

Religious Education

At Norton Community Primary School

At Norton CP School each child develops their individual understanding of Christianity and other religions. We believe that it is important that the children develop respect and an understanding that people can have different faiths and beliefs than themselves. Due to the large size of our school there are children with many different backgrounds so this collective understanding is imperative to aid the children's appreciation of individual identities. They also develop an understanding of how having a faith can impact on a person's life and have time to reflect on their own lives and what is important to them. There are links with other subjects such as morals and rules in PSHCE so that the children grow up to be independent, thoughtful and valued members of society. Work is displayed in 'big books', which allows the children's work to be gathered and presented in different ways. All children in the school attend assemblies led by the local vicar, and they attend Christmas and Easter services at the church.

In EYFS, the children are introduced to the idea of religions as they learn about the celebrations of Christmas, Easter and Diwali. Children in EYFS also learn about the importance of community and why they should respect their environment and people around them. They also see themselves as being an important individual and think about how they can form positive relationships with others. Finally, the children begin to appreciate that people are all unique and can have different beliefs and can celebrate special times in various ways.

In Key Stage 1, children develop an understanding of different faith communities: key stories, places and special events such as Christmas and Easter. They begin to understand their place in their community and the wider world. RE lessons are enriched with weekly 'open the book' assemblies which focus on bible stories and are led by a volunteer from a local church. In addition to this, the children visit interactive 'Christmas' and 'Easter' stories which are offered by a different local church.

In Key Stage 2 children deepen their knowledge and understanding about different religions and their impact on individuals. They compare, and contrast, them to understand how having a faith impacts on people's lives. The children understand that having a faith, religion or set of beliefs can contribute to how a person makes choices and approaches situations. This includes religious beliefs as well as non-religious responses such as Humanists.

Overview...

Year 1

1.1. Who is a Christian and what do they believe? – **Christians** - [Believing](#)

1.5 What makes some places sacred? – [Expressing](#)

Christians and Jewish people

1.6 How and why do we celebrate special and sacred times? – [Expressing](#)

Christians and Jewish people

1.7 What does it mean to belong to a faith community? - [Living](#)

Christians and Jewish people

Year 2

1.2 Who is a Muslim and what do they believe? – **Muslims** - [Believing](#)

1.3 Who is Jewish and what do they believe? - **Jewish people** - [Believing](#)

1.4 What can we learn from sacred books? – [Believing](#)

Christians, Muslims, Jewish people

1.6 How and why do we celebrate special and sacred times? – [Expressing](#)

Christians

1.8 How should we care for others in the world and why does it matter? - [Living](#)

Christians and Jewish people

Year 3

L2.1 What do different people believe about God? – [Believing](#)

Christians and focus on Hindus

L2.2 Why is the Bible so important for Christians? – **Christians** - [Believing](#)

L2.4 Why do people pray? – [Expressing](#)

Christians, Hindus and Muslims

L2.5 Why are festivals important to religious communities? – [Expressing](#)

Christians plus Jewish people

L2.7 What does it mean to be a Christian in Britain today? – **Christians** - [Living](#)

Year 4

L2.3 Why is Jesus inspiring to some people? – **Christians** - [Believing](#)

L2.5 Why are festivals important to religious communities? – [Expressing](#)

Hindus and Muslims

L2.6 Why do some people think that life is like a journey and what significant experiences mark this? –

[Expressing](#)

Christians, Hindus and Jewish people and non-religious responses (e.g. Humanist.)

L2.8 What does it mean to be a Hindu in Britain today? – **Hindus** - [Living](#)

L2.9 What can we learn from religions about deciding what is right and wrong?- [Living](#)

Christians, Jewish people and non-religious responses (e.g. Humanist.)

Year 5

U2.1 Why do some people think God exists? – **Christians and non-religious** - [Believing](#)

U2.2. What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) – **Christians** - [Believing](#)

U2.4 If God is everywhere, why go to a place of worship?- [Expressing](#)

Christians, Hindus and Jewish people

U2.6 What does it mean to be a Muslim in Britain today? – **Muslims** - [Living](#)

Year 6

U2.3 What do religions say to us when life gets hard? – [Believing](#)

Christians, Hindus and non-religious responses (e.g. Humanist.)

