



CURRICULUM INTENTION

At Welton Primary School we aim to provide a **metacognitively ambitious curriculum**, driven to **challenge stereotypes**, based around the **locality of the Humber** region that meets the **bespoke needs** of our children.

We aim to provide first-hand experiences that will stimulate enquiring, imaginative and creative minds which will widen the knowledge and skills required to deepen learning across all areas of the curriculum.

INTENT OF THE ART AND DESIGN CURRICULUM

Religious literacy will be developed across the school for all pupils. The RWE curriculum aims to ensure that children:

- Begin to see through the lenses of three key disciplines: theology, philosophy and social sciences (as defined below) to further understand and learn about a range of religions and worldviews.
- Develop ideas around the significance, nature and impact of religions and worldviews by engaging critically with them.

Theology: Broadly put, theology is defined as simply: the study of religion.

Philosophy: This questions about the meaning of life, existence and reality, questions such as ‘*What is it like to be human?*’ Many other questions follow from this: ‘*Who am I?*’ ‘*How Should I live?*’ ‘*Is there life after death?*’ ‘*What kind of world do we live in?*’ Using philosophy helps pupils to understand how and why people do certain things and how to live a good life.

Social sciences: The social sciences lens is concerned with understanding and analysing the part that religion plays in the lives of people, communities and societies.

RELIGIOUS EDUCATION SKILLS PROGRESSION

Key Stage 1

Pupils should be taught:

- to retell and suggest meanings for some religious and moral stories and say how they influence people today.
- to recall different beliefs and practices, naming key words, key figures and core beliefs.
- tell of the ways people express identity in belonging to a faith group, and show how these are similar to another faith group.
- talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences.
- consider and make responses to big questions from different worldviews.
- express ideas and opinions about moral questions of right and wrong.
- share ideas and examples of co-operation between people who are different.
- describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them

Key Stage 2

Pupils should be taught:

- describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.
- express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.
- demonstrate understanding of how people express their identity and their spirituality through symbols and actions.
- Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable.
- Offer some answers to challenging questions from different religious and non-religious perspectives.
- Articulate the responses of different religions and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair.

- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
- Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.

Assessment

The system of assessment for RE should be the same as all other foundation curriculum areas. Assessment information informs the curriculum for RWE and helps identify gaps in pupils' learning.

| FOUNDATION STAGE RELIGIOUS EDUCATION | | |
|---|---|---|
| | Year 1 | Year 2 |
| | <p>Christianity <i>Unit 1.1: Belonging Who Belongs?</i></p> <p>This unit builds on and extends children's learning from the EYFS about the uniqueness of the individual, focusing on what it means to belong and enquire how a faith member has a sense of belonging to their faith. Present different kinds of family through story, persona dolls, puppets and explore what it means to belong to a faith family, becoming a member and keeping the rules. Make use of stories from sacred texts and think about what believers can learn from them.</p> | <p>Christianity <i>Unit 2.1: Lead us not into Temptation Right or Wrong?</i></p> <p>This unit takes a multidisciplinary approach to exploring the concept of temptation and how people choose between right and wrong. It contributes to personal development and aspects of SMSC and learning how we make personal choices. Stories from different religions illustrate the consequences of making right or wrong choices; pupils should identify similarities and the ways these stories are the basis of rules in society, leading to discussion about how we treat people and the value of the individual.</p> |
| Autumn | <p>LEARNING OBJECTIVES COVERED IN THIS UNIT</p> <p><u>Why are symbols and artefacts important to some people?</u></p> <p>Reflect on what is special to themselves and others</p> <p>Identify connections to religion and belief in the community</p> <p>Identify precious things for people of faith</p> | <p>LEARNING OBJECTIVES COVERED IN THIS UNIT</p> <p><u>How do people decide what is right and wrong?</u></p> <p>Talk about how people make choices</p> <p>Talk to faith members about how they make moral choices</p> <p><u>What do faith stories say about the value of each individual?</u></p> |

How does a person of faith live their life?

Explain how a person shows religion in their life

Talk about the lives of children from two different faith communities

What are the religious rituals and ceremonies connected with important times in life?

Say why religious people celebrate an important life event

Think about what matters most in a religious ceremony, including symbols and artefacts

Say why people of faith make promises

THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES

- Describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them
- Tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group.

