

RELIGIOUS EDUCATION AT DOWNSVIEW

Our Vision (Intent)

At Downsview, we believe that an understanding of the world's major religions helps our children to understand the world in which they live. We believe that through understanding religious practices and beliefs, we can promote our values of tolerance and respect of difference.

We are fortunate to have a multi-faith community at our school. Our RE curriculum is designed to explore a range of faiths to gain a deep understanding of religion and how it shapes people's lives. Through exploring religious stories and rituals, we develop our children's insight into how others see the world and the religious values which may underpin their daily lives. By exploring similarities and differences, we also highlight connections and commonalities which unite us as well as differences which enrich our community.

Through our teaching of RE, we strive to encourage our children to become open-minded, curious and respectful citizens who understand and value the beliefs of others.

How we plan and teach RE (Implementation)

Children at Downsview have weekly RE lessons, through which their understanding of religious beliefs and practices builds over time. Following Kent's SACRE scheme of work, lessons involve exploration of religious narratives, the study of rituals and practices and the key tenets and symbols of each faith. Significant objects are studied to bring lessons to life and familiarise the children with things that have particular importance in different faiths.

Our children are encouraged to share their knowledge about their own religions and how they practice them in a safe, respectful environment. Members of our wider community, representing a range of faiths, are invited into our classrooms to share their religious customs and answer questions our children may have. Through visits to places of worship, our children learn about the significance of the places where religious communities gather to practise their faith. Our school assemblies reflect the diverse community in which we live in and celebrate a wide range of festivals from the six major religions.

How we evaluate learning in RE (Impact)

The impact of our RE curriculum can be found in children's written work and the quality of discussions that they have. Children demonstrate their growing knowledge and understanding of religions in a range of carefully designed tasks. Over time, children demonstrate their deepening understanding of individual faiths by making connections within a faith, as well as showing their growing understanding of the discipline of RE by making links across different religions.




The impact of our RE curriculum can also be found in our children's deep respect for one another. We are proud of how our RE curriculum supports children to both value difference and understand which shared values and beliefs unite us.

RELIGIOUS EDUCATIONN OVERVIEW

Main Areas of Study

Year Group	Unit 1	Unit 2	Unit 3
ONE	Who is a Christian and what do they believe?	What makes some places sacred?	What does it mean to belong to a faith community?
TWO	Who is a Muslim and what do they believe?	How and why do we celebrate special and sacred times?	How should we care for others and the world and why does it matter?
THREE	What do different people believe about God?	Why do people pray?	What does it mean to be a Christian in Britain today?
FOUR	Why is Jesus inspiring to some people?	Why are festivals important to religious communities?	What can we learn from religions about deciding about what is right and wrong?
FIVE	Why do some people believe God exists?	If God is everywhere, why go to a place of worship?	What does it mean to be a Muslim in Britain today?
SIX	What do religions say to us when life gets hard?	Is it better to express your beliefs in arts and architecture or charity and generosity?	What matters most to Christians and Humanists?

YEAR ONE




Unit	Who is a Christian and what do they believe?	What makes some places sacred?	What does it mean to belong to a faith community?
Thread	 Believing	 Expressing	 Living
Overview	Pupils will begin to understand what Christians believe about God and about Jesus as the Son of God and that he is inspiration to Christian people. Pupils will look at stories about Jesus and stories that Jesus told. This unit also allows pupils to study prayer and in particular the Lord's prayer.	This unit enables pupils to learn in depth from different religious and spiritual ways of life about places of worship for Christians and Muslims. Pupils will have the opportunity to ask and answer their own questions about places of worship, what they are used for and their significance in the local community.	This unit enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community. They will learn about ways babies are welcomed in religions and the promises made at weddings. They will think about their own network of belonging and how we all belong to someone.
Key questions	<ul style="list-style-type: none"> Who is a Christian and what do they believe? What do Christians believe about God? What does the bible teach us about God? Why is Jesus important to Christians? What do the miracles of Jesus teach us about what is important to Christians? Why do Christians pray? 	<ul style="list-style-type: none"> Where do I feel safe? Where is a sacred place for believers to go? Which place of worship is sacred for Christians? Which place of worship is sacred for Muslims? How are some places of worship similar? How are some places of worship different? Why are places of worship important to our community? 	<ul style="list-style-type: none"> Do we all belong to something? How do Christians show they belong? How do Muslims know they belong? How do Christians welcome a new baby? How do Muslims welcome a new baby? How do some people show they belong to one another?
Knowledge	<p>Prior knowledge: The children (EYFS) were introduced to who a Christian is, some key Bible stories and festivals.</p> <p>Future knowledge: In Y2 children will look at who are Muslims and what they believe. In Y3 the children will look at what different people believe about God. In Y5 the children will look at why some people believe that God exists.</p>	<p>Prior knowledge: The children (EYFS) looked at which places are special to them and who a Christian is.</p> <p>Future knowledge: In Y3 children will learn why, where, and how people pray. In Y5 the children will look at why people go to places of worship.</p>	<p>Prior knowledge: The children (EYFS) looked at where they belong in the world and what makes our world special.</p> <p>Future knowledge: In Y3 children will learn what it means to be a Christian in Britain today. In Y5 children will learn what it means to be a Muslim in Britain today.</p>
Specific Vocabulary	Christian, Bible, God, Jesus, New Testament, Old Testament, miracle, pray, worship.	Christian, church, alter, cross, font, lectern, Bible, Muslim, Islam, mosque, prayer mat, minbar, Iman, calligraphy, sacred	Baptism, community, belonging, cross, ICTHUS (fish), symbols, font, ceremony, wedding, promises, Aqiqah
Yearly Vocabulary	Christian, Muslim, Islam, religion, worship, faith, belief, community, prayer.		