U2.5 Is it better to express your religion in arts and architecture or in charity and generosity?- [Expressing](#)

Christians, Muslims and non-religious responses (e.g. Humanist.)

U2.7 What matters most to Christians and Humanists? – **Christians and Humanists** - [Living](#)

U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/ or Ummah (community)?
– [Living](#). **Christians, Hindus and Muslims**

Year One

1.1. Who is a Christian and what do they believe? – Christians - Believing

National curriculum link: Christmas and Easter- music (songs) DT (crafts/ cards)

Content:

In this unit, children learn about what Christians believe about God and Jesus. They learn and explore stories from the Bible as well as discuss Christian songs and images.

- Talk about some simple ideas of what Christians believe about God and Jesus.
- Re-tell a story that shows what Christians might think about God- in words, drama and pictures- and be able to suggest what the story means.
- Talk about the issues of good and bad, right and wrong arising from stories.
- Ask some questions about believing in God and offer some ideas of their own.

Vocabulary:

Christian, Bible, Church, Jesus, God, Parable, Miracle, Love, Caring, Prayer, Thank you, Sorry, Please.

Key Essential Skills and Knowledge:

- Christians believe in one God and they believe that Jesus is God's only Son.
- Christians use the Bible as their sacred book and they read lots of stories from it.
- Christians sing songs to worship God.
- They pray to God, usually saying 'Thank you,' 'sorry' and 'please.'

Quality Texts: Children's bible, First Bible Stories by Margaret Mayo, Bible Stories for the Very Young by Sally Grindley, New Testament Tales by Bob Hartman, Old Testament Tales by Bob Hartman

1.5 What makes some places sacred? – Christians and Jewish people- Expressing

National curriculum link: Possibly Geography- Our Local Church

Content:

Children are taught why churches are sacred places for Christians and are taught some symbols that are found in churches. They are also introduced to synagogues (Jews).

Vocabulary:

Church, Symbols: Cross, fish, candle, star, dove, sheep. Stained glass windows, altar, font, Synagogue.

Key Essential Skills and Knowledge:

- People who believe different things go to different places of worship.
- There are important objects in places of worship and they have unique uses.
- In places of worship, you can see special symbols and hear important stories.
- People sing special songs in places of worship to show what they believe in.

Quality Texts: Places of worship: Catholic Churches by Clare Richards, Places of worship: Orthodox Churches by Geoff Robson What's special to me? Religious buildings

1.6 How and why do we celebrate special and sacred times? – Christians and Jewish people - Expressing

National curriculum link: Christmas and Easter- music (songs) DT (crafts/ cards)

Content:

Autumn 2: The children learn the stories, songs and symbols related to Christmas. Spring 2: Easter and Pentecost (Christianity), Shabbat and Hannukah (Judaism.)

Vocabulary:

Celebration, Harvest, Christmas, Easter, Pentecost, Shabbat, Hanukkah. (May also include words linked to traditions.

Key Essential Skills and Knowledge:

- Christians celebrate festivals such as Christmas, Easter and Pentecost.
- Jews celebrate festivals such as Shabbat and Hanukkah.
- As part of each festival there are stories, symbols and songs that are used to celebrate.
- There are different traditions people do during each festival.

Quality Texts: Celebrate- Christian Festivals by Jan Thompson, Holidays and Festivals- Christmas, Start up religion- Celebrating Harvest by Ruth Nason
Celebrations! Easter by Anita Ganeri, Celebrate Easter! (Wayland), The Easter Story by Brian Wildsmith, The Easter Story by Anita Ganeri

1.7 What does it mean to belong to a faith community? Christians and Jewish people - Living

National curriculum link:

Content:

In this unit, children explore the concept and idea of being part of a community. They also learn about the Christian celebrations of Baptisms and weddings.

