-type: none"> <li>• Know that holy books are treated in special ways.</li> <li>• To know how religions treat their holy books to show that are holy.</li> </ul> <p><u>S4: WHAT STORY IS SPECIAL FOR JEWISH PEOPLE IN THE TORAH?</u></p> <ul style="list-style-type: none"> <li>• To look at the story of Moses from the Torah.</li> <li>• To know that there are similarities and differences between the Bible and the Torah.</li> </ul> <p><u>S5: WHAT STORY DO MUSLIMS TELL ABOUT THE PROPHET MUHAMMAD?</u></p> <ul style="list-style-type: none"> <li>• To look at a story about the Prophet Muhammad.</li> <li>• To explore meanings behind Islamic stories.</li> </ul>	<p><u>S1: WHERE DO I FEEL SAFE? WHERE IS A SCARED PLACE FOR BELIEVERS TO GO?</u></p> <ul style="list-style-type: none"> <li>• Look at places that the children feel safe.</li> <li>• Explore more about places of worship.</li> <li>• Think about why places of worship are holy or scared for believers.</li> <li>• Look at similarities and differences between place of worship.</li> </ul> <p><u>S2: WHICH PLACE OF WORSHIP IS SCARED FOR CHRISTIANS?</u></p> <ul style="list-style-type: none"> <li>• Explore why a church is important to Christians.</li> <li>• Explore whether religious artefacts are important to believers.</li> </ul> <p><u>S3: WHICH PLACE OF WORSHIP IS SCARED FOR JEWISH PEOPLE?</u></p> <ul style="list-style-type: none"> <li>• Explore the synagogue and its key areas.</li> <li>• Explore why a synagogue is important to Jews.</li> <li>• Look at similarities between churches and synagogues.</li> </ul> <p><u>S4: WHICH PLACE OF WORSHIP IS IMPORTANT TO MUSLIM?</u></p> <ul style="list-style-type: none"> <li>• Explore the mosque and its features.</li> <li>• Explore why a mosque is important to Muslims.</li> </ul>

<b>RE KNOWLEDGE</b>	<p style="text-align: center;"><b>RE BLOCK 3</b></p> <p style="text-align: center;"><b>HOW AND WHY DO WE CELEBRATE SPECIAL AND SCARED TIMES?</b></p>	<p style="text-align: center;"><b>RE BLOCK 4</b></p> <p style="text-align: center;"><b>HOW SHOULD WE CARE FOR OTHERS AND THE WORLD, AND WHY DOES IT MATTER?</b></p>
	<p><u>S1: WHAT DO YOU CELEBRATE AND WHY?</u></p> <ul style="list-style-type: none"> <li>• Explore and identify a special time that a celebration takes place and describe its importance.</li> <li>• Know what celebration means.</li> <li>• Look for difference and similarities between festivals.</li> </ul> <p><u>S2: HOW DO CHRISTIANS CELEBRATE EASTER?</u></p> <ul style="list-style-type: none"> <li>• Describe what three symbols tell us about the Easter story.</li> <li>• Explore some ways Christians celebrate Easter.</li> <li>• Explore different services during holy week.</li> </ul> <p><u>S3: WHY DO JEWISH PEOPLE TELL THE STORY OF PASSOVER (PESACH) EVERY YEAR?</u></p> <ul style="list-style-type: none"> <li>• Explore the items on the seder plate and their meaning.</li> <li>• Consider how these foods help people remember the festival.</li> <li>• Explore similarities and differences between Easter and Pesach.</li> </ul> <p><u>S4: WHAT DO MUSLIMS CELEBRATE AT EID-UL-FITR?</u></p> <ul style="list-style-type: none"> <li>• Explore what happens and what is being celebrated at Eid-ul-Fitr.</li> <li>• Think about what happens during Ramadan.</li> <li>• Explore similarities and differences between Eid-ul-Fitr, Easter and Pesach.</li> </ul>	<p><u>S1: SHOULD WE CARE FOR EVERYONE?</u></p> <ul style="list-style-type: none"> <li>• Explore how people are unique and valuable.</li> <li>• Look at what Jesus said about the importance of children.</li> <li>• Discuss how it feels when people are not kind.</li> </ul> <p><u>S2: WHAT DO CHRISTIANS BELIEVE ABOUT CARING FOR PEOPLE?</u></p> <ul style="list-style-type: none"> <li>• Explore similarities and differences between different stories from the Bible about caring.</li> <li>• Explore how religious believers care for people.</li> <li>• Look at stories and how believers use these teachings in their lives.</li> </ul> <p><u>S3: WHAT DO SOME RELIGIONS SAY ABOUT CARING FOR OTHER PEOPLE?</u></p> <ul style="list-style-type: none"> <li>• Explore how Jewish people might help people making links to the festival of Sukkot.</li> <li>• Find out about Tzedakah.</li> </ul> <p><u>S4: HOW HAVE SOME PEOPLE SHOWN THEY CARED? HOW IS THE GOLDEN RULE AN ENCOURAGEMENT TO CARE?</u></p> <ul style="list-style-type: none"> <li>• Explore the life of Mother Teresa and Dr Barnardo and how they have put their beliefs into action.</li> </ul> <p>Explore what it would mean if everyone followed the Golden Rule.</p>