RELIGIOUS EDUCATION CURRICULUM

Progression of Skills & Knowledge

Skills	<ul style="list-style-type: none">• Talk about some simple ideas about Christian beliefs about God and Jesus• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means• Talk about issues of good and bad, right, and wrong arising from the stories• Ask some questions about believing in God and offer some ideas of their own	<ul style="list-style-type: none">• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe• Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel• Ask good questions during a school visit about what happens in a church, synagogue, or mosque	<ul style="list-style-type: none">• Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean• Identify two ways people show they belong to each other when they get married• Respond to examples of co-operation between different people
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YEAR TWO

Unit	Who is a Muslim and what do they believe?	How and why do we celebrate special and sacred times?	How should we care for others and the world and why does it matter?
Thread	 <p>Believing</p>	 <p>Expressing</p>	 <p>Living</p>
Overview	<p>This topic enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints of their own about some religious and spiritual questions.</p>	<p>This topic enables pupils to learn in depth from different religious and spiritual ways of life about Easter and Pesach (Passover) and/or Eid-ul-Fitr. Through art, drama and music the significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations.</p>	<p>This topic enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world. Through studying bible stories, the lives of believers such as Dr Barnado, Mother Teresa or a local believer. The unit encourages creativity through the use of art and music.</p>
Key questions	<ul style="list-style-type: none"> • What do we think about God? • Who was the Prophet Muhammad and why is he important to Muslims? • What stories of the Prophet do Muslims love to tell? • What makes a place or an object special to us and to Muslims? • What is a Mosque and what happens at a Mosque? • How and why do Muslims pray and worship at the Mosque? • What can we learn from Muslims holy words? • What happens at the celebration of Eid-ul-Fitr, and why? 	<ul style="list-style-type: none"> • What do you celebrate and why? What stories do your family tell? • What happened at Easter and how does it make people feel? • How do Christians celebrate Easter? • What matters most at Easter? • Why do Jewish people tell the story of Passover every year? • What do Muslims celebrate at Eid-ul-Fitr? 	<ul style="list-style-type: none"> • Should we care for everyone? • What do Christians believe about caring for people? • What do some religions say about caring for other people? • How have some people shown they cared? How is the golden rule an encouragement to care? • What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?
Knowledge	<p>Prior knowledge: The children (EYFS) were introduced to who a Christian is, some key Bible stories and festivals. In Y1 Children have been introduced to who Christians are and what they believe.</p> <p>Future knowledge: In Y3 the children will look at what different people believe about God. In Y5 the children will look at why some people believe that God exists.</p>	<p>Prior knowledge: In EYFS children will have looked at which times are special and why including some key religious celebrations (Christmas, Easter, Diwali etc.)</p> <p>Future knowledge: In Y4 Children will look at why festivals are important to religious communities. In Y6 children will looking at whether it better to express your beliefs in arts and architecture or charity and generosity.</p>	<p>Prior knowledge: In EYFS children began to explore what is special about our world.</p> <p>Future knowledge: In Y4 Children will look at what we can learn from religion about deciding what is right and wrong. In Y6 children will look at what matter most to Christians and Humanists.</p>