Vocabulary:

Community, Baptism, Christening, Wedding, Bonfire Night, Charity, Symbols: e.g. Cross, Menorah.

Key Essential Skills and Knowledge:

- A group of people is called a community and they work together for a common aim.
- Christians and Jews have symbols that show their faith.
- Babies are baptised in church and candles, doves and a font are important symbols in this service.
- People get married and carry out rituals to show they are committed to each other.

Quality Texts: This is my Faith- Christianity (Herbert's story),

Year Two **NB: Year 2 repeat Y1 unit- 1.6- How and why do we celebrate special and sacred times?**

1.2 Who is a Muslim and what do they believe? – Muslims - Believing

National curriculum link:

In this unit the children are introduced to the religion of Islam. They learn what Muslims believe about God, the holy book, the symbols they use, about the Prophet Muhammad and the festivals of Ramadan and Eid-ul-Fitr.

Vocabulary:

Muslims, Allah, Prophet Muhammad, Qur'an, Mosque, Ramadan, Eid-ul-Fitr.

Key Essential Skills and Knowledge:

- Muslims believe in one God called Allah and they have 99 names for Allah.
- Prophet Muhammad is very important in the Muslim faith and he wrote the Qur'an.
- Muslims have special objects that are important to their faith.
- Ramadan and Eid-ul-Fitr are important celebrations for Muslims.

Quality Texts: Samira's Eid by Nasreen Akbar and Enebor Attaid, Eid ul-Fitr by Susheila Stone, Holidays and Festivals- Ramadan and Id-ul-Fitr, Celebrate- Islamic festivals by Khadijah Knight

1.3 Who is Jewish and what do they believe?- Jewish people- Believing

National curriculum link:

Content:

In this unit, the children learn a lot about the Jewish religion- the important objects, rituals and the festivals of Sukkot and Pesach.

- Talk about how the mezuzah in the home reminds Jewish people about God.
- Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.
- Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.
- Ask some questions about believing in God and offer some ideas of their own.

Vocabulary:

Judaism, Jews, Commandments. Mezuzah, Pesach, Passover, Sukkot, Shabbat (-Sabbath), Reflection.

Key Essential Skills and Knowledge:

- Judaism is a religion that started over 4000 years ago and Abraham and Moses are significant people. Moses received Ten Commandments from God which are the rules Jews follow.
- A mezuzah is a scroll which is placed in a Jew's home to remind them of their faith and important rules.
- Pesach is a celebration that reminds Jews that God looked after them during the Passover.
- When Jews walked through the wilderness they put up 'Sukkots' for their shelter.
- Jews use the Sabbath as a time of reflection where they rest and worship God.

Quality Texts: Jewish Stories by Anita Ganeri, Rebecca's Passover, Jewish festival cookbook Ronne Randall

1.4 What can we learn from sacred books? - Christians, Muslims and Jewish people- Believing National curriculum link:

Content:

In this unit, the children learn the sacred books of the 3 religions and explore how they are looked after. They learn and explore different stories from each book.

Vocabulary:

Bible, Tanakh, Qur'an, Parable, Miracle, Jesus, God, Allah, Prophet Muhammad.

Key Essential Skills and Knowledge:

- Different faiths have different sacred books.
- Christians read the Bible, Jews read the Tanakh and Muslims read the Qur'an.
- Sacred books contain many stories that believers read to learn about their God.
- Stories from these sacred books teach their followers how to live and behave.

Quality Texts: Children's Bible, First Bible Stories by Margaret Mayo, Bible Stories for the Very Young by Sally Grindley, New Testament Tales by Bob Hartman, Old Testament Tales by Bob Hartman, Hindu Stories by Anita Ganeri, The Hindu World (Religions of the world), Introducing religions- Hinduism by Sue Penny,

Joseph story: Joseph and his Amazing Coat by Heather Avery

Noah's Ark story: Noah's Ark, Noah sorts the animals by Sam McBratney

1.6 How and why do we celebrate special and sacred times? – Christian, Muslims and/or Jewish people – Expressing

In Year 2, the children repeat learning the Christmas story, but also learn the symbolism of the Christingle. They make a Christmas craft. A lot of their learning this half term is through the Christmas production.