## YEAR 3

### RE KNOWLEDGE (end of key stage outcomes)

<p>A. Know about and understand a range of religious and non-religious worldviews</p>	<p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p>	<p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p>
<p>A1. Describe and make connections between different features of the religious and non-religious world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>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.</p> <p>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.</p>	<p>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>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.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>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.</p> <p>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.</p>

<b>CONCEPTS</b>	<p>RE BLOCK 1</p> <p><b>WHAT DO DIFFERENT PEOPLE BELIEVE ABOUT GOD?</b></p>	<p>RE BLOCK 2</p> <p><b>WHY IS THE BIBLE SO IMPORTANT FOR CHRISTIANS TODAY?</b></p>
	<p>Believing Respect Tolerance</p>	<p>Believing Respect Tolerance</p>
	<p>RE BLOCK 3</p> <p><b>WHY DO PEOPLE PRAY?</b></p>	<p>RE BLOCK 4</p> <p><b>HOW DO FAMILY LIFE AND FESTIVALS SHOW WHAT MATTERS TO JEWISH PEOPLE?</b></p>

	Expressing Respect Tolerance	Living Respect Tolerance
<b>RE KNOWLEDGE</b>	<b>RE BLOCK 1</b> <b>WHAT DO DIFFERENT PEOPLE BELIEVE ABOUT GOD?</b>	<b>RE BLOCK 2</b> <b>WHY IS THE BIBLE SO IMPORTANT FOR CHRISTIANS TODAY?</b>
	<p><u>S1: SEEING IS BELIEVING – IS IT WHAT DO I THINK ABOUT BELIVING IN GOD?</u></p> <ul style="list-style-type: none"> <li>Describe some things cannot be seen but some people believe in them.</li> <li>Explore the different ideas about God.</li> </ul> <p><u>S2: WHAT DO CHRISTIANS BELIEVE ABOUT GOD? GOD AS LOVE, FATHER, LIGHT, CREATOR, TRINITY, LISTENER TO PRAYERS.</u></p> <ul style="list-style-type: none"> <li>Explore what Christians mean when they say 'the Father, the Son, the Holy Spirit.</li> <li>Understand that prayer is a way that religious believers believe that they can communicate with God.</li> </ul> <p><u>S3: WHAT DO MUSLIMS BELIVE ABOUT ALLAH?</u></p> <ul style="list-style-type: none"> <li>Explore the meaning of Shahadah; the Muslims statement of faith in one God.</li> <li>Explore the simple Muslim beliefs about God based on 12 of the 99 Names of Allah.</li> <li>Explore the teachings of the Qur'an and how Muslims use this to guide their daily life.</li> </ul> <p><u>S4: HOW DO HINDU PEOPLE SHOW WHAT THEY BELIEVE ABOUT GODS AND GOODESSES?</u></p> <ul style="list-style-type: none"> <li>Explore the symbolism of Hindu murtis.</li> <li>Explore why statues are used in worship.</li> <li>Explore why three of the gods are especially important.</li> </ul> <p><u>S5: WHAT DIFFERENCE DOES IT MAKE TO LIFE IF YOU BELIEVE THERE IS NO GOD?</u></p> <ul style="list-style-type: none"> <li>Find out more about being a non-religious person.</li> <li>Explore the reasons as to why some people are non-religious.</li> <li>Look at links between non-religious and religious ideas.</li> </ul>	<p><u>S1: THE BIBLE IS A BIG BOOK. HOW IS IT PUT TOGETHER? WHY IS IT SO POPULAR?</u></p> <ul style="list-style-type: none"> <li>Explore how the Bible is divided into books.</li> <li>Consider what Christians get out of reading the holy book.</li> </ul> <p><u>S2: WHAT DOES THE BIBLE TEACH CHRISTIAN PEOPLE ABOUT GOD, LIFE, THE UNIVERSE AND EVERYTHING?</u></p> <ul style="list-style-type: none"> <li>Describe the 'big story' of the Bible simply.</li> <li>Explore more about the ways Christians think of God and see the world.</li> <li>Explore similarities and differences between their own ideas and ideas about God and some Christian ideas.</li> </ul> <p><u>S3: HOW CAN THE BIBLE HELP PEOPLE IF THEY ARE TEMPTED TO DO THE WRONG THINGS?</u></p> <ul style="list-style-type: none"> <li>Read the story of Adam and Eve and think about the meaning of temptation.</li> <li>Explore why some people find doing bad things so attractive and what we can do to become good people.</li> <li>Consider own experiences of being tempted.</li> </ul> <p><u>S4: WHAT ARE THE MAIN WAYS CHRISTIANS USE THE BIBLE? WHICH ONES EXPLAIN WHY IT IS SO POPULAR?</u></p> <ul style="list-style-type: none"> <li>Explore how Christians use the Bible in their everyday life.</li> <li>Explore the reasons why some people use the Bible for guidance, comfort and strength. What do non-Christians use?</li> </ul>

RE BLOCK 3  
**WHY DO PEOPLE PRAY?**

S1: WHAT IS PRAYER? IS PRAYER HELPFUL?