RELIGIOUS EDUCATION CURRICULUM

Progression of Skills & Knowledge



Specific Vocabulary	Prophet, Allah, Ramadan Eid-ul-Fitr, Qur'an, arabic, prayer beads, prayer mat,	Celebrate, festival, Easter, Passover, Eid-ul-Fitr, Ramadan, symbols, crucifix, resurrection, Holy week, disciples.	Unique, caring, friendship, Zakat, charity, creation.
Yearly Vocabulary	Christians, Muslim, Islam, Jewish, beliefs, faith, religion, community, God, prayer		
Skills	<ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. • Re-tell a story about the life of the Prophet Muhammad. • Recognise some objects used by Muslims and suggest why they are important. • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. • Find out about and respond with ideas to examples of cooperation between people who are different. 	<ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. • Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. 	<ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world. • Identify ways that some people make a response to God by caring for others and the world. • Talk about issues of good and bad, right and wrong arising from the stories. • Talk about some texts from different religions that promote the 'Golden Rule' and think about what would happen if people followed this idea more. • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).

YEAR THREE

Unit	What do different people believe about God?	Why do people pray?	What does it mean to be a Christian in Britain today?
Thread	 <p>Believing</p>	 <p>Expressing</p>	 <p>Living</p>
Overview	<p>This unit enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.</p>	<p>This unit allows pupils to learn about prayer: the practice, symbols, words, and significance of prayer are studied alongside some key beliefs about prayer, so that pupils can develop thoughtful ideas and viewpoints of their own about prayer.</p>	<p>This unit enables pupils to learn in depth from different religious and spiritual ways of life about what Christians do at home, in church and in the wider community and why these things are important to them.</p>
Key questions	<ul style="list-style-type: none"> • 'Seeing is Believing' – is it? What do I think about believing in God? • What do Christians believe about God? • What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity? • What do Muslims believe about Allah? • What do Muslims believe about the Holy Quran, Allah's gift to humanity? • How do Hindu people show what they believe about gods and goddesses? • Why are three of the gods of the Hindu way especially important? • What difference does it make to life if you believe there is no God? • What are the similarities and differences between different ideas about God? 	<ul style="list-style-type: none"> • What is prayer and why is it helpful? • What happens in Islamic prayer? • How and why do Christians like to pray? • How do Hindus pray and worship at home and in the Mandir? • What is similar and different in the words of three prayers? (Muslim, Christian, Hindu) • Why do some people pray every day, but others not at all? • What have we learned from Muslims, Hindus and Christians about prayer, symbols, and worship? 	<ul style="list-style-type: none"> • How do Christians show their beliefs in the home? • What do Christians do to show their beliefs at Church? • How and why do different Christians use music in worship? • How and why do different Christians celebrate holy communion? • How do Christians make a difference in their local community? • Why do people stand up against injustice because of their religion?
Knowledge	<p>Prior knowledge: The children (EYFS) were introduced to who a Christian is, some key Bible stories and festivals. In Y1 Children will have been introduced to who Christians are and what they believe about God and Jesus. In Y2 children will have been introduced to who Muslims are and what they believe.</p> <p>Future knowledge: In Y5 the children will look at why some people believe that God exists.</p>	<p>Prior knowledge: The children (EYFS) looked at which places are special to them and who a Christian is. The children in Y1 will have been introduced to places of worship.</p> <p>Future knowledge: In Y5 the children will look at why people go to places of worship.</p>	<p>Prior knowledge: The children (EYFS) looked at where they belong in the world and what makes our world special. The children in Y1 will have looked at what it means to belong to a faith community.</p> <p>Future knowledge: In Y5 children will learn what it means to be a Muslim in Britain today.</p>




RELIGIOUS EDUCATION CURRICULUM

Progression of Skills & Knowledge



Specific Vocabulary	Holy trinity, parable, Bible, Qur'an, Allah, Prophet, faith, beliefs,	Prayer, spiritual, atheist, symbols, wudu, Mecca, Allah, Mosque, Church, Mandir, shrine,	Bible, palm cross, crucifix, hymn, church, worship, communion, Catholic, Anglican, Confirmation, community.
Yearly Vocabulary	Religion, Christian, Hindu, Muslim, Islam, Jew, God, prayer,		
Skills	<ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest why having a faith or belief in something can be hard. Identify how and say why it makes a difference in people's lives to believe in God. 	<ul style="list-style-type: none"> Describe the practice of prayer in the religions studied. Make connections between what people believe about prayer and what they do when they pray. Describe ways in which prayer can comfort and challenge believers. Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. 	<ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. Describe some ways in which Christian express their faith through hymns and modern worship songs. Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.