Vocabulary:

Christmas, God, Jesus, Christingle. Pentecost, Shabbat, Hanukkah. (May also include words linked to traditions.)

Key Essential Skills and Knowledge:

- Christmas, Easter, Pentecost and Harvest are important and special times for Christians and Jews.
- The Christmas and Easter stories are important to Christians and teach about Jesus.
- Christians and Jews have special traditions, songs and symbols to represent these times.
- Shabbat and Hanukkah are important and special times for Jews.

Quality Texts: Celebrate- Christian Festivals by Jan Thompson, Holidays and Festivals- Christmas Celebrations! Easter by Anita Ganeri, Celebrate Easter! (Wayland), The Easter Story by Brian Wildsmith, The Easter Story by Anita Ganeri

1.8 How should we care for others in the world and why does it matter?

Christians and Jewish people - [Living](#)

[National curriculum link:](#)

Content:

In this unit the children learn why it is important that they look after: their friends, other people and the world itself. They also learn what the 'Golden Rule' is.

Vocabulary:

Parable, Caring, Loving, Friendship, Charity, Tzedekah- (Jewish charity), Golden Rule, Creation, World.

Key Essential Skills and Knowledge:

- Christians and Jews use stories from their faith to learn how should care for other people.
- Christians and Jews read stories to learn how to care for the world.
- The 'Golden Rule' is an important rule that many religious people follow.
- The creation story from the Bible teaches about why the earth is important.

Quality Texts: A Christian story, The Good Samaritan by Anita Ganeri, The Good Samaritan, Old Testament Tales by Bob Hartman, New Testament Tales by Bob Hartman, First Bible Stories by Margaret Mayo, New Light Bible Stories, Jewish stories by Anita Ganeri

Year Three

L2.1 What do different people believe about God? Christians and Hindus- Believing

National curriculum link:

Content:

Children learn about what Christians believe about God and how this can have an impact on someone's life. They also learn about the Hindu religion and their view of God.

Vocabulary:

Faith, Trinity, Hindu, Brahman, Trimurti: Brahma, Shiva and Vishnu, Shrine.

Key Essential Skills and Knowledge:

- Christians believe in the Trinity- God as Father, Son and Holy Spirit.
- Hindus believe in Brahman and the Trimurti- Brahma, Vishnu and Shiva.
- Hindus have shrines in their house and use them to worship Brahman.
- Beliefs have an impact on people's lives.

Quality Texts: My Hindu Faith (rainbows), This is my faith- Hinduism (Babu's Story), Hinduism (World Religions), The Hindu World (Religions of the world), Introducing religions- Hinduism by Sue Penny

L2.2 Why is the Bible so important for Christians today? – Christians - Believing

National curriculum link:

Content:

Children learn: what the Bible is, the overall story of the Bible, the story of the creation and the fall, how Christians use the Bible today and what Christians learn about God from the Bible.

- Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.
- Give examples of how and suggest reasons why Christians use the Bible today.
- Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.
- Discuss their own and others' ideas about why humans do bad things and how people try to put things right.

Vocabulary:

Christians, Bible, Old Testament, New Testament, Gospels, Letters, Creation, The Fall, Temptation.

Key Essential Skills and Knowledge:

- The Bible is the holy book for Christians. It is divided into two Testaments- The Old Testament and The New Testament. There are different types of writing such as letters and Gospels.
- The Bible tells the story of the God creating the world, the fall of Adam and Eve and then Jesus dying and rising again to help his followers.
- Christians read the Bible nowadays for different reasons, sometimes alone and sometimes they are with other Christians.
- Christians read stories from the Bible to learn about Jesus and how they should live their lives.

Quality Texts: Children's Bible, Bible Stories for the Very Young by Sally Grindley, New Testament Tales by Bob Hartman, Old Testament Tales by Bob Hartman, First Bible Stories by Margaret Mayo

L2.4 Why do people pray? Christians, Hindus and Muslims

National curriculum link:

Content:

In this unit, the children learn what prayer is and why people do it. They explore how Christians, Hindus and Muslims pray and the similarities and differences between them.