- Explore how and why people in different religions pray or meditate.
- Explore the idea that prayer as talking to God.
- Explore different types of prayer and about reasons why some people pray every day, but others, not at all.

S2:WHAT HAPPENS IN ISLAMIC PRAYER? WHAT DOES THIS SHOW US ABOUT MUSLIMS' BELIEFS AND WAYS OF LIFE?

- Explore the practice of prayer as a Pillar of Islam.
- Consider why Muslims find benefits in praying five times a day.

S3: HOW AND WHY DO CHRISTIANS LIKE TO PRAY?

- Explore the different ways Christians pray.
- Explore about Christian beliefs and God and prayer.

S4: HOW DO HINDUS PRAY AND WORSHIP AT HOME AND IN THE MANDIR?

- Explore the Hindu practices of prayer and worship.
- Explore how Hindus express the meanings of Hindu prayer and worship in artefacts visually and in Mandirs.

S5: REFLECTION: WHAT MORE CAN WE DISCOVER? DOES REFLECTION MATTER TO ME?

- Look for similarities and differences between religious prayers and spiritual ways of reflecting or meditating.
- Explore reasons for engaging in reflective activities.

RE BLOCK 4  
**HOW DO FAMILY LIFE AND FESTIVALS SHOW WHAT MATTERS TO JEWISH PEOPLE?**

S1: WHAT IS WORTH CELEBRATING? WHAT DO JEWISH FAMILIES CELEBRATE EVERY WEEK?

- Explore how some festivals are celebrated by religious and non-religious people.
- Know that Shabbat is connected to the story of Creation Genesis 1.

S2: WHY DO JEWISH PEOPLE CELEBRATE ROSH HASANAH AND YOM KIPPUR?

- Explore how some Jewish festivals are linked to the seasons.
- Explore how Jewish people remember Rosh Hashanah and Yom Kippur and celebrate them through a variety of rituals.
- Look at the link between the story of Jonah and Yom Kippur.

S3: WHY IS PESACH IMPORTANT FOR JEWS?

- Read the story of Exodus.
- Explore how the Seder plate connects to this story.
- Know that the remembrance of Exodus and freedom from slavery is important to Jews.

S4: WHY ARE THE COMMANDMENTS AND BLESSINGS IMPORTANT TO JEWISH PEOPLE?

- Consider how rules are important for helping people get along.
- Consider how Jews focus on saying thank you for the many things they see come from God.

## YEAR 4

### RE KNOWLEDGE (end of key stage outcomes)

A. Know about and understand a range of religious and non-religious worldviews	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.
<p>A1. Describe and make connections between different features of the religious and non-religious world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>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.</p> <p>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.</p>	<p>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>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.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>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.</p> <p>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.</p>

<b>CONCEPTS</b>	RE BLOCK 1 <b>WHY IS JESUS INSPIRING TO SOME PEOPLE?</b>	RE BLOCK 2 <b>HOW DO PEOPLE FROM RELIGIOUS &amp; NON-RELIGIOUS COMMUNITIES CELEBRATE KEY FESTIVALS?</b>
	Believing Respect Tolerance	Expressing Respect Tolerance
	RE BLOCK 3 <b>WHY DO SOME PEOPLE THINK THAT LIFE IS A JOURNEY AND WHAT SIGNIFICANT EXPERIENCES MARK THIS?</b>	RE BLOCK 4 <b>WHAT DOES IT MEAN TO BE A HINDU IN BRITAIN TODAY?</b>
	Expressing Respect Tolerance	Living Respect Tolerance