**THIS UNIT FOCUSES ON THE SOCIAL SCIENCES LENS
(OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)**

KEY QUESTIONS: How do we show belonging? How do we know if someone belongs to a club or group? Can anyone belong to every club or group? (ask for reasons) What does it mean to belong to a religion? How does a child in a faith family show belonging? What do they wear/do to show they belong? How do they become a member of their faith? What do Christian symbols and artefacts tell us about what people believe? What is a promise? What promises might a faith member make? Is it ever right to break a promise? Do we need rules? Where do faith members find their rules for living?

KEY CONCEPTS: belonging, commitment, faith, community, ritual, worldview

KEY VOCABULARY: religion, life values, rules, naming ceremonies, promises

Retell faith stories about the value of each individual

Talk sensitively about people of different faiths

What are the special rules and values that religious people follow?

Make links between religious rules and values for living

THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES

- Express ideas and opinions about moral questions of right and wrong.
- Share ideas and examples of co-operation between people who are different.

THIS UNIT FOCUSES ON THE SOCIAL SCIENCES, THEOLOGY AND PHILOSOPHY LENSES

KEY QUESTIONS: When do we have to make choices; what different choices might we make? What are our difficult choices? What are temptations; how do we deal with them? How do we know what is right and wrong? What does it mean to be 'good'? What is the purpose of rules? Is it worth doing good things if nobody sees you? How might a faith member respond to this question? Is it ever right to steal or tell lies? What do sacred books say about how to treat others?

KEY CONCEPTS: gospel, right and wrong

KEY VOCABULARY: consequence, good, evil, fairness, moral choices, Adam & Eve, temptation

| | | |
|--------|---|---|
| Spring | <p style="text-align: center;">Christianity <i>Unit 1.2: Worship</i> <i>Why Worship?</i></p> <p>This unit builds on children’s previous learning around ‘special’ places and objects in EYFS. Take opportunities to visit places of worship, either in real time or virtually; identify their key features; link to cross-curricular studies within the local community.</p> <p style="text-align: center;">LEARNING OBJECTIVES COVERED IN THIS UNIT</p> <p><u>How and why do people of faith worship?</u></p> <p>Describe different ways people may worship</p> <p>Recognise aspects of worship common to more than one faith</p> <p>Reflect on the importance of worship in the life of a believer</p> <p><u>How is a place of worship used?</u></p> <p>Name the parts of two places of worship for different faiths</p> <p>Describe how the building and its artefacts are used in different ways</p> <p><u>What makes a holy book special?</u></p> <p>Recognise and name the holy books of different faiths</p> <p>Retell a story from two different faiths and say what they mean for the believer</p> <p style="text-align: center;">THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES</p> <ul style="list-style-type: none"> ○ Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences. <p style="text-align: center;">THIS UNIT FOCUSES ON THE SOCIAL SCIENCES & THEOLOGY LENSES (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)</p> | <p style="text-align: center;">Christianity <i>Unit 2.2: Believing</i> <i>What is True?</i></p> <p>This unit builds on children’s learning in Unit 1.1 <i>Belonging</i>, taking a theological focus, about how beliefs are expressed. Introduce key figures from Old and New Testaments, alongside stories from other religious traditions; focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs.</p> <p style="text-align: center;">LEARNING OBJECTIVES COVERED IN THIS UNIT</p> <p><u>What do people of faith believe?</u></p> <p>Name some beliefs of two different faiths</p> <p>Recognise beliefs that are the same for different faiths</p> <p><u>What are the different ways in which people of faith express their beliefs?</u></p> <p>Describe how religious people may express their beliefs in action</p> <p>Consider a prayer or text that expresses belief</p> <p style="text-align: center;">THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES</p> <ul style="list-style-type: none"> ○ Recall different beliefs and practices, naming key words, key figures and core beliefs <p style="text-align: center;">THIS UNIT FOCUSES ON THE THEOLOGY LENS (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)</p> <p>KEY QUESTIONS: What is ‘belief’? What do I believe in? Do others believe the same as me? Why should we respect the beliefs of others? What do Christians believe? What do members of a different faith believe? Do people who don’t follow a religion have their own beliefs?</p> <p>KEY CONCEPTS: God, sacred, holy, belief, religion</p> |
| | | |