Vocabulary:

Christians: God, Jesus, Prayer, Lord's Prayer, Thank you, Sorry, Please,

Muslims: Salat, Prayer Mat.

Hindus: Puja

Key Essential Skills and Knowledge:

- People pray to their God in order to talk to them. They praise him and say thank you and sorry.
- Christians pray in a certain way and use the 'Lord's Prayer' which is a prayer Jesus taught.
- Muslims use special mats and different positions to pray- Salat.
- Hindus pray in a special way- this is called Puja.

Quality Texts: Children's Bible, Christianity- World Faiths- By Trevor Barnes, Islam by Sue Penney, My Hindu Faith by Anita Ganeri, Hinduism by Sue Penney

L2.5 Why are festivals important to religious communities? – Christians plus Jewish people- Expressing

National curriculum link: Christmas and Easter- music (songs) DT (crafts/ cards)

Content:

In this unit the children learn how Christmas and Easter are celebrated throughout the world. They also learn about the Jewish festivals of Rosh Hashanah and Yom Kippur.

Vocabulary:

Christmas, Easter, Rosh Hashanah, Yom Kippur.

Key Essential Skills and Knowledge:

- Christians celebrate Christmas and Easter in different ways all around the world.
- Jews celebrate Rosh Hashanah and there are important traditions that are carried out.
- Jews celebrate Yom Kippur and there are important symbols involved in this.
- There are similarities and differences between different festivals in different religions.

Quality Texts: Children's Bible, Celebrate- Christian Festivals by Jan Thompson, Holidays and Festivals- Christmas

Celebrations! Easter by Anita Ganeri, Celebrate Easter! (Wayland), The Easter Story by Brian Wildsmith, The Easter Story by Anita Ganeri

L2.7 What does it mean to be a Christian in Britain today? – Christians - Living

National curriculum link: Christmas and Easter- music (songs) DT (crafts/ cards)

Content:

The children learn how Christians show their faith in their own houses and at church. They also learn how churches show their beliefs and how songs and worship play a part in this. They also learn how having a faith can have an impact on someone's life.

Vocabulary:

Christian, Jesus, God, Church, Worship, Hymns, Pope, Charity, Minister, Bible, Communion, Prayer.

Key Essential Skills and Knowledge:

- Christians believe in God and Jesus. They show their faith in different ways in their homes and churches.
- Christians sing songs and hymns which express their faith.
- The Pope is the head of the church and he has an interesting life showing his faith.
- It can be good to be a Christian in Britain but it can be hard sometimes.

Quality Texts: Children's Bible, This is my Faith- Christianity (Herbert's story),

Start up religion- Celebrating Harvest by Ruth Nason, World Faiths- Christianity by Trevor Barnes

Year Four **NB: Year 4 repeat Y3 unit- L2.5- Why are festivals important to religious communities?**

L2.3 Why is Jesus inspiring to some people? – Christians - Believing

National curriculum link: Christmas and Easter- music (songs) DT (crafts/ cards)

Content:

In this unit, children discuss who inspires them and why. They explore Holy Week and the Easter story in a lot of depth and detail. Then they learn about the Holy Spirit.

- 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.

Vocabulary:

Inspiration. Parable. Incarnation, Salvation, Resurrection. Pentecost, Holy Spirit, Fruits of the Spirit. Easter Week: Jesus. Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday. Wine and Bread.

Key Essential Skills and Knowledge:

- Someone is an inspiration if you admire their behaviour or what they do and you look up to them and try to follow their example.
- Christians are inspired by Jesus's actions and look at stories from the Bible to learn about him.
- The Easter Story is an inspirational and essential story for Christians.
- Christians believe the Holy Spirit still helps them today by giving them 'fruits' or 'skills.'