	<p style="text-align: center;">RE BLOCK 1 <b>WHY IS JESUS INSPIRING TO SOME PEOPLE?</b></p>	<p style="text-align: center;">RE BLOCK 2 <b>HOW DO PEOPLE FROM RELIGIOUS &amp; NON-RELIGIOUS COMMUNITIES CELEBRATE KEY FESTIVALS?</b></p>
<b>RE KNOWLEDGE</b>	<p><u>S1: WAS JESUS INSPIRING BECAUSE OF HIS ACTIONS?</u></p> <ul style="list-style-type: none"> <li>• Read the story of feeding the 5000 one of Jesus' miracles.</li> <li>• Link the story and the way Jesus inspired people.</li> <li>• Understand what is inspiring to Christians about a miracle story of Jesus.</li> <li>• Consider what it means 'being inspired By someone.'</li> </ul> <p><u>S2: WHAT DID JESUS TEACH? WAS HE A GOOD TEACHER? WAS HE AN INSPIRING TEACHER?</u></p> <ul style="list-style-type: none"> <li>• Retell some of stories of Jesus and suggest what it means for Christians.</li> <li>• Explore the meanings of the parables.</li> <li>• Consider what the impact that believing in Jesus will have on a Christian's life.</li> </ul> <p><u>S3: DID JESUS' TEACHINGS INSPIRE PEOPLE? HOW AND WHY?</u></p> <ul style="list-style-type: none"> <li>• Make own links between Jesus' teachings and Christian beliefs.</li> <li>• Explore what makes them happy, recognising their own values and the values of others.</li> </ul> <p><u>S4: WHY DO CHRISTIANS CALL THE DAY JESUS DIED 'GOOD FRIDAY' AND THE FOLLOWING SUNDAY HIS RESURRECTION DAY?</u></p> <ul style="list-style-type: none"> <li>• Explore some events of Holy week.</li> <li>• Look at what happened to Jesus in the last week of his life.</li> </ul> <p><u>S5: IS JESUS STILL IMPORTANT TODAY? WHY? WHO TO? HOW DOES IT SHOW?</u></p> <ul style="list-style-type: none"> <li>• Consider why Jesus is important to Christians today.</li> <li>• Explore the impact that believing in Jesus will have on a Christian life.</li> </ul>	<p><u>S1: HOW DO PEOPLE CELEBRATE CHRISTMAS? USING A RELIGIOUS STUDIES LENS</u></p> <ul style="list-style-type: none"> <li>• Explore ways in which people might celebrate Christmas at home and in church.</li> <li>• Consider how a religious studies investigator might learn from photographs.</li> </ul> <p><u>S2: HOW DO PEOPLE CELEBRATE CHRISTMAS? USING A SOCIOLOGICAL LENS.</u></p> <ul style="list-style-type: none"> <li>• Consider how a sociologist might investigate Christmas.</li> <li>• Use survey data to analyse information about how people celebrate Christmas.</li> </ul> <p><u>S3: WHAT HAVE WE LEARNT ABOUT HOW PEOPLE CELEBRATE CHRISTMAS? BRINGING THE LENSES TOGETHER.</u></p> <ul style="list-style-type: none"> <li>• Draw conclusions about how celebrate Christmas using a religious studies and sociological lens.</li> </ul> <p><u>S4: WHAT CAN WE LEARN ABOUT HOW PEOPLE CELEBRATE DIFFERENT FESTIVALS?</u></p> <ul style="list-style-type: none"> <li>• Consider how different religions and non-religious people celebrate a festival and their reasons for doing so.</li> </ul> <p><u>S5: WHAT IS THE ROLE OF FESTIVALS IN BRITAIN TODAY?</u></p> <ul style="list-style-type: none"> <li>• Explore why festivals are still important to people of different world views today.</li> <li>• Explore how festivals in the UK may have changed in the meaning and emphasis.</li> </ul>