| | | |
|---------------|---|--|
| | <p>KEY QUESTIONS: What is worship? Where can people worship? At home? At a place of worship? What places of worship are in the community/wider area? Why is music often important to worship? What happens in a church? What happens in another place of worship? Who goes there? Why? Who looks after the place of worship? Who leads worship? What do they wear? What do they do? How do they prepare for worship? What objects do you find in a church? What objects do you find in another place of worship? How are sacred texts treated?</p> <p>KEY CONCEPTS: gospel, worship, sacred.</p> <p>KEY VOCABULARY: churches and other places of worship, features of the building, holy days.</p> | <p>KEY VOCABULARY: named characters and artefacts from chosen faiths, prayer</p> |
| <p>Summer</p> | <p style="text-align: center;">Islam <i>Unit 1.3: What a Wonderful World</i> <i>Why is the World Special?</i></p> <p>This unit builds on children’s previous learning around ‘special’ places in EYFS and provides opportunities for learning outside the classroom. Explore and appreciate the natural world; listen to Christian / Islam and other worldviews about how the world came into being; discuss traditional and contemporary creation stories and consider ways in which we can all help care for the world.</p> <p style="text-align: center;">LEARNING OBJECTIVES COVERED IN THIS UNIT</p> <p><u>Why are creation stories important to faith members?</u></p> <p>Recall some creation stories from different traditions identify similarities and differences between creation stories</p> <p>Talk about the meaning of two different creation stories</p> <p><u>How do different faiths say the world should be cared for?</u></p> <p>Say why the world is a special place for faith members</p> <p>Talk about ways that everyone can play their part in caring for the world</p> | <p style="text-align: center;">Hinduism <i>Unit 2:3 Questions, Questions???</i> <i>What are the Big Questions?</i></p> <p>This unit encourages children to develop and explore their own Big Questions about how the world and other things came about. Consider some of the answers faith members may offer and celebrate the idea that people may think differently and that it’s OK to disagree. Pupils ask what matters to them - questions of meaning, purpose and truth. Use strategies such as Philosophy for Children (P4C), Godly Play and guided visualisations to help children raise their own questions and offer possible answers.</p> <p style="text-align: center;">LEARNING OBJECTIVES COVERED IN THIS UNIT</p> <p><u>What are life’s big questions?</u></p> <p>Understand that some questions have no simple answers</p> <p>Ask and talk about Big Questions and suggest some answers</p> <p>Know that religions may offer different answers to the same question</p> <p><u>Who is God to people of faith?</u></p> |

| | | |
|--|---|---|
| | <p>THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES</p> <ul style="list-style-type: none"> ○ Retell and suggest meanings for some religious and moral stories and say how they influence people today ○ Consider and make responses to big questions from different worldviews <p>THIS UNIT FOCUSES ON THE PHILOSOPHY LENS (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)</p> <p>KEY QUESTIONS: How is the Earth precious; what is wonderful about it; where did it come from? How do people treat precious things differently? Where do sacred stories come from? What do Christians believe about God and creation? What do you think Christians learn from this story? What stories do other religions tell about the creation of the world? What do these stories teach their followers? Why should we look after the Earth?</p> <p>KEY CONCEPTS: creation, God, sacred, peace</p> <p>KEY VOCABULARY: environment, climate, world, universe, precious, care</p> | <p>Identify names for god in different faiths</p> <p>Express what believers say god is like</p> <p>THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES</p> <ul style="list-style-type: none"> ○ Consider and make responses to big questions from different worldviews. <p>THIS UNIT FOCUSES ON THE PHILOSOPHY & THEOLOGY LENSES (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)</p> <p>KEY QUESTIONS: Who is god? Where is god? How was the world created? Why do bad things happen? (including death, as appropriate) Pose questions such as: Why don't some people have enough food/shelter? Why do earthquakes happen? Where do religious people look to find some answers to Big Questions? Where do people without a religion get their answers?</p> <p>KEY CONCEPTS: God, creation</p> <p>KEY VOCABULARY: universe, cycle of life</p> |
|--|---|---|

