

Religious Education (R.E) - Whole School



JUNIOR SCHOOL

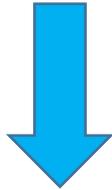
Together we make a difference

In RE we build upon the learning in KS1 from the Sheffield SACRE curriculum. By the end of year 6 we aim for all pupils to extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. Pupils are introduced to an extended range of sources and subject specific vocabulary. Pupils are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life, whilst learning to express their own ideas in response to the material they engage with. To reflect the religious makeup of our school and Yorkshire, the religions we focus on are Christianity, Islam and Hinduism.

Year 3

	Autumn Beliefs and questions: <i>How do Christian people's beliefs about God, the world and others have an impact on their lives?</i>	Spring: Prayer <i>How do religious families and communities live out their faith?</i>	Summer: The journey of life and death <i>Why do some people think life is like a journey? Where do we go? What do people think about</i>
Knowledge and understanding of religions and world views	<ul style="list-style-type: none"> Describe some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. Reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all Describe and understand links between Bible stories of creation and Christian beliefs about God as the creator 	<ul style="list-style-type: none"> Pursue an enquiry into Islamic & Hinduism prayer, finding out about and exploring beliefs about worship, prayer, God and human life for Muslim & Hindu people. Find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using ritual and symbol, praying alone and in groups 	<ul style="list-style-type: none"> find out about and describe some ways in which different religions see life as a journey, for example by considering scriptures as 'guide books for living' Make connections between different features of the religions and world views they study, discovering more about celebrations, worship, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas
Expression and communication of ideas and insights about the nature, significance and impact of religions and world views	<ul style="list-style-type: none"> Express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community ie <i>Consider: what difference does believing in Jesus make to Christians?</i> 	<ul style="list-style-type: none"> find out about similarities and differences in Hindu and Muslim prayer and understand how the practices of prayer for Hindu and Muslim people can bring the community together. Investigate the meaning of prayer in these communities, considering questions about who prays and why some people believe God answers their prayers. 	<ul style="list-style-type: none"> Compare how Christians, Muslims or Hindus celebrate a new baby's birth, becoming an adult, a marriage or the life of someone who has died and reflect on ideas of their own about life's milestones in discussions or in writing Develop their understanding of beliefs about life after death in two religions through seeking answers to their own questions and articulating reasons for

		<ul style="list-style-type: none"> Consider the values expressed in prayers for themselves, connecting ideas from different religions 	<p>their own ideas and responses in discussion, creative work and debate</p>
<p>Gain and deploy the skills needed to engage seriously with religions and world views</p>	<ul style="list-style-type: none"> Discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different views do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? Or are there other explanations for humanity? Develop ideas about different ways science and religions handle questions of origins, where we come from 		<ul style="list-style-type: none"> Develop understanding of links between beliefs, e.g. resurrection and heaven in Christianity, reincarnation within Hinduism.



Year 4

	Autumn Inspirational people from long ago <i>What can we learn from inspiring leaders who started religions? Jesus and Muhammad.</i>	Spring Inspirational people in today's world <i>What can we learn from great leaders and inspiring examples in today's world? Hindu, Christian.</i>	Summer Symbols and religious expression <i>How do people express their religious and spiritual ideas on pilgrimages? Muslims and Christians</i>
Knowledge and understanding of religions and world views	<ul style="list-style-type: none"> Respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from stories of his life, teaching and example, connecting stories about Jesus to Christian beliefs Consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama, weighing up the effectiveness of the different media Respond thoughtfully to Muslim teaching about Prophet Muhammad[PBUH] and the revelation of the Qur'an, learning from selected stories of his life (hadith), and making connections between Muslim teaching and Muslim practice (e.g. in the 5 Pillars) 	<ul style="list-style-type: none"> Experience well told storytelling, and develop their own skills as story tellers in relation to 'great lives' in religious story Describe the lives of some inspirational spiritual and leaders from the modern world (e.g Gandhi, The Pope). understand how key leaders can be sources of wisdom for religious believers 	<ul style="list-style-type: none"> Find out about some interesting examples of religious pilgrimages, gathering knowledge and developing understanding Consider why people go on pilgrimages. Use a range of exciting stimuli to find out about pilgrimages, and make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or the 'Holy Land' for Christians, describing the motives people have for making spiritual journeys.
Expression and communication of ideas and insights about the nature, significance and impact of religions and world views	<ul style="list-style-type: none"> Use their thinking about stories of Jesus or Muhammad to explore how Christians and Muslims today celebrate key events from their history (e.g. Lent or Ramadan) 	<ul style="list-style-type: none"> Explore the lives of key religious leaders from contemporary life, describing the challenges they have faced and the commitments by which they lived 	<ul style="list-style-type: none"> Linking to English, pupils find out more about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities
Gain and deploy the skills needed	<ul style="list-style-type: none"> Discuss and present thoughtfully their own and others' views about the ways in 	<ul style="list-style-type: none"> Apply ideas of their own by giving reasons for their views about how 	<ul style="list-style-type: none"> Linking with the expressive arts curriculum, pupils create works of art or