<p style="text-align: center;">RE BLOCK 3</p> <p style="text-align: center;"><b>WHY DO SOME PEOPLE THINK THAT LIFE IS A JOURNEY AND WHAT SIGNIFICANT EXPERIENCES MARK THIS?</b></p>	<p style="text-align: center;">RE BLOCK 4</p> <p style="text-align: center;"><b>WHAT DOES IT MEAN TO BE A HINDU IN BRITAIN TODAY?</b></p>
<p><u>S1: WHAT DOES A JOURNEY MEAN TO US?</u></p> <ul style="list-style-type: none"> <li>• Explore how some people see life as a journey.</li> <li>• Consider how the use of journey as a metaphor for life.</li> <li>• Think about how rituals are used to mark important life events.</li> </ul> <p><u>S2: WHAT IS THE SIGNIFICANCE OF BAPTISM TO CHRISTIANS?</u></p> <ul style="list-style-type: none"> <li>• Explore two different Christian celebrations of belonging/ initiation.</li> <li>• Explore the importance and significance to Christians of different forms of baptism.</li> <li>• Think about reasons why some Christians baptise babies at birth and others have believer's baptism.</li> </ul> <p><u>S3: HOW DO JEWISH PEOPLE MARK BECOMING AN ADULT?</u></p> <ul style="list-style-type: none"> <li>• Explore what happens at a Jewish Bar or Bat Mitzvah ceremony.</li> <li>• Know why these ceremonies are significant to those of the Jewish faith.</li> </ul> <p><u>S4: WHAT CEREMONIES DO HINDUS MARK IN THE JOURNEY OF LIFE?</u></p> <ul style="list-style-type: none"> <li>• Explore Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha.</li> <li>• Know the significance of the Hindu sacred thread ceremony.</li> </ul> <p><u>S5: WHY DO PEOPLE CHOOSE TO GET MARRIED?</u></p> <ul style="list-style-type: none"> <li>• Explore a wedding ceremony for two different religions.</li> <li>• Consider why people make promises and vows when they marry.</li> <li>• Look at reasons why some people choose to have a religious or a non-religious wedding ceremony.</li> </ul>	<p><u>S1: HOW DO HINDUS SHOW THEIR FAITH? FAITH IN WHAT?</u></p> <ul style="list-style-type: none"> <li>• Explore Hindu beliefs about God.</li> <li>• Explore how Hindus worship God.</li> <li>• Look at similarities and differences between the life of a Hindu child and the life of a child from another religion or a non-religious child.</li> </ul> <p><u>S2: A HINDU LIFE; WHAT IS IMPORTANT?</u></p> <ul style="list-style-type: none"> <li>• Explore two of the four aims in Hindu life; Dharma and Moksha.</li> <li>• Look for similarities and differences between duty for Hindu children and for themselves.</li> </ul> <p><u>S3: WHY IS MAHATMA GANDHI A HINDU HERO?</u></p> <ul style="list-style-type: none"> <li>• Explore the Hindu belief in Karma.</li> <li>• Explore reasons why Gandhi behaved in the way he did and how this shows Hindu beliefs.</li> <li>• Explore some key events in the life of Gandhi.</li> </ul> <p><u>S4: WHAT IS IT LIKE TO BE A HINDU IN BRITAIN TODAY?</u></p> <ul style="list-style-type: none"> <li>• Explore examples of where the life of a Hindu can be seen in Britain.</li> </ul>

## YEAR 5

### RE KNOWLEDGE (end of key stage outcomes)

<p>A. Know about and understand a range of religious and non-religious worldviews</p>	<p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.</p>	<p>C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.</p>
<p>A1. Describe and make connections between different features of the religious and non-religious world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>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.</p> <p>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.</p>	<p>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>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.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>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.</p> <p>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.</p>

<b>CONCEPTS</b>	RE BLOCK 1 <b>WHY DO SOME PEOPLE BELIEVE GOD EXISTS?</b>	RE BLOCK 2 <b>WHAT WOULD JESUS DO? CAN WE LIVE BY THE VALUES OF JESUS IN THE 21<sup>ST</sup> CENTURY?</b>
	Believing Respect Tolerance	Believing Respect Tolerance
	RE BLOCK 3 <b>IF GOD IS EVERYWHERE, WHY GO TO A PLACE OF WORSHIP?</b>	RE BLOCK 4 <b>WHAT DOES IT MEAN TO BE A MUSLIM IN BRITAIN TODAY?</b>
	Expressing Respect Tolerance	Living Respect Tolerance

