

Locally-Agreed Syllabus Requirements

In Early Years, pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

By the end of KS1:

Pupils will gain an understanding of all the six principal religions and recognise that many people hold secular (non-religious) views. Particular focus should be given to Christianity and two other religions chosen from Buddhism, Hinduism, Islam, Judaism and Sikhism. Pupils should develop an understanding of the role of religion in encouraging forgiveness, bridge-building and reconciliation.

Pupils should be taught about:

- All six principal religions (Christianity, Hinduism, Buddhism, Judaism, Sikhism and Islam) with a main focus on Christianity and two other religions (Sikhism and Islam)

By the end of KS2:

Pupils will develop a deeper understanding of all the six principal religions and appreciate that many people hold secular (non-religious) views. All six religions should be studied in this Key Stage, but schools may choose to place greater emphasis on some, according to the school community and work in the previous key stage. Pupils might also look at religious groups and individuals who work to foster good moral behaviour and what it means to be good. There is also scope to explore the work of religious groups that encourage peace and forgiveness, and the role of Coventry Cathedral.

Pupils should be taught about:

- All six principal religions (Christianity, Hinduism, Buddhism, Judaism, Sikhism and Islam) and deepen their understanding.
- Non-religious views (Humanism)
- Religious groups and individuals: Desmond Tutu, Gandhi, etc.



Religious Education Manor Park Curriculum design



Intent

We believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through our half-termly RE days, pupils develop their knowledge of the world faiths and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. Children leave Manor Park with a good understanding of the 6 key religions (and 1 non-religious belief - Humanism) including Christianity, Hinduism, Buddhism, Islam, Sikhism and Judaism. Many of these are the religions celebrated within our school and local community and it is important that children show tolerance towards other faiths and beliefs, irrespective of their own views. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship within our local area and with visits to our school from different faith communities. Our British Values curriculum supports work developed in RE, and ensures children have mutual respect and tolerance of those with different faiths and beliefs and for those without faith.

Implementation

We follow the guidance of the Locally Agreed Syllabus for Coventry and Warwickshire. Our RE days are taught every half term either across two afternoons or one full day. We enable children to participate in discussions, written and drawn activities, role playing stories to understand and, in UKS2, debates. Each year, the religion(s) taught in the previous year groups are developed on further, and in KS2, they provoke higher order questioning to develop critical thinking and understanding. Prior knowledge is drawn upon at the start of each new unit, in reference to the religious focus as well as other religions covered. Children have the opportunity to talk about their own religious/non-religious beliefs with their classes and as a school, enabling all children to show mutual respect towards others and tolerance of different faiths.

Impact

It is our uncompromising vision that all children reach age related expectations at the end of each year. On going teacher assessment is used to swiftly address gaps, therefore ensuring almost all children securely meet the objectives mapped out in our curriculum.