YEAR FOUR

Unit	Why is Jesus inspiring to some people?	Why are festival important to religious communities?	What can we learn from religions about deciding about what is right and wrong?
Thread	 <p>Believing</p>	 <p>Expressing</p>	 <p>Living</p>
Overview	<p>This unit enables pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered an inspiring figure by Christians – and by many other people too.</p>	<p>This unit enables pupils to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. This unit enables pupils to begin to understand how celebration reminds believers of key beliefs and gives time to focus on beliefs and commitments and celebrating as a believing community.</p>	<p>This unit enables pupils to think about guidance that people follow to help them live their lives, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit also looks at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation.</p>
Key questions	<ul style="list-style-type: none"> • What does the word inspiring mean? Who is inspiring? • What do we know about Jesus' life story? Is his story inspiring for some people? • Was Jesus inspiring because of his actions? • Did Jesus' teachings inspire people? How and why? • Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his 'Resurrection day'? • Is Jesus still important today? Why? Who to? How does it show? • What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others? • Does being inspired by Jesus make a person stronger? • Who is inspiring for me? Who is inspiring for other children in my class? 	<ul style="list-style-type: none"> • What is worth celebrating? • What do Christians celebrate at Easter? • What was the meaning of Jesus' last meal with his friends? • What does the crucifying of Jesus mean to Christians? • What do Christians believe happened on Easter Sunday morning? • Why is Diwali significant to Hindus? • Why do Muslims celebrate at the end of Ramadan? • What can we learn from celebrations and festivals? 	<ul style="list-style-type: none"> • What rules are important? How is the golden rule important? • What important messages are in the Ten Commandments? How do they help Jewish people know how to live? • What does Christianity say about how to live a good life? • How can we decide what is right or wrong without God's help? • What do religious stories tell believers about temptation? • How have religious teachings helped to affect somebody's actions?




RELIGIOUS EDUCATION CURRICULUM

Progression of Skills & Knowledge






<p>Knowledge</p>	<p><u>Prior knowledge:</u> In EYFS children have looked at which people are special to them and why and which people are special to religious communities.</p> <p><u>Future knowledge:</u></p>	<p><u>Prior knowledge:</u> In EYFS children will have looked at which times are special and why including some key religious celebrations (Christmas, Easter, Diwali etc.). In Y2 children have looked at how and why people celebrate special and sacred times (Easter, Passover, Eid – Ul – Fitr)</p> <p><u>Future knowledge:</u> In Y6 children will looking at whether it better to express your beliefs in arts and architecture or charity and generosity.</p>	<p><u>Prior knowledge:</u> In EYFS children began to explore what is special about our world. In Y2 Children looked at how we should care for others and the world and why it matters.</p> <p><u>Future knowledge:</u> In Y6 children will look at what matter most to Christians and Humanists.</p>
<p>Specific Vocabulary</p>	<p>Inspiration, Jesus, Resurrection, gospel, incarnation, salvation, holy week, Easter, miracle, parable</p>	<p>Celebrations, festivals, Palm Sunday, Maundy Thursday, Good Friday, disciples, Diwali, temptation, Ramadan, fast,</p>	<p>Temptation, Then ten commandments, The golden rule, Neighbour</p>
<p>Yearly Vocabulary</p>	<p>Religion, Christian, Hindu, Muslim, Islam, Jew, God, prayer</p>		
<p>Skills</p>	<ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today • Describe how Christians celebrate Holy Week and Easter Sunday • Identify the most important parts of Easter for Christians and say why they are important. • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter 	<ul style="list-style-type: none"> • Make connections between stories, symbols, and beliefs with what happens in at least two festivals • Ask questions and give ideas about what matters most to believers in festivals (e.g., Easter, Eid) • Identify similarities and differences in the way festivals are celebrated within and between religions • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives 	<ul style="list-style-type: none"> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions • Make connections between stories of temptation and why people can find it difficult to be good • Give examples of ways in which some inspirational people have been guided by their religion • Discuss their own and others' ideas about how people decide right and wrong