RE KNOWLEDGE	<p style="text-align: center;">RE BLOCK 1 <b>WHY DO SOME PEOPLE BELIEVE GOD EXISTS?</b></p>	<p style="text-align: center;">RE BLOCK 2 <b>WHAT WOULD JESUS DO? CAN WE LIVE BY THE VALUES OF JESUS IN THE 21<sup>ST</sup> CENTURY?</b></p>
	<p><u>S1: HOW MAY PEOPLE BELIEVE IN GOD?</u></p> <ul style="list-style-type: none"> <li>Find information about the religious make up of the world as well as Offerton.</li> <li>Explore reasons why some people believe in God, some people do not believe in God and some people have not decided.</li> <li>Know meaning of terms: theism, atheism and agnosticism.</li> </ul> <p><u>S2: IS GOD REAL? WHAT DO CHRISTIANS THINK?</u></p> <ul style="list-style-type: none"> <li>Describe the God of Christianity using technical words.</li> <li>Explore answers to some of the Big Questions about the existence of God.</li> <li>Discuss some of the differences between people's ideas of what God is like and whether God exists.</li> </ul> <p><u>S3: HOW DO WE KNOW WHAT IS TRUE? WHY DO PEOPLE BELIEVE OR NOT BELIEVE IN GOD?</u></p> <ul style="list-style-type: none"> <li>Explore how facts and opinions come about and how they are interpreted.</li> <li>Have an understanding of the difference between a fact, belief and opinion.</li> </ul> <p><u>S4: WHAT DO CHRISTIANS BELIEVE ABOUT HOW THE WORLD BEGAN? DO THEY ALL SHARE THE SAME IDEA?</u></p> <ul style="list-style-type: none"> <li>Understand why the natural world is seen by many Christians as evidence for belief in God.</li> <li>Explore how some of the different ways in which sacred texts can be interpreted.</li> <li>Express and explain similarities and difference between varied Christian beliefs about how the world began.</li> </ul>	<p><u>S1: CAN YOU WORK OUT WHAT MATTERED TO JESUS FROM 10 THINGS HE SAID? WHAT WAS HIS 'MISSION STATEMENT'?</u></p> <ul style="list-style-type: none"> <li>Explore Jesus' teachings and example how they inspire Christians today.</li> <li>Consider the extent to which Jesus' values and example would benefit today's world.</li> <li>Explore examples of where he fulfilled this mission.</li> </ul> <p><u>S2: WHAT IS THE IMPORTANCE OF THE VALUE OF LOVE? HOW DID JESUS TEACH HIS FOLLOWERS TO LOVE?</u></p> <ul style="list-style-type: none"> <li>Explore Christian ideals of love.</li> <li>Explore some of Jesus' teachings and stories to understand what Christians believe he meant by loving others.</li> </ul> <p><u>S3: WHAT DO JESUS' PARABLES ABOUT FORGIVENESS TEACH TO CHRISTIANS TODAY?</u></p> <ul style="list-style-type: none"> <li>Explore Christian ideals about forgiveness.</li> <li>Explore some of Jesus' teachings and stories to understand why he saw forgiveness as so important.</li> </ul> <p><u>S4: HOW DO CHRITIANS TODAY TRY TO FOLLOW JESUS' TEACHING ABOUT JUSTICE AND FORGIVENESS? THE EXAMPLE OF MOTHER TERESA.</u></p> <ul style="list-style-type: none"> <li>Explore the terms of justice and fairness, what do these mean?</li> <li>Learn form the example of Mother Teresa applying ideas from prayer to situations where love, fairness and justice can make a difference.</li> </ul> <p><u>S5: WHAT DID JESUS TEACH ABOUT BEING GENEROUS AND BEING GREEDY?</u></p> <ul style="list-style-type: none"> <li>Explore the terms generosity and greed.</li> <li>Explore some of Jesus' teachings and stories to understand the way Christians believe we should handle wealth.</li> <li>Explore and explain the impact of Jesus' teaching on some examples of major Christian Charities in the UK today.</li> </ul>

<p style="text-align: center;">RE BLOCK 3</p> <p style="text-align: center;"><b>IF GOD IS EVERYWHERE, WHY GO TO A PLACE OF WORSHIP?</b></p>	<p style="text-align: center;">RE BLOCK 4</p> <p style="text-align: center;"><b>WHAT DOES IT MEAN TO BE A MUSLIM IN BRITAIN TODAY?</b></p>