| | Year 3 | Year 4 |
|--------|--|---|
| Autumn | <p>Christianity <i>Unit 3.1 Remembering</i> <i>Why Remember?</i></p> <p>This unit builds on work from Unit 1.2 <i>Worship</i> and provides opportunity to use a Social Science lens to explore remembrance in the context of some important religious and secular festivals; include Remembrance Day and festivals which remember or commemorate people or events in the past. Use the lens of theology to interpret the stories behind religious festivals. Explore actions and rituals associated with festivals, celebrations and times of remembering. Consider how symbols and artefacts may be used to express what is remembered.</p> <p>LEARNING OBJECTIVES COVERED IN THIS UNIT</p> <p><u>What is the value of participating in a religious festival or ritual?</u></p> | <p>Christianity <i>Unit 4.1 Communities</i> <i>Where is Religion?</i></p> <p>This unit is considered mainly through the lens of Social Science and provides opportunity for pupils to find out more about their locality and their local community, to explore the diversity of religion found within, and to study a religious community in depth. It will be helpful to meet with different people, and members of different faiths, to investigate the impact of their beliefs and values on community life. It may be appropriate to make links to learning about local history and geography. Questions should be asked about living in a multicultural society.</p> <p>LEARNING OBJECTIVES COVERED IN THIS UNIT</p> <p><u>How do religious values provide rules for living?</u></p> |

| | | |
|--------|---|--|
| | <p>Compare the experience of participating in a religious festival or celebration around the world</p> <p>Reflect and share how religious celebrations and rituals have an impact on the community</p> <p><u>What is the significance of religious festivals and rituals?</u></p> <p>Identify the stories celebrated at festivals</p> <p>Explain the meaning behind the celebration of festivals and rituals of different faiths</p> <p>THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES</p> <ul style="list-style-type: none"> ○ Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals ○ Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today <p>THIS UNIT FOCUSES ON THE SOCIAL SCIENCES & THEOLOGY LENSES (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)</p> <p>KEY QUESTIONS: What does (religious festival/observance) remember? Why do people celebrate religious and cultural events? What happens at a named religious celebration or festival? Who takes part in a festival and why? What actions or rituals are performed at a celebration or remembrance? What do different religious celebrations or remembrances have in common? How might a believer feel a sense of belonging when participating in a festival or a ritual? How do faith members use symbols and artefacts within their celebrations and how might this affect the way they behave or feel? Are all festivals happy and joyous? When is remembrance a happy time and when is it a sad time?</p> <p>KEY CONCEPTS: belonging, ritual, peace, universal</p> <p>KEY VOCABULARY: festival, celebration, remembrance</p> | <p>Give examples of beliefs and values from different faiths</p> <p>Describe the impact of religious beliefs, values and rules on the life of a believer</p> <p>THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES</p> <ul style="list-style-type: none"> ○ 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>THIS UNIT FOCUSES ON THE SOCIAL SCIENCES LENS (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)</p> <p>KEY QUESTIONS: What is meant by ‘community’? Where is there evidence of religion in the locality? How diverse is the local community? Why do people belong to different groups? What are the responsibilities of belonging? Are there rules and values to keep? Does belonging to a group, including a religion, give people a sense of identity? How might a member of a religious group make a difference within the wider community? How might this be different for a non-religious person? What impact does religion have on communities?</p> <p>KEY CONCEPTS: People of God, religion, community, spiritual, unity</p> <p>KEY VOCABULARY: religion, identity, values, multicultural, diversity</p> |
| Spring | <p>Sikhism</p> <p><i>Unit 3.2 Founders of Faith Who, What and When?</i></p> | <p>Islam</p> <p><i>Unit 4.2 People who Inspire Us What Makes a Saint?</i></p> |

Investigate the lives of two key figures who may be described as founders of their faiths, such as Jesus, St Paul, Mohammad (pbuh), Guru Nanak, Baha'u'llah, the Buddha and Abraham. Through a Theological lens, consider some key beliefs and how faith members follow the teachings of those founders.

LEARNING OBJECTIVES COVERED IN THIS UNIT

How do the lives of faith founders influence believers?

Identify key events in the lives of faith founders and their impact on those around them

Explain the relevance of different faith founders for their followers today

What do key religious figures teach?