YEAR FIVE

Unit	Why do some people believe God exists?	If God is everywhere why go to a place of worship?	What does it mean to be a Muslim in Britain today?
Thread	 <p>Believing</p>	 <p>Expressing</p>	 <p>Living</p>
Overview	<p>In this unit pupils to learn in depth from different religious and non-religious groups about belief in God. Pupils will consider why people do or don't believe in God and the impact that might have on the way they live their everyday life.</p>	<p>In this unit pupils will learn about the various purposes of a place of worship as well as how believers see these places. Pupils think about the idea of God's presence on earth and in believers' lives.</p>	<p>In this unit pupils will explore the five pillars of Islam and the importance of these to Muslim believers. Pupils will gain a greater understanding of Islam and what we can learn from its beliefs, values and ideas. This unit provides an opportunity to learn about the Qur'an and other forms of guidance.</p>
Key questions	<ul style="list-style-type: none"> • How many people believe in God? • Is God real? What do Christian think? • How do we know what is true? Why do people believe or no believe in God? • What do Christians believe about how the world began? • Is God real? Why do some people believe God does/ does not exist? 	<ul style="list-style-type: none"> • What is a place of worship? What is it for? • What is a Christian place of worship? What is it for? • What is a Hindu place of worship? What is it for? • What is a Jewish place of worship? What is it for? • Are people more important than the place? • What does a place of worship mean to believers? 	<ul style="list-style-type: none"> • What helps you through the journey of life? What helps Muslims through the journey of life? • What is the key belief of Muslims? How does this affect their life? • Why does prayer matter to Muslims? • Why is charity important to Muslims? How is charity important to you? • Why do Muslims fast? • Why do Muslims want to go on pilgrimage? • Where do people get advice and guidance from? • What is a special place for Muslims? • Can you think of similar commitments to the five pillars in your life? What matters to Muslims?
Knowledge	<p>Prior knowledge: The children (EYFS) were introduced to who a Christian is, some key Bible stories and festivals. In Y1 Children will have been introduced to who Christians are and what they believe about God and Jesus In Y2 children looked at who are Muslims and what they believe. In Y3 the children looked at what different people believe about God.</p>	<p>Prior knowledge: The children (EYFS) looked at which places are special to them and who a Christian is. The children in Y1 will have been introduced to places of worship. In Y3 children have looked at why, where and how people pray.</p>	<p>Prior knowledge: The children (EYFS) looked at where they belong in the world and what makes our world special. The children in Y1 will have looked at what it means to belong to a faith community. In Y3 children will have looked at what it means to be a Christian in Britain today.</p>
Specific Vocabulary	<p>Theist, agnostic, atheist, spirit, eternal, almighty, creation,</p>	<p>Church, Anglican, Baptist, font, cross, lectern, baptistery, mandir, synagogue, orthodox, reform, torah, ark,</p>	<p>Five pillars (shahadah, salah, sawm, hajj and zakah), Allah, Muhammad, rak'ah, prayer, charity, fast, Ramadan, pilgrimage, Mecca, mosque, Qur'an</p>

Yearly Vocabulary	Christianity, God, Muslim, Islam, Judaism, Hindu, worship, prayer,		
<p>Skills</p>	<ul style="list-style-type: none"> • Give several examples to show how believing in God can affect people's lives differently • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging • Express their own ideas about theism, atheism and agnosticism. • Suggest answers to some of the Big Questions about the existence of God • Consider reasons that people might believe or not believe in God • Respond thoughtfully to the question, "Is God real?", giving evidence to back up their ideas • Consider how facts, beliefs and opinions come about and how they are interpreted. • Respond thoughtfully to the question, "Is God real?", giving evidence to back up their deas. 	<ul style="list-style-type: none"> • Describe and explain differences within Anglican and Baptist churches • Make links between Christian beliefs and features of these places of worship. • Describe differences between worship in the home and at the mandir • Describe the differences between different Jewish synagogues. • Make links between Jewish beliefs and features of Jewish places of worship. • Describe what places of worship are for • Describe what people from different religions would say the most important function of their place of worship is • Make links between Hindu beliefs and worship. • Give examples of how places of worship are helpful to believers in difficult times • Explain how and some people see the place of worship as being more about the people than the building 	<ul style="list-style-type: none"> • Make links between Muslim practice of the five pillars and Muslim beliefs about God • Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad • Describe and reflect on how the Qur'an is significant to Muslims • Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims • Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim • Identify and explain connections between the main functions of the Mosque and Muslim beliefs