Year Group	Autumn		Spring		Summer	
Year 1	<p><u>Who is a Christian and what do they believe?</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>Introduction to Christianity - artefacts. Beliefs about God. Bible teachings about God - Lost Sheep story. Jesus' importance.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Understand and recall features of key religious, spiritual and moral stories from a variety of religions. Recognise and name features of different religions (e.g. God/miracles) Recognise important religious symbols and words, talking about other forms of religious expression. <p><u>Previous learning links:</u> Reception: Christian artefacts, beliefs, place of worship, special stories</p> <p><u>Topic enhancement:</u> SLS artefacts</p>	<p><u>How and why do we celebrate special and sacred times? (Part 1)</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>What they celebrate. Christmas (Christian, non-religious). Easter - in depth. Weddings - different religions.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Talk about how people celebrate key celebrations and suggest how this makes them feel. Identify aspects of their own experiences and feelings in religious material studied. Understand and recall key festivals and celebrations for different religions. Identify what they find interesting in key religions and in their own lives, asking questions to help understand. <p><u>Previous learning links:</u> Reception: Special times for religious/non-religious people.</p> <p><u>Topic enhancement:</u> SLS artefacts Wedding - different members of staff in school</p>	<p><u>Who is a Sikh and how do they live?</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>Introduction to Sikhism. The 5Ks and what they symbolise. Stories in Sikhism: Bhai Lalo and Malik Bhago. Values to Sikh people.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Recognise features of religious life and practice in Sikhism Recognise and name features of different religions and beliefs Understand and recall features of key religious, spiritual and moral stories from a variety of religions Recognise important symbols and words, talking about other forms of religious expression. <p><u>Previous learning links:</u> Some children may be part of the Sikh faith so will know a little about it. Diwali celebrations in Autumn.</p> <p><u>Topic enhancement:</u> Sikh visitor to school</p>	<p><u>What does it mean to belong to a faith community?</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>How do we belong? (using artefacts and objects). Symbols to show Christian belonging. Christian Baptism.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Recall features of religious stories. Recognise and name features of different religions and beliefs Recognise features of religious life in Christianity Identify aspects of own experiences and feelings in religious material. Identify own interests in religion and own life and ask questions. <p><u>Previous learning links:</u> Reception: Christian artefacts</p> <p><u>Topic enhancement:</u> Hold a class Baptism. Artefacts and objects</p>	<p><u>What makes some places sacred? (Part 1)</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>Safe places (PSHE link). Identifying places in the community that are special to other people. Sikh place of worship - in depth.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Identify important religious symbols and words, talking about other forms of religious expression. Recognise and name features of different religions and beliefs. Identify what they find interesting in key religions and their own lives, asking questions to help understand. <p><u>Previous learning links:</u> Reception: Places of worship (Christian and Muslim) Year 1: Sikh visitor in Spring 1 Church visits throughout the year</p> <p><u>Topic enhancement:</u> Visit to Gurdwara Temple</p>	<p><u>What makes some places sacred? (Part 2)</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>Christian places of worship - in depth. Why places of worship are important within the community.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Identify important religious symbols and words, talking about other forms of religious expression. Recognise and name features of different religions and beliefs. Identify what they find interesting in key religions and their own lives, asking questions to help understand. <p><u>Previous learning links:</u> Year 1: Christian and Sikh places of worship</p>

