

Curriculum Overview- Religious Education **Key Stage 2: 45 hours per year (1 hour per week or less than this plus a series of RE days)**

<u>YEAR 3-4</u>		<u>YEAR 5-6</u>	
<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>
<p>Themes: Worship, pilgrimage and sacred places</p>	<p>Themes: Inspirational people</p>	<p>Themes: Worship, pilgrimage and sacred places</p>	<p>Themes: Religion, family and Community</p>
<p>Christian worship: How and why do some people find peace and strength by belonging to a Church?</p> <p>Children enquire into Christian worship and sacred places, with a local focus. For example, they might identify places of peace, friendliness and thoughtfulness in school, then on a visit to a local church they enquire into ways in which worship and the Christian community show their beliefs about peace, community, reflection and belief. They learn about the symbolism of Holy communion and the places of music, Bible, prayer and charitable action in the Christian community.</p> <p>Objective: A1</p>	<p>What is it like to be Hindu?</p> <p>Cross curricular links are encouraged in this unit to poetry, model making, art and design and music to explore the architecture, worship and beliefs of Hindus and Christians, including identifying simple similarities and differences. Plan a detailed study of two examples, with an emphasis on the ways worship expresses belief, belonging and emotion. They use their literacy and SEAL skills to understand religion better.</p> <p>Objective: C1, B3</p>	<p>Muslims: How do Muslims practise the 5 pillars of Islam?</p> <p>Use a virtual or real tour of a mosque to explore Muslim community life. Linking strongly to the local and regional growth of Islam, it enables pupils to find out about British Islam today. Learning about the mosque and some stories of the prophet Muhammad builds up their understanding about the religion. They find out about the use and significance of the Qur'an.</p> <p>Objective: B3</p>	<p>Christian Aid and Islamic Relief: can they change the world?</p> <p>This connects elements of enterprise, ICT and global citizenship with the work of two major faith based development charities. Pupils learn about how faith can inspire action for the good of all in response to global issues of suffering and inequality. They find out Christian Aid projects and Islamic Relief projects. They analyse the websites for children the two charities offer. They consider their own attitudes to the suffering of others and the global issues of peace and equality.</p> <p>Objective: A3, C3</p>
<u>Spring Term</u>	<u>Spring Term</u>	<u>Spring Term</u>	<u>Spring Term</u>
<p>Themes: Symbolism and Religious Expression</p>	<p>Themes: Religion, family and community</p>	<p>Themes: Beliefs and questions</p>	<p>Themes: Teaching and authority</p>

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<p>What makes Jesus inspirational for some people?</p> <p>Stories of Jesus' miracles, wisdom, parables and the Easter story, asking why He is an inspiration to people today. Children think about the values and commitment which Jesus inspired and explore their own ideas about values and commitment. They consider what Christians believe about Jesus' resurrection.</p> <p>Objective: A1, A2, C3</p>	<p>Values: what matters most to Christians and Humanists?</p> <p>Link to Humanist ideas and include a deepening study of Christian values and ideas about goodness. Pupils explore non-religious ways of being good as well as Christian ideas, and work to express their own ideas about rules and values. Learn about the ten commandments, The Golden Rule and shared values such as honesty, kindness, open mindedness, compassion. They consider what impact our values have on those around us.</p> <p>Objective: B1, C3</p>	<p>Christians: How do Christians use the bible?</p> <p>Explore the ways Christians use the Bible to shape their values and behaviour, pupils learn from the rules, stories, commandments, and teaching of the Bible, clarifying their own ideas. They enquire into the Bible's worldwide impact – its many translations and its use in Christian community, family and individual life. They consider the idea of sacred words, asking if any words have a big impact on their own lives, and why these words matter so much to them.</p> <p>Objective: A3, C1</p>	<p>Who is inspiring to Muslims and Christians?</p> <p>Pupils learn from stories of the Prophet Muhammad and Muslims alive today, and refer back to prior learning about the Lord Jesus, and Christians alive today. They think about the idea of inspiration, and about Muslim and Christian beliefs about their leaders. Pupils list and develop understanding of similarities and differences between Muslims and Christians, and consider what helps people who have different religions to live together for the wellbeing of all.</p> <p>Objective: A1, A3, B2</p>
<p><u>Summer Term</u></p>	<p><u>Summer Term</u></p>	<p><u>Summer Term</u></p>	<p><u>Summer Term</u></p>
<p>Themes:</p> <p>Worship, pilgrimage and sacred places.</p>	<p>Themes:</p> <p>Religion and the individual</p>	<p>Themes:</p> <p>Beliefs in action in the World</p>	<p>Themes:</p> <p>Religion, family and community</p>

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<p>Worship, pilgrimage, belonging and community: What matters to Hindus and Christians?</p> <p>Introduce Hindu practice to pupils. Using local and Indian examples, they discover how and why Hindus worship at home and in the mandir, considering symbolism, stories, beliefs and values for themselves. Make links between stories of the gods and goddesses and values and beliefs.</p> <p>Objective: A3, C1,</p>	<p>What is God like? What matters most in life? What happens when we die? Christians and Hindu answer questions on life's journey.</p> <p>Explore Christian and Hindu beliefs about God and about life's journey through stories, examples, and practices. Use methods from Godly Play or Philosophy for Children to raise 'questions of wonder' and enquire into the mysteries pupils find interesting. Pupils make thoughtful and creative responses to a belief question for themselves, e.g: where is God? What happens when we die?</p> <p>Objective: A2, C1</p>	<p>What will make Rotherham a more respectful place?</p> <p>Pupils bring together their learning thinking about the ways religions differ a path to peace. They consider how people who are different can live together well, and create a spiritual 'charter for peace in Rotherham'. The work links citizenship, literacy and RE by asking big social and moral questions about respect and community, and exploring religious answers to them.</p> <p>Objective: B1, C3</p>	<p>Muslims: Why are there now over 200 mosques in Yorkshire?</p> <p>Enquire into the practice of belief, prayer, fasting, giving and pilgrimage in Muslim life, with a focus on children in the community. Pupils make links to their own lives and commitments, thinking about the ways in which the five pillars shape and guide Muslim children's lives, and what shapes and guides their own lives. They learn about Muslim people in our own region, and consider how and why Islam has grown in the UK.</p> <p>Objective: B1, B2, A3</p>
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