Explain the significance of the key teachings of faith founders for faith members

Describe the teachings of key religious figures, identifying some similarities and differences

Reflect on the teachings of key religious figures and how these teachings impact on society

THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES

- Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.

THIS UNIT FOCUSES ON THE **THEOLOGY** LENS (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)

KEY QUESTIONS: What makes a good leader? Who are the key religious figures for Christianity and other faiths? What did they teach their followers to believe and to do? Where do we find these teachings? What did those figures do in their lives? How did people respond to their deeds and words? How does a person's

This unit explores the concept of commitment through a Social Sciences lens and provides opportunity to explore lives of people who have been inspired by religion to perform heroic deeds or dedicate their lives to a cause. There are opportunities to start with local saints and heroes, linking with aspects of history and citizenship.

LEARNING OBJECTIVES COVERED IN THIS UNIT

How is commitment demonstrated in the lives and work of significant people of faith?

Explain why significant people of faith acted according to their commitments

Explain how people are inspired by actions of significant people of faith

What motivates faith believers to get involved in different causes?

Explain the values that motivate people of faith to respond to a cause

Give reasons why people may choose to make sacrifices to improve the lives of others

THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES

- Demonstrate understanding of how people express their identity and their spirituality through symbols and actions
- Articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair

THIS UNIT FOCUSES ON THE **SOCIAL SCIENCE** LENS (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)

KEY QUESTIONS: What is a saint? How does a person become one? Where are saints' names found in the local community? Who might be the saints and heroes of the local community? How are local or national saints remembered? Why? Are all saints Christian? What title is given to the 'saints' of other faiths? What inspires some people to commit their lives to an altruistic cause? What can we learn about commitment from the lives of significant people of faith? Do you have to be

| | | |
|---------------|---|---|
| | <p>faith influence the way they live? How do the teachings of a faith founder impact on wider society?</p> <p>KEY CONCEPTS: gospel, authority, faith</p> <p>KEY VOCABULARY: founder, leader, teaching, values</p> | <p>religious to commit to a cause? What impact may a person's actions have on the lives of others?</p> <p>KEY CONCEPTS: commitment, spiritual, belief, right and wrong</p> <p>KEY VOCABULARY: saint, inspiration, sacrifice, a 'cause', altruism, justice and freedom</p> |
| <p>Summer</p> | <p style="text-align: center;">Judaism <i>Unit 3.3 Sacred Places</i> <i>What is Sacred?</i></p> <p>Build on work in Unit 1.2 <i>Worship</i> and provide opportunities to observe worship in more than one faith, focusing on its significance for faith members. Make links with a local place of worship and contrast with a place of worship from a different faith. Consider the ways people celebrate milestones of life such as marriage in a sacred place. Find out how tradition and ceremony is part of the life of a religious community. By the end of this unit, pupils will understand what makes a place sacred and to whom; how the place is used to mark the milestones of life.</p> <p style="text-align: center;">LEARNING OBJECTIVES COVERED IN THIS UNIT</p> <p><u>What makes a place sacred?</u></p> <p>Show understanding of what is sacred for believers in religious places</p> <p>Describe the uses of sacred places, symbols and artefacts by believers and the community</p> <p>Explain how activities at local places of worship create a sense of community</p> <p><u>Which religious rituals show identity and belonging for different traditions?</u></p> <p>Suggest how the milestones of life give a sense of identity and belonging for faith members</p> <p><u>How do people express their beliefs?</u></p> | <p style="text-align: center;">Hinduism <i>Unit 4.3 Our World</i> <i>Who Cares?</i></p> <p>The unit builds upon understanding and appreciation of the natural world. It focuses on the uniqueness of the Earth as Our World that everyone has a duty to respect and conserve. It explores through the lens of philosophy how various faiths explain some of life's big and difficult-to-answer questions about god, creation and man's responsibilities towards the Earth.</p> <p style="text-align: center;">LEARNING OBJECTIVES COVERED IN THIS UNIT</p> <p><u>What is an ultimate question?</u></p> <p>Identify what makes some questions ultimate</p> <p>Offer answers to an ultimate question from different faith perspectives</p> <p><u>How did the universe begin?</u></p> <p>Compare different beliefs about how the universe began making reference to sacred texts</p> <p><u>Why is it important to look after the Earth?</u></p> <p>Compare religious teachings to see how faith members should care for the Earth</p> <p>Show understanding of stewardship and suggest actions everyone can take</p> |