<p style="text-align: center;">Year 2</p>	<p><u>Who is a Muslim and how do they live? (Part 1)</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>Introduction to Islam - artefacts. Who the Prophet Muhammad is and the importance to Muslims. Story of the Prophet and the Ants and the Crying Camel. Ramadan.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Ask questions about their own and others' feelings and experiences and respond sensitively to the experiences and feelings of others, including those with a faith. • Suggest meanings in different religious stories, identifying possible meanings of these and other forms of religious expression. • Make links between stories from sacred texts and the way people live. • Retell religious, spiritual and moral stories, suggesting what they mean. • Identify key festivals and celebrations for different religions, discussing how people celebrate and how this makes them feel. <p><u>Previous learning links</u> Some children may be part of the Muslim faith so will know a little about it. Year 1: Islam (places of worship)</p> <p><u>Topic enhancement:</u> Children in class who are Muslim to bring in some Muslim artefacts and present to the class.</p>	<p><u>How and why do we celebrate special and sacred times? (Part 2)</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>Touch on Jewish special times (Sukkot, Shabbat, Passover). Christmas (Christian/non-religious). Eid-ul-Fitr (Islam). Make comparisons.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Suggest meaning in different religious stories, identifying possible meanings of these in other forms of religious expression. • Make links between stories from sacred texts and the way people live. • Retell religious, spiritual and moral stories, suggesting what they mean. • Suggest meanings in different religious stories, identifying possible meanings of these as other forms of religious expression. • Identify similarities and differences in features of religions and beliefs and know that some are characteristics of more than one religion. • Identify key celebrations and festivals for different religions, discussing how people celebrate and how this makes them feel. <p><u>Previous learning links:</u> Year 1: Special times</p> <p><u>Topic enhancement:</u> Christmas activities (this will be completed in Autumn 2)</p>	<p><u>Who is a Muslim and how do they live? (Part 2)</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>Muslim place of worship</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Ask questions about their own and others' feelings and experiences and respond sensitively to the experiences and feelings of others, including those with a faith. • Suggest meanings in different religious stories, identifying possible meanings of these and other forms of religious expression. • Make links between stories from sacred texts and the way people live. • Retell religious, spiritual and moral stories, suggesting what they mean. • Identify key festivals and celebrations for different religions, discussing how people celebrate and how this makes them feel. <p><u>Previous learning links</u> Some children may be part of the Muslim faith so will know a little about it. Year 1: Islam (places of worship)</p> <p><u>Topic enhancement:</u> Visit to a mosque/Muslim visitor.</p>	<p><u>Who is a Christian and what do they believe? (Part 2)</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>Jesus' miracles. Christian prayer.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Retell religious, spiritual and moral stories, suggesting what they mean. • Make links between stories from sacred texts and the way people live. • Identify some religious beliefs and teachings and how this is expressed in different ways <p><u>Previous learning links:</u> Some children may belong to the Christian faith and be able to explain their own beliefs. Year 1 - Christian artefacts, beliefs and teachings about God.</p> <p><u>Topic enhancement:</u> SLS artefacts</p>	<p><u>What can we learn from sacred books?</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>The Torah - Story of Moses and Jonah and the Whale. Jonah, Yunas and Yonah - same person in 3 religions.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Identify sacred books and ways in which different religions treat them with respect. • Retell religious, spiritual and moral stories, suggesting what they mean. • Identify similarities and differences in features of religions and beliefs and know that some are characteristic of more than one religion. • Make links between stories from sacred texts and the way people live. • Identify some religious beliefs and teachings and how this is expressed in different ways <p><u>Previous learning links:</u> Year 1: Bible Year 1: Guru Granth Sahib</p> <p><u>Topic enhancement:</u> SLS artefacts box - religious texts</p>	<p><u>How should we care for others?</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>What makes people valuable and unique (link to PSHE). Bible extract - show what Jesus taught. Creation of the world - how should the world be treated. How people should treat the world - quotes from Bible.</p> <p><u>Knowledge:</u> Suggest meaning in different religious language and stories, identifying possible meanings of these and other forms of religious expression. Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</p> <p><u>Previous learning links:</u> Year 2: Climate Change (within Geography/PSHE)</p> <p><u>Topic enhancement:</u> Special box for Golden Rule with scroll inside.</p>
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<p style="text-align: center;">Year 3</p>	<p><u>What does it mean to be a Christian in Britain today?</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>Christian life in Britain How Christians uphold values. Holy communion.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Identify the impacts of different religious beliefs and practices have on people's lives today. Ask questions about religions and beliefs to further their own understanding. Make links between values and commitments, including religious ones, and their own attitudes or behaviour. <p><u>Previous learning links:</u></p> <ul style="list-style-type: none"> Reception: Stories, places of worship, beliefs, etc. Year 1: Places of worship, Baptisms, celebrations for Christians. Year 2: Sacred books and made comparisons to other religions. 	<p><u>What does it mean to be a Hindu in Britain today?</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>Hindu faith in Britain. Hindu artefacts and values. Hindu beliefs, including dharma and karma. Why Hindu people have come to be in Britain.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Compare aspects of their own experiences and that of others, identifying what influences their lives and show sensitivity to others' opinions. Describe and suggest meanings for symbols and other forms of religious expression. Describe religious beliefs and symbols and discuss their importance. Ask significant questions about religions and beliefs to further their own understanding. Make links between values and commitments, including religious ones, and their own attitudes or behaviours. <p><u>Previous learning links:</u></p> <ul style="list-style-type: none"> Year 2: Around the World (India) Hindu life (e.g. mendhi, Diwali, Gandhi and other traditions) Diwali <p><u>Topic enhancement:</u> Visit to a Hindu mandir or have a Hindu visitor.</p>	<p><u>Why is the Bible so important for Christians today?</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>How the Bible is used. Teachings - God, life, universe and everything. Christian ideas about God. How stories can help people.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Ask significant questions about religions, beliefs and celebrations to further their own understanding. Identify the impacts of religious beliefs and practices on people's lives today. Discuss the ideas of good and bad in religious stories, linking their ideas to society today and how people try to put things right. Give examples and explain why beliefs and teachings are important to people today. Make links between values and commitment and their own attitudes and behaviours. <p><u>Previous learning links:</u> Year 2: Sacred books</p> <p><u>Topic enhancement:</u> Josh (St James') to visit</p>	<p><u>Why are religious festivals important to religious communities? (Part 1)</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>Easter. Jesus' crucifixion. Pesach (Passover).</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Identify the impacts of religious beliefs, practices and celebrations on people's lives today. Give examples and explain why beliefs and teachings are important to people today. Describe religious beliefs, symbols, stories and teachings of different religions and discuss their importance. Make connections between religious beliefs, stories, celebrations and practices from a variety of religions. <p><u>Previous learning links:</u> Reception: Easter Year 1: Easter story Year 2: TBC</p> <p><u>Topic enhancement:</u> Visit to church (St James')</p>	<p><u>What do different people believe about God?</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>Own beliefs about God. Christian beliefs about God. Muslim beliefs about Allah.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Compare aspects of their own experiences and that of others, identifying what influences their lives and show sensitivity to others' opinions. Identify the impacts of religious beliefs and practices on people's lives today. Ask significant questions about religions and beliefs to further their own understanding. <p><u>Previous learning links:</u> Reception: Muslim beliefs about the world Year 2: Islam (Beliefs)</p> <p><u>Topic enhancement:</u> Visitor to talk about their beliefs about the world - Muslim/Christian</p>	<p><u>Why do people pray?</u> (British Value - Tolerance of different faiths and beliefs)</p> <p>Why people pray. Islamic prayer. Christian prayer.</p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Compare aspects of their own experiences and that of others, identifying what influences their lives and show sensitivity to others' opinions. Make links between values and commitment and their own attitudes and behaviours. Ask significant questions about religions, beliefs and celebrations to further their own understanding. Identify the impacts of religious beliefs and practices on people's lives today. <p><u>Previous learning links:</u> Reception: Islam (beliefs and place of worship) Year 1: Islam (mosque) Year 2: Islam (beliefs)</p>
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Year 4