<p><u>S1: WHAT IS A PLACE OF WORSHIP? WHAT IS IT FOR?</u></p> <ul style="list-style-type: none"> <li>• Explore what places of worship are for.</li> <li>• Explore the most important function of a place of worship.</li> </ul> <p><u>S2: WHAT IS A CHRISTIAN PLACE OF WORSHIP? WHAT IS IT FOR?</u></p> <ul style="list-style-type: none"> <li>• Explore the differences within Anglican and Baptist churches.</li> <li>• Explore the links between Christian beliefs and features of these places of worship.</li> <li>• Explore what places of worship are for.</li> <li>• Consider the most important functions of a place of worship are.</li> </ul> <p><u>S3: WHAT IS A HINDU PLACE OF WORSHIP? WHAT IS IT FOR?</u></p> <ul style="list-style-type: none"> <li>• Explore the key features of a Hindu place of worship at home and worship in a mandir.</li> <li>• Explore the links between Hindu beliefs and features of these places of worship.</li> <li>• Explore what places of worship are for.</li> <li>• Consider the most important functions of a place of worship are.</li> </ul> <p><u>S4: WHAT IS A JEWISH PLACE OF WORSHIP? WHAT IS IT FOR?</u></p> <ul style="list-style-type: none"> <li>• Explore the key features of a Jewish synagogue.</li> <li>• Explore the links between Jewish beliefs and features of these places of worship.</li> <li>• Explore what places of worship are for.</li> <li>• Consider the most important functions of a place of worship are.</li> </ul> <p><u>S5: ARE PEOPLE MORE IMPORTANT THAN THE PLACE?</u></p> <ul style="list-style-type: none"> <li>• Explore how Christians embody Jesus in their actions.</li> <li>• Explore how different aspects of worship: silence, nature and being together, help Christians connect to God.</li> </ul>	<p><u>S1: WHAT HELPS YOU THROUGH THE JOURNEY OF LIFE? WHAT HELPS MUSLIMS THROUGH THE JOURNEY OF LIFE?</u></p> <ul style="list-style-type: none"> <li>• Explore what people might need to support them through the Journey of Life.</li> <li>• Describe the five pillars of Islam.</li> </ul> <p><u>S2: WHAT IS THE KEY BELIEF OF MUSLIMS? HOW DOES THIS AFFECT THEIR LIFE?</u></p> <ul style="list-style-type: none"> <li>• Describe using the right words the key beliefs of Muslims and explain how it affects their life.</li> <li>• Explore reasons why Muslims find it important to hear the Shahadah regularly.</li> </ul> <p><u>S3: WHY DOES PRAYER MATTER TO MUSLIMS?</u></p> <ul style="list-style-type: none"> <li>• Explore how and why Muslim people pray.</li> <li>• Explore similarities and differences between prayer in Islam and prayer in Christianity.</li> <li>• Explore simple reasons for prayer as a form of guidance for Muslims.</li> </ul> <p><u>S4: HOW IS CHARITY IMPORTANT TO MUSLIMS? HOW IS CHARITY IMPORTANT TO YOU?</u></p> <ul style="list-style-type: none"> <li>• Explore the pillar of Zakah and explain who money is given to and why.</li> <li>• Explore simple reasons for the importance of generosity.</li> </ul> <p><u>S5: WHY DO MUSLIMS FAST?</u></p> <ul style="list-style-type: none"> <li>• Explore the reasons for the practice of fasting in Islam.</li> <li>• Explore what happens at the festival of Eid-ul-Fitr.</li> <li>• Explore the similarities and differences between Eid-ul-Fitr and other festivals the children have studied.</li> </ul> <p><u>S6: WHY DO MUSLIMS WANT TO GO ON PILGRIMAGE?</u></p> <ul style="list-style-type: none"> <li>• Explore what happens on pilgrimage to Mecca and at the celebration of Eid-ul-Adha</li> <li>• Explore the similarities and differences between pilgrimage to Mecca in Islam and pilgrimage in another religion.</li> </ul>