| | | |
|--|---|--|
| | <p>Identify symbols and artefacts which are important for at least two different faiths</p> <p>Explain how artefacts and symbols express the beliefs of faith members recognise different forms of religious and spiritual expression</p> <p>THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES</p> <ul style="list-style-type: none"> ○ Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals <p>THIS UNIT FOCUSES ON THE THEOLOGY & SOCIAL SCIENCE LENSES (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)</p> <p>KEY QUESTIONS: What does the word ‘sacred’ mean? What makes a place sacred? How is it used? How can a place be a form of religious or spiritual expression? Why are some places special enough to merit a long journey? Why are some buildings considered sacred? What happens there? How do faith members show respect when they are in a sacred place? What rituals are part of worship? What symbols or artefacts can be found in a sacred building or space and what meaning do they have? How do symbols and artefacts in rites of passage represent belief? Why do people choose to mark milestones in their life in a sacred place?</p> <p>KEY CONCEPTS: sacred, holy, belief, worship</p> <p>KEY VOCABULARY: sacred places, ceremony, symbols, artefacts, milestones of life – marriage</p> | <p><u>Who is God?</u></p> <p>Explain how people of different faiths describe what god is like identify what different sacred writings say about the attributes of God.</p> <p>THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES</p> <ul style="list-style-type: none"> ○ Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief ○ Offer some answers to ultimate questions from different religious and non-religious perspectives <p>THIS UNIT FOCUSES ON THE PHILOSOPHY & THEOLOGY LENSES (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)</p> <p>KEY QUESTIONS: Where did the Earth come from? Is it sacred? What do different faiths say about sacredness of life? How do faith members interpret creation stories? Who is god? How do different religions describe god? How does belief in a Creator God influence believers’ lives? What is meant by stewardship of the Earth? What do holy books say about care for animals and showing respect for the world? How can we better care for the world?</p> <p>KEY CONCEPTS: creation, worldview</p> <p>KEY VOCABULARY: stewardship, khalifah, environment, ecology, habitat, Climate Action, Eco Warriors, Friends of the Earth, Extinction Rebellion, Greenpeace, Eco Schools, Eco Temples</p> |
|--|---|--|

| | Year 5 | Year 6 |
|--------|---|--|
| Autumn | <p>Christianity <i>Unit 5.1 Expressions</i> <i>How is Belief Expressed?</i></p> <p>Through the lens of Social Science, pupils investigate religious expression in all its diversity, considering different ways of expressing belief through range of creative</p> | <p>Christianity <i>Unit 6.1 Justice and Freedom</i> <i>Is it Fair?</i></p> <p>This unit provides opportunities for pupils to use a Philosophical lens to explore and explain the concepts of justice and freedom; to consider how justice is significant in stories from religions and in secular life; to consider, through the lens of Theology, what religions teach about forgiveness and how reconciliation may take place. This</p> |

media and in their actions. They explore the meaning of symbols and activities expressing belief.

LEARNING OBJECTIVES COVERED IN THIS UNIT

How do believers' worship?

Describe some different ways people communicate with their god

Consider the meaning of different forms of religious worship and how they are expressions of belief

How do people express their beliefs?

Identify symbols and artefacts which are important for at least two different faiths

Explain how artefacts and symbols express the beliefs of faith members

Recognise different forms of religious and spiritual expression

THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES

- Demonstrate understanding of how people express their identity and their spirituality through symbols and actions

THIS UNIT FOCUSES ON THE **SOCIAL SCIENCES** LENS (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)

KEY QUESTIONS: What are some expressions of faith? How can the arts express beliefs and ideas? How do faith members creatively express their beliefs? Where do people worship? How are places of worship expressions of belief? Is worship only one expression of faith? When and where do faith members worship in silence? What are common forms of expression in religious worship from different faiths? How might a believer feel a sense of belonging when participating in worship?

KEY CONCEPTS: people of God, gospel, worship, spiritual, community

unit has strong links with citizenship, British values and personal and spiritual development.