What does it mean to be a Christian in Britain today?
(British Value - Tolerance of different faiths and beliefs)

How Christians make a difference in local community.
Rosa Parks - standing up to injustice.
Use of music in worship.

Knowledge:

- Discuss their own and others' ideas about how people decide between right and wrong.
- Ask questions about the significant experiences of key figures from religions and suggest answers from own and others' experiences, responding sensitively.
- Describe the impact of different religious beliefs, teachings and practices on the way people live today.

Previous learning links:

- **Year 1:** Christianity - places of worship, baptisms, celebrations.
- **Year 2:** Sacred books.
- **Year 3:** Holy Communion and values to Christians.

Topic enhancement:

Christian visitor/church visit

What does it mean to be a Hindu in Britain today?
(British Value - Tolerance of different faiths and beliefs)

Hindu beliefs - reincarnation based on dharma and karma.
Mahatma Gandhi - impact of Gandhi's achievements.
Hindu wedding in India compared to Hindu wedding in UK.

Knowledge:

- Describe the impact of different religious beliefs, teachings and practices on the way people live today.
- Explore why some people see life as a journey and some milestones in different religions.
- Ask questions about the significant experiences of key figures from religions and suggest answers from own and others' experiences, responding sensitively.
- Describe how people celebrate key festivals and celebrations today.
- Explain the similarities and differences between different religious ceremonies to show commitment about community, belonging and belief.

Previous learning links:

- **Year 2:** Around the World (India) Hindu life (e.g. mehndi, Diwali, Gandhi and other traditions)
- **Year 3:** Hindu beliefs, why Hindus have come to be in the UK, Hindu duties.
- **Diwali**

Topic enhancement:

Hindu speaker

What can we learn from religions about what is right and wrong?
(British Value - Tolerance of different faiths and beliefs)

Jewish Commandments.
Adam and Eve - temptation.
Desmond Tutu - how religion affects actions.

Knowledge:

- Discuss own and others' ideas about how people decide what is right and wrong.
- Describe the impact of different religious beliefs and teachings on the way people live today.
- Ask questions about the significance of key figures from religions and suggest answers to own and others' experiences, responding sensitively.

Previous learning links:

- Year 1:** Sikh Values
- Year 2:** How we should treat the world
- Year 3:** Hindu beliefs - dharma and karma.

Why is Jesus inspiring to some people?
(British Value - Tolerance of different faiths and beliefs)

Good Friday/Holy Week.
Jesus' miracles.
Jesus' teachings (Unforgiving Servant story).
Why Jesus is important.

Knowledge:

Using technical terminology, describe key beliefs, celebrations, teachings and symbols of different religions.
Describe the impact of different religious beliefs, teachings, practices and celebrations on the way people live today.

Previous learning links:

- Reception:** Easter
- Year 1:** Easter
- Year 2:** Easter celebrations
- Year 3:** Easter/crucifixion

Why do some people think that life is like a journey and what significant experiences mark this?
(British Value - Tolerance of different faiths and beliefs)

What is a journey.
Christian Baptism.
Bar/Bat Mitzvah.
Comparisons between Bar/Bat Mitzvah.