Quality Texts: Children's Bible. Celebrations! Easter by Anita Ganeri, Celebrate Easter! (Wayland), The Easter Story by Brian Wildsmith, The Easter Story by Anita Ganeri, Who is Jesus? What did he do? Why do people remember him? By Sarah Hall

L2.5 Why are festivals important to religious communities? –Hindus and Muslims – Expressing

In this unit, the children recap and revisit the major festivals and celebrations of the religions they have learnt. They also learn about Diwali and consider questions about festivals and celebrations.

Vocabulary:

Celebration, Festivals they have learnt about, e.g. Christmas. New Celebration: Hindu and Sikh: Diwali.

Key Essential Skills and Knowledge:

- Religious communities celebrate festivals throughout the year.
- There are many symbols and stories which are associated with different festivals and celebrations.
- Hindus and Sikhs celebrate a festival called Diwali in different ways.
- Festivals and Celebrations have an impact on a religious person's life.

Quality Texts: Celebrations! Divali by Anita Ganeri, Divali Story by Anita Ganeri, Diwali by Chris Deshpande, Hindu Festivals (Stories, poems, plays, songs), The Divali Story by Anita Ganeri

L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and Jewish people and non-religious response (e.g. Humanist) - **Expressing**
National curriculum link:

Content:

Children explore how life is like a journey- the milestones and other signposts they encounter. The children explore ceremonies such as Baptism and weddings. They also consider what helps people as they go through their journey of life.

Vocabulary:

Journey, Baptism, Bar or Bat Mitzvah, Wedding, Heaven, Reincarnation, Moksha. Humanists.

Key Essential Skills and Knowledge:

- Some people see life as a journey with important events along the way.
- Christians, Jews and Hindus all have ceremonies when their children are young.
- Christians, Jews and Hindus have commitment ceremonies.
- Some people with beliefs believe in life after death.

Quality Texts: Christianity – Herbert’s story, Christian family festivals by Roderick Hunt, Hinduism by Patricia Bahree, My Hindu faith by Anita Ganeri, Judaism by Trevor Barnes, Judaism by Sue Penney

L2.8 What does it mean to be a Hindu in Britain today? – **Hindus - Living**

National curriculum link:

Content:

In this unit, the children learn how Hindus show their faith in their house, the 4 aims of life, their beliefs about ‘Karma’, how they show their faith in the community and an example of how having Hindu faith can impact on someone’s life.

- Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.
- Describe ways which Hindus express their faith through puja, aarti and bhajans.
- Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.
- Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.

Vocabulary:

Hindus, Puja. Aarti (offering light during worship) Bhajans (devotional songs) Penusharthas. Moksha, Karma.

Key Essential Skills and Knowledge:

- Hindus believe in the Trimurti- Brahma, Shiva and Vishnu and they perform puja (worship) at home.
- Hindus believe in four ‘aims’ in life – Punusharthas.
- Hindus believe in an afterlife, the aim of this is to achieve Moksha. Their actions and behaviour in their earthly life affect their next life and this is known as ‘Karma.’
- A Hindu’s place of worship is called a Mandir.

- Mahatma Gandhi is a well-known Hindu whose belief had an important impact on his life.

Quality Texts: My Hindu Faith (rainbows), This is my faith- Hinduism (Babu's Story), Hinduism (World Religions), The Hindu World (Religions of the world), Introducing religions- Hinduism by Sue Penny
Mahatma Gandhi information: Hinduism by Sue Penney

L2.9 What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious (e.g. Humanist) - **Living**

National curriculum link:

Content:

In this unit, the children learn about what rules people live by, what temptation is, how people decide what is right from wrong, what a 'good life' looks like and how this can impact on a person's life.

Vocabulary:

Rules, Commandments, Golden Rule, Temptation, Right and Wrong, Beatitudes, Racism, 5 Pillars.

Key Essential Skills and Knowledge:

- People with beliefs want to live a 'good life' and they can get tempted to do wrong.
- Christians and Jews live by 10 Commandments and Christians live by the 2 rules of Jesus.
- Humanists believe in the 'Golden Rule' and Muslims believe in the '5 pillars.'
- People use their beliefs, rules and