LEARNING OBJECTIVES COVERED IN THIS UNIT

What is the meaning of justice and freedom?

Explain what freedom means to people of faith

Show understanding of the beliefs and feelings of faith members who have experienced injustice

Explain their hopes and dreams for a just world

Why should people be good?

Identify the responses of different religions to ethical questions.

What do religions teach about forgiveness and reconciliation

Identify the impact of a religious teaching such as forgiveness on a believer's actions

Describe the ways in which people of faith have demonstrated forgiveness and reconciliation

Identify the impact that reconciliation has on community harmony

THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES

- Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief
- Articulate the responses of different religious and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair

THIS UNIT FOCUSES ON THE **PHILOSOPHY & THEOLOGY** LENSES (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)

| | | |
|---------------|--|---|
| | <p>KEY VOCABULARY: expression, spiritual, environment, identity, individual, symbol</p> | <p>KEY QUESTIONS: What does it mean to be fair? Is justice the same as fairness? Can one person make a difference to issues of social justice and global inequality? What does freedom mean to people of different faiths and to those with no faith? What would the world be like without forgiveness? Is it easy to forgive? What do different religions teach about forgiveness? What might a Humanist say about forgiveness? What is meant by reconciliation; how can people be reconciled? How do people respect and relate to each other; what motivates that respect?</p> <p>KEY CONCEPTS: People of God, Kingdom of God, God, justice and freedom, authority, universal</p> <p>KEY VOCABULARY: forgiveness, reconciliation, harmony, moral, ethical, parable</p> |
| <p>Spring</p> | <p style="text-align: center;">Sikhism <i>Unit 5.2 Faith in Action</i> <i>What are the Challenges?</i></p> <p>This unit is an opportunity to use the lens of Theology to explore in greater depth the impact of the teaching of faith founders and other religious figures and the influence they had - and continue to have - today. In addition, contrast the ideas and influence of significant people who hold non-religious worldviews. There are elements of personal development covered in this unit.</p> <p style="text-align: center;">LEARNING OBJECTIVES COVERED IN THIS UNIT</p> <p><u>What do key religious figures teach?</u></p> <p>Explain the significance of the key teachings of faith founders for faith members</p> <p>Describe the teachings of key religious figures, identifying some similarities and differences</p> <p>Reflect on the teachings of key religious figures and how these teachings impact on society</p> <p><u>How do the lives of faith founders influence believers?</u></p> | <p style="text-align: center;">Buddism <i>Unit 6.2 Living a Faith</i> <i>What is Identity?</i></p> <p>This unit takes a Social Science perspective to explore the concept of religious identity through the way people live and practise their beliefs. There is a focus on how rites of passage (may include death and bereavement) give shape to a person's identity. Consider the ways in which these milestones impact on families and the wider community.</p> <p style="text-align: center;">LEARNING OBJECTIVES COVERED IN THIS UNIT</p> <p><u>Which religious rituals show identity and belonging for different traditions?</u></p> <p>Suggest how the milestones of life give a sense of identity and belonging for faith members</p> <p><u>What is the value of participating in a religious festival or ritual?</u></p> <p>compare the experience of participating in a religious festival or celebration around the world</p> |