Knowledge:

Explore why some people see life as a journey and identify some key milestones in different religions.
Using technical terminology, describe the key beliefs, celebrations, symbols and teachings of different religions, comparing similarities and differences.
Explain the similarities and differences between different religious ceremonies to show commitment about community, belonging and belief.

Previous learning links:

- **Year 1:** Baptism
- **Year 2:** Eid and Ramadan
- **Year 2:** Judaism (intro)

Topic enhancement:

Hold pretend Bar/Bat Mitzvah

Why are festivals important to religious communities?
(Part 2)
(British Value - Tolerance of different faiths and beliefs)

What is worth celebrating.
Ramadan and Eid.
Learning from celebrations.

Knowledge:

Using technical terminology, describe the key beliefs, celebrations, symbols and teachings of different religions, comparing similarities and differences.
Describe how people celebrate key festivals and celebrations today.
Describe the impact of different religious beliefs, teachings, practices and celebrations on the way people live today.
Make connections and compare the way religious celebrations and festivals are celebrated and discuss the role and value of these today.

Previous learning links:

- Year 2:** Ramadan and Eid

Topic enhancement:

Eid activities

Year 5

Why do some people think God exists?

(British Value - Tolerance of different faiths and beliefs)

Theist, atheist and agnostic views - name examples of each (including Humanists).
Christian beliefs about God.
Why people believe in God.
Beliefs about how the world began.

Knowledge:

- Present different views on religions and beliefs, comparing and discussing ideas and expressing their own ideas and beliefs using examples.
- Using appropriate terminology, describe, reflect and make connections between different religions and non-religious beliefs and their role on people's lives today.
- Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.

Previous learning links:

Reception: Christian story of Creation

Year 2: Jewish story of Creation

Year 3: Beliefs about God.

Topic enhancement:

Religious speaker

If God is everywhere, why go to a place of worship?

(British Value - Tolerance of different faiths and beliefs)

Places of worship from 5 religions taught.
Christian churches - Anglican and Baptist - compare.
Hindu prayer at home or mandir.
How Christians can be the body of Christ.

Purpose of a place of worship.

Knowledge:

- Present different views on religions and beliefs, comparing and discussing ideas and expressing their own ideas and beliefs using examples.
- Describe how places of worship are important to individuals and communities, giving examples of how these support believers and commenting on their value and purpose.
- Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.

Previous learning links:

Year 1: Places of worship

Year 3: Mandir visit

Topic enhancement:

Visit to St. James' church.

What would Jesus do? (Can we live by the values of Jesus in the 21st Century?)

(British Value - Tolerance of different faiths and beliefs)

What mattered most to Jesus.
Jesus' teachings of forgiveness.
How Jesus taught followers to love.

Knowledge:

- Express their own ideas and understanding of religious teachings and how these impact upon people today.
- Explain and present ideas of the role of key religious figures and teachings in the world today.
- Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.
- Using appropriate terminology, explain how different beliefs and teachings are shared by different religions and how these make a difference to people's lives.

Previous learning links:

Year 4: Ideas about morality

What would Jesus do? (Can we live by the values of Jesus in the 21st Century?)

(British Value - Tolerance of different faiths and beliefs)

Jesus' teachings about justice and fairness - Mother Teresa.
Generosity and greed.
Problems today.

Knowledge:

- Express their own ideas and understanding of religious teachings and how these impact upon people today.
- Explain and present ideas of the role of key religious figures and teachings in the world today.
- Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.
- Using appropriate terminology, explain how different beliefs and teachings are shared by different religions and how these make a difference to people's lives.
- Explain and present ideas of the role of key religious stories, figures and teachings in the world today.

Previous learning links:

Year 4: Ideas about morality

What does it mean to be a Muslim in Britain today? (Part 1)

(British Value - Tolerance of different faiths and beliefs)

What helps Muslims through life.
Key beliefs of Muslims - 5 Pillars.
Importance of prayer.

Knowledge:

- Express their own ideas and understanding of religious teachings and how these impact upon people today.
- Describe how and why places of worship are important to individuals and communities, giving examples of how these support believers and commenting on their value and purpose.
- Explain and present ideas of the role of key religious stories, figures and teachings in the world today.

Previous learning links:

Reception: Islam (beliefs and place of worship)

Year 1: Islam (mosque)

Year 2: Islam (beliefs)

Year 4: Ramadan

Topic enhancement:

Visit from Muslim speaker

What does it mean to be a Muslim in Britain today? (Part 2)

(British Value - Tolerance of different faiths and beliefs)

Importance of charity.
Muslim fasting.
Pilgrimage.
Place of worship.