## YEAR 6

### RE KNOWLEDGE (end of key stage outcomes)

A. Know about and understand a range of religious and non-religious worldviews	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.
<p>A1. Describe and make connections between different features of the religious and non-religious world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p> <p>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.</p> <p>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.</p>	<p>B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>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.</p> <p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>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.</p> <p>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.</p>

<b>CONCEPTS</b>	RE BLOCK 1 <b>WHAT DO RELIGIONS SAY TO US WHEN LIFE GETS HARD?</b>	RE BLOCK 2 <b>WHAT CAN BE DONE TO REDUCE RACISM? CAN RELIGION HELP?</b>
	Believing Respect Tolerance	Expressing Respect Tolerance
	RE BLOCK 3 <b>WHAT MATTERS MOST TO CHRISTIANS AND HUMANISTS?</b>	RE BLOCK 4 <b>HOW AND WHY SHOULD RELIGIOUS COMMUNITIES DO MORE TO CARE FOR THE EARTH?</b>
	Living Respect Tolerance	Living Respect Tolerance

	<p style="text-align: center;">RE BLOCK 1</p> <p style="text-align: center;"><b>WHAT DO RELIGIONS SAY TO US WHEN LIFE GETS HARD?</b></p>	<p style="text-align: center;">RE BLOCK 2</p> <p style="text-align: center;"><b>WHAT CAN BE DONE TO REDUCE RACISM? CAN RELIGION HELP?</b></p>
<b>RE KNOWLEDGE</b>	<p><u>S1: WHAT DO SOME PEOPLE THINK CARRIES ON AFTER WE HAVE DIED? WHAT IS OUR SOUL?</u></p> <ul style="list-style-type: none"> <li>• Explore the impact that the belief we have a soul might have on the way someone might live their life.</li> <li>• Explore how different religions and world views have about the ideal of the soul.</li> </ul> <p><u>S2: DO SOME PEOPLE BELIEVE THAT YOU COME BACK TO LIFE AS SOMETHING DIFFERENT? WHY IS REINCARNATION?</u></p> <ul style="list-style-type: none"> <li>• Explore the Hindu belief in reincarnation and Karma.</li> </ul> <p><u>S3: DO YOU GO TO HEAVEN IF YOU DO THINGS WRONG?</u></p> <ul style="list-style-type: none"> <li>• Look for similarities and differences between the Muslim belief in judgement and Christian belief in judgement and how that is similar and different to the Hindu belief in reincarnation.</li> </ul> <p><u>S4: WHAT DO CHRISTIANS THINK HAPPEN WHEN WE DIE? WHAT DO PEOPLE WHO DON'T BELIEVE IN GOD THINK HAPPEN WHEN WE DIE?</u></p> <ul style="list-style-type: none"> <li>• Explore reasons why some people might be comforted by their beliefs when someone dies.</li> <li>• Look at what might happen at a funeral.</li> <li>• Explore similarities and differences between non-religious and Christian beliefs of the afterlife.</li> </ul>	<p><u>S1: RACISM- WHAT IS IT AND WHY IS IT UNFAIR? WHAT CAN WE LEARN FROM SIX EXAMPLES?</u></p> <ul style="list-style-type: none"> <li>• Explore some texts from different religions that ask people of faith to treat all humanity well.</li> <li>• Explore six scenarios that give examples of racism, discussing what is bad about each one and how they could change.</li> <li>• Explore ideas of their own about how racism and prejudice can be reduced.</li> </ul> <p><u>S2: WHAT CAN WE LEARN FROM THE STORIES OF TWO STATUES IN BRISTOL?</u></p> <ul style="list-style-type: none"> <li>• Explore reasons why Bristol's statue of Edward Colston was racially offensive, but the statue of John Wesley celebrates anti-slavery.</li> <li>• Consider how our racist past in the UK has an influence today.</li> </ul> <p><u>S3: HOW DID SAINT PETER THAT 'GOD HAS NO FAVOURITES'?</u></p> <ul style="list-style-type: none"> <li>• Explore the Bible story of Saint Peter and Cornelius from Acts 10, a story in which someone learned to set aside the prejudice of his youth.</li> <li>• Think about their own views and how the story challenges racism.</li> <li>• Explore ideas about Saint Peter's story and its connection to racism and fairness.</li> </ul> <p><u>S4: THE GOLDEN RULE AND SILVER RULE WHAT ARE THEY AND WHY ARE THESE RULES FOUND IN SO MANY RELIGIONS?</u></p> <ul style="list-style-type: none"> <li>• Explore beliefs about how human behaviour can be ruled by the idea of treating others as you would like to be treated. (Golden Rule)</li> </ul> <p><u>S5: ANTI-RACIST PEOPLE FROM DIFFERENT RELIGIONS – WHAT CAN WE LEARN FROM SOME EXAMPLES?</u></p> <ul style="list-style-type: none"> <li>• Explore examples of action for equality from different religions.</li> <li>• Explore reasoned ideas about the anti-racist work of key readers.</li> </ul> <p><u>S6: HOW CAN I EXPRESS MY OWN VISION FOR JUSTICE AND EQUALITY?</u></p> <ul style="list-style-type: none"> <li>• Learn about the life, death and legacy of Jo Cox</li> <li>• Consider her big idea was 'more unites us than divides us'.</li> </ul>

RE BLOCK 3

**WHAT MATTERS MOST TO CHRISTIANS AND HUMANISTS?**

S1: DO RULES MATTER? WHY? WHAT IS A CODE FOR LIVING?

- Explore how religions offer values to their followers, to help them to live their 'best lives'.
- Explore a code of living and to consider a code for themselves to live by.

S2: WHO IS A HIA-MANIST? WHAT CODES DO NON-RELIGIOUS PEOPLE USE?

- Understand that some people are religious but many in the UK are non-religious.
- Explore that non-religious people can have codes for living that don't refer to a god.
- Understand that Humanists are one group of non-religious people in the UK.

S3: WHAT CAN WE LEARN FROM DISCUSSION AND DRAMA ABOUT GOOD AND BAD, RIGHT AND WRONG?

- Look at dilemmas, noticing and reacting to difficult cases of right and wrong, good and bad.
- Use drama as a way of exploring what it means to our values into practice.

S4: WHAT CODES FOR LIVING DO CHRISTIANS TRY TO FOLLOW?

- Explore the Christian values such as love and forgiveness.
- Think about the idea that values show in what people do.
- Explore the impact of our actions on making people happy or unhappy.

S5: WHAT CAN WE LEARN FROM A VALUES GAME? CAN WE CREATE A CODE FOR LIVING THAT WOULD HELP THE WORLD?

- Explore the values that matter to religious and non religious people taking into account that some values are shared and some are distinctive.
- Explore how thinking about out joint values can make a community happier.

RE BLOCK 4

**HOW AND WHY SHOULD RELIGIOUS COMMUNITIES DO MORE TO CARE FOR THE EARTH?**

S1: DOES THE EARTH BELONG TO GOD? OR TO HUMANITY? OR TO EVERY LIVING THINGS?

- Explore a rich knowledge of issues about greener religious practice and questions about climate justice.
- Consider how humans affect the environment and how justice for all can be achieved.

S2/3: WHAT DO DIFFERENT RELIGIONS THINK AND DO ABOUT CARING FOR THE EARTH AND WORKING TO IMPROVE THE ENVIRONMENT?

- Explore how effective different religions can be in contributing to protecting the earth.
- Explore reasons for their own ideas about what they have learned in relation to climate and faith.

S4: WHAT HAVE WE BEEN LEARNNING ABOUT THE DIFFERENT WAYS TO MAKE RELIGIONS 'GREENER'?

- Develop knowledge of what four religions teach about the natural worlds and human responsibility.
- Express own views on how people must respond to the climate crisis.