| | | |
|---------------|--|---|
| | <p>Identify key events in the lives of faith founders and their impact on those around them</p> <p>Explain the relevance of different faith founders for their followers today</p> <p>THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES</p> <ul style="list-style-type: none"> ○ Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief ○ Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today <p>THIS UNIT FOCUSES ON THE THEOLOGY LENS (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)</p> <p>KEY QUESTIONS: Who do we listen to? Where do we get our beliefs from? Who and what helps to shape them? How can we discriminate between good and bad influencers? What are the different key beliefs that stem from the teachings of faith founders? How do faith-based charities exemplify faith teachings? What is vocation? Where does it come from? Do you have to be religious to have a vocation?</p> <p>KEY CONCEPTS: People of God, holy, belief, ethics & morality</p> <p>KEY VOCABULARY: teaching and key concepts for each religion, vocation, inspiration, influence</p> | <p>reflect and share how religious celebrations and rituals have an impact on the community</p> <p>THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES</p> <ul style="list-style-type: none"> ○ Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals ○ Demonstrate understanding of how people express their identity and their spirituality through symbols and actions <p>THIS UNIT FOCUSES ON THE SOCIAL SCIENCE LENS (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)</p> <p>KEY QUESTIONS: What contributes to a sense of identity and belonging? Does having a faith shape a person's identity? Can a person be spiritual without being religious? Are names and titles important? How can life be described as a journey? How do people of faith mark transitions in life? How do non-religious people mark these transitions? Is it appropriate to call these transitions 'milestones'? How do rites of passage demonstrate identity and belonging for a person of faith? What if there were no traditions to mark stages in life?</p> <p>KEY CONCEPTS: Kingdom of God, identity, spiritual, worship, belonging, religion</p> <p>KEY VOCABULARY: belonging, rites of passage – confirmation, Bar/Bat Mitzvah, ritual, celebrations, expression</p> |
| <p>Summer</p> | <p>Judaism <i>Unit 5.3 Pilgrimage</i> <i>Why Pilgrimage?</i></p> <p>This is a stand-alone unit building on an understanding of 'journey' to investigate the impact of pilgrimage on participants, exploring local, national and global pilgrimage sites for different faiths. It is important where possible to visit a local sacred place which may be a place of pilgrimage for some – church, cathedral, cemetery, memorial, garden, tree, monument, quiet space.</p> <p>LEARNING OBJECTIVES COVERED IN THIS UNIT</p> <p>What is the value of participating in a religious festival or ritual?</p> | <p>Hinduism <i>Unit 6.3 Hopes and Visions</i> <i>What is Life About?</i></p> <p>This unit provides opportunities for pupils to consider the significance and impact of some key teachings, and the ways in which they have shaped believers' responses to ultimate questions. Philosophy for Children (P4C) strategies are helpful in enabling pupils to identify differences between ultimate and non- ultimate questions.</p> <p>LEARNING OBJECTIVES COVERED IN THIS UNIT</p> <p>What is an ultimate question?</p> |

Compare the experience of participating in a religious festival or celebration around the world

Reflect and share how religious celebrations and rituals have an impact on the community

What makes a place sacred?

Show understanding of what is sacred for believers in religious places

Describe the uses of sacred places, symbols and artefacts by believers and the community

Explain how activities at local places of worship create a sense of community

Why do people of faith make a pilgrimage?

Compare key places of pilgrimage and identify why a faith member might go there

Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage

Suggest ideas about the meaning of pilgrimage to a believer and the impact on their life

THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES

- Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals
- Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable

THIS UNIT FOCUSES ON THE THEOLOGY & SOCIAL SCIENCE LENSES (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)

KEY QUESTIONS: What is pilgrimage? Who goes and why? How is a pilgrim different from a tourist? Where are the sacred sites of pilgrimage for different

Identify what makes some questions ultimate

Offer answers to an ultimate question from different faith perspectives

Who is God?

Explain how people of different faiths describe what god is like.

Identify what different sacred writings say about the attributes of God

THIS CONTRIBUTES TO THE FOLLOWING END OF YEAR OBJECTIVES

- Offer some answers to challenging questions from different religious and non-religious perspectives

THIS UNIT FOCUSES ON THE PHILOSOPHY & THEOLOGY LENSES (OTHER LENSES MAY ALSO BE LOOKED AT IN THIS UNIT)

KEY QUESTIONS: What do people say life is about? What is the purpose of our existence? Who or what is God? What do different people believe about the purpose of life? What is similar, what is different? What do religious and non-religious communities teach about how people should live their lives? Is there something beyond this life? Where does the soul go when you die? Who am I? Who and what influences me? What are my hopes for the world?

KEY CONCEPTS: God, creation, faith, peace, truth

KEY VOCABULARY: purpose, meaning of life, mission, ambition, hope

faiths? Why are they sacred? How does a pilgrim prepare for the journey? What might they take with them? What does a pilgrim do on their pilgrimage? What might they leave at the site and what might they bring away with them? How might a pilgrim feel at different stages of their journey? What does pilgrimage mean to a believer? What might be the lasting impact on their life? represent belief? Why do people choose to mark milestones in their life in a sacred place?

KEY CONCEPTS: holy, sacred, ritual

KEY VOCABULARY: festivals, rituals, journeys, sacred, pilgrim.