YEAR SIX

Unit	What do religions say to us when life gets hard?	Is it better to express your beliefs in arts and architecture or charity and generosity?	What matters most to Christians and Humanists?
Thread	 <p>Believing</p>	 <p>Expressing</p>	 <p>Living</p>
Overview	<p>This unit enables pupils to learn from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. What you choose to investigate and how this will be done will depend on the questions generated by the children.</p> <p>NOTE – Please be mindful of any children who have experienced loss and consider contacting parents before beginning this unit</p>	<p>This unit enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity.</p>	<p>This unit enables pupils to learn from Christianity and from Humanism, a non-religious way of life. If it is pupils' first encounter with Humanism, then teaching will need to secure their understanding of what a non-religious way of life means, both similar to and different from Christianity.</p>
Key questions	<ul style="list-style-type: none"> • What questions have you got about what happens when we die? • What do some people think carries on when we die? What is our soul? • Do some people think we can come back to life as a different thing? What is reincarnation? • Do you get to heaven if you do things wrong? • What do Christians think happens when we die? • What do people who don't believe in God think happens when we die? • What different ideas are there about what happens when we die? What do I think? 	<ul style="list-style-type: none"> • What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place? • How do mosque buildings express Islamic beliefs and values? What makes a fine mosque? • Muslim calligraphy, painting and poetry: what is inspiring? • How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art? • Can a Christian place of worship be a building for 'the glory of God'? What does this mean? • How and why do Muslim charities try to change the world? • How and why does Christian Aid try to change the world? • What matters more to a Christian and Muslim: art and architecture or generosity and charity? What matters more to you? 	<ul style="list-style-type: none"> • Do rules matter? Why? What is a code for living? • Who is a Humanist? What codes for living to non-religious people use? • What can we learn from discussion and drama about good and bad, right and wrong? • What codes for living do Christians try to follow? • What can we learn from a values game? • Peace: is it more valuable than any money? • Can we create a code for living that would help the world? •

RELIGIOUS EDUCATION CURRICULUM

Progression of Skills & Knowledge



<p>Knowledge</p>		<p>Prior knowledge: In EYFS children will have looked at which times are special and why including some key religious celebrations (Christmas, Easter, Diwali etc.). In Y2 children have looked at how and why people celebrate special and sacred times (Easter, Passover, Eid – Ul – Fitr). In Y4 children looked at why festivals are important to religious communities.</p>	<p>Prior knowledge: In EYFS children began to explore what is special about our world. In Y2 Children looked at how we should care for others and the world and why it matters. In Y4 children learnt what we could learn from religions about deciding what it right and wrong.</p>
<p>Specific Vocabulary</p>	<p>Beliefs, soul, reincarnation, karma, funeral, judgement, heaven,</p>	<p>Sacred, mosque, church, charity, generosity, calligraphy, praise, charity, cathedral, architecture.</p>	<p>Christian, Humanist, atheist, theist, forgiveness, justice, freedom, values, honesty, peace, meditation, prayer</p>
<p>Yearly Vocabulary</p>	<p>Christianity, Islam, Muslim, Hindu, worship, religion, humanist,</p>		
<p>Skills</p>	<ul style="list-style-type: none"> • Give reasons why some people might be comforted by their beliefs when someone dies • Describe the impact that the belief that we have a soul might have on the way someone might live their life • Describe the Hindu belief in reincarnation and Karma • Describe a link between a reading that might be used at a funeral and a Christian belief about life after death • Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death • Explain some 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 • Describe similarities and differences between non-religious and Christian beliefs about the afterlife • Look for similarities and differences between their own views about life after death and the 	<ul style="list-style-type: none"> • Understand different reasons why some buildings are sacred • Consider, discuss and weigh up different views about why mosques are important. • Consider, discuss and weigh up different views about why Christian sacred buildings are important. • Consider, discuss and weigh up different views about why religious art is important. • Suggest reasons why Muslims consider charity and generosity important • Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. • Describe and make connections between examples of religious creativity in Muslim buildings • Describe why mosques matter to the Muslim community • Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important. 	<ul style="list-style-type: none"> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples • Describe some Christian and Humanist values simply • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view • Give examples of similarities and differences between Christian and Humanist values • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning

RELIGIOUS EDUCATION CURRICULUM

Progression of Skills & Knowledge



	beliefs of Hindus, Christians, Muslims or non-religious people		
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