Knowledge:

- Express their own ideas and understanding of religious teachings and how these impact upon people today.
- Describe how and why places of worship are important to individuals and communities, giving examples of how these support believers and commenting on their value and purpose.
- Explain and present ideas of the role of key religious stories, figures and teachings in the world today.

Previous learning links:

Reception: Islam (beliefs and place of worship)

Year 1: Islam (mosque)

Year 2: Islam (beliefs)

Year 4: Ramadan

Topic enhancement:

Muslim speaker - previous half term

Year 6

Is it better to express your beliefs in arts and architecture or in charity and generosity?

(British Value - Tolerance of different faiths and beliefs)

Places of worship - church, mosque.
Teachings of charity - Qu'ran and Bible.

Knowledge:

- Show understanding of the value of sacred buildings and art, applying ideas from important scriptures and comparing different perspectives including their own.
- Use appropriate terminology to explain and make comparisons between the key beliefs, teachings, celebrations and behaviour of different religious and non-religious beliefs.
- Interpret the significance and impact of different forms of religious and spiritual expression.

Previous learning links:

Year 1: Places of worship - church and mosque
Year 2: Qu'ran and Bible
Year 3: Islamic prayer
Year 5: 5 Pillars of Islam; importance of places of worship; charity in Islam (Zakah)

What does it mean to be a Buddhist?

(British Value - Tolerance of different faiths and beliefs)

Life of the Buddha.
Life of a Monk.
Wesak celebrations.

Knowledge:

Identify and explain key terminology in religious and non-religious beliefs.
Interpret the significance of different forms of religious expression - meditation

Topic enhancement:

SLS box
Buddhist visitor

What matters most to Christians and Humanists? (Part 1)

(British Value - Tolerance of different faiths and beliefs)

Humanist beliefs and principles.
Good and bad/right and wrong.

Knowledge:

- Identify and explain key terminology in religious and non-religious beliefs.
- Explain the significance of religious and non-religious beliefs, teachings and celebrations to people's lives today.
- Discuss and express their views on questions of identity, meaning, purpose and morality related to their own and others' beliefs and different faiths.
- Analyse what matters most to themselves, including ideas of fairness, freedom, truth and peace.

Previous learning links:

- Some links to Humanism mentioned in previous year groups - non-secular belief.
- **Years 1, 2, 3, 4, 5:** Christians' beliefs

Topic enhancement:

Visit from a Humanist speaker.

What matters most to Christians and Humanists? (Part 2)

(British Value - Tolerance of different faiths and beliefs)

Peace.
Christian codes for living.
What would help the world?

Knowledge:

- Use appropriate terminology to explain and make comparisons between the key beliefs, teachings, celebrations and behaviour of different religious and non-religious beliefs.
- Identify and explain key terminology in religious and non-religious beliefs.

Previous learning links:

- Some links to Humanism mentioned in previous year groups - non-secular belief.
- **Years 1, 2, 3, 4, 5:** Christians' beliefs

Topic enhancement:

Visit from a Humanist speaker (Spring 1)

What difference does it make to believe in Ahimsa, Grace and/or Ummah?

(British Value - Tolerance of different faiths and beliefs)

Concepts of: Ahimsa, Grace and Ummah and their commitments.
Prophet Muhammad.
Sense of community.
Harmlessness in Hinduism.
Jesus' teachings of forgiveness.

Knowledge:

- Analyse what matters most to themselves, including ideas of fairness, freedom, truth and peace.
- Discuss and express views on questions of identity, meaning, purpose and morality related to their own and others' beliefs and different faiths.
- Use appropriate terminology to explain and make comparisons between the key beliefs, teachings, celebrations and behaviour of different religious and non-religious beliefs.
- Identify and explain key terminology in religious and non-religious beliefs.
- Explain and express what difference in belief might make to how someone lives.
- Interpret the significance and impact of different forms of religious and spiritual expression.

Previous learning links:

Year 2: Gandhi
Year 3: Dharma and karma
Year 4: Harmlessness and Gandhi

What do religions say to us when life gets hard?

(British Value - Tolerance of different faiths and beliefs)

What happens after death.
Reincarnation.
Heaven - Islam and Christianity.

Knowledge:

- Express ideas of how religion can help when times are hard, giving examples.

Previous learning links:

Year 4: Hinduism (dharma and karma)