to engage seriously with religions and world views	which leaders in religions inspire their followers, connecting to human rights	leaders can provide wisdom and inspiration	music which express their understanding of what it means to belong to a religion or world view, reflecting on their work on pilgrimage, symbol and religious expression. For example, pupils might plan a pilgrimage / 'spiritual journey' for younger children around the school grounds
---	--	--	---



Year 5

	Autumn Religion and the individual: <i>What is expected of a person in following a religion or belief? Christians</i>	Spring Beliefs and questions: <i>How do people's beliefs about God, the world and others have impact on their lives? Muslims and Hindus</i>	Summer Worship and sacred places: <i>Where, how and why do people worship? Investigating places of worship in Sheffield and Yorkshire.</i>
Knowledge and understanding of religions and world views	<ul style="list-style-type: none"> Learn about devotion and commitment in Christianity. Consider why Christians celebrate Jesus' birth: what is the meaning of Christmas? Compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities 	<ul style="list-style-type: none"> Explore and respond thoughtfully to the spiritual paths of Muslims and Hindus using a range of sources of wisdom Describe the impact of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on how Muslim individuals and communities live. Express their own ideas about religious issues and questions, giving reasons for their thoughts 	<ul style="list-style-type: none"> Pursue an enquiry into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. Relate the meanings of symbols and actions used in worship to events and teachings from the religions they study
Expression and communication of ideas and insights about the nature, significance and impact of religions and world views	<ul style="list-style-type: none"> Use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to describe the significance of being part of the Christian religion 		<ul style="list-style-type: none"> Consider: what happens in holy buildings? Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques, temples, expresses the community's way of life, values and beliefs
Gain and deploy the skills needed to engage seriously with religions and world views	<ul style="list-style-type: none"> Discuss and apply their own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and 	<ul style="list-style-type: none"> Discuss and debate reasons why different people have different ideas about whether God is real and what God is like, recognising the right to freedom of religion and belief for all people 	<ul style="list-style-type: none"> Discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today, p Presenting what they have found out about worship clearly and thoughtfully

	consider the challenges of trying to live a good life		in a variety of ways including for example design and modeling, photo album descriptions and recounts, Q&A, poetry or art
--	---	--	---



Year 6

Year 6			
	Autumn Teachings, wisdom and authority: <i>What do sacred texts and other sources say about God, the world and human life? What can we learn by reflecting on words of wisdom from religions and worldviews, Muslim, Christian, Hinduism</i>	Spring Religion, family and community: <i>What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect? All the religions and beliefs of Sheffield</i>	Summer Beliefs in action in the world: <i>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment? Jewish, Christian, Muslim</i>
Knowledge and understanding of religions and world views	<ul style="list-style-type: none"> Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions linking to English Consider why some texts from the Bible, the Qur'an and the Vedas are seen as sources of wisdom in different communities. Respond thoughtfully to the ideas found in the texts with ideas of their own 	<ul style="list-style-type: none"> Investigate aspects of community life such as weekly worship, charitable giving or beliefs about caring for others, showing their understanding and expressing ideas of their own 	
Expression and communication of ideas and insights about the nature, significance and impact of religions and world views		<ul style="list-style-type: none"> Linking to the expressive arts, pupils develop their own imaginative and creative ways of expressing some of their own commitments such as working hard at sport or music, caring for animals, loving the family or serving God 	
Gain and deploy the skills needed to engage seriously with religions and world views	<ul style="list-style-type: none"> Consider, expressing thoughtful ideas about what is right and wrong in the light of their learning 	<ul style="list-style-type: none"> List and describe similarities and differences between the ways different communities show that they belong Linking to Mathematics and Geography, pupils use local and national census statistics to Develop accurate understanding of the religious plurality of their locality and of Britain today Discuss and apply ideas from different religious codes for living (e.g. Precepts 	<ul style="list-style-type: none"> Discover and explore what Muslims, Hindus and Christians teach about how we can all live together for the wellbeing of each other Apply their ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam Write persuasively about the reasons why members of different religions and

		or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all	beliefs try to help people who are vulnerable (e.g victims of natural disasters, people who live with disabilities or people affected by war)
--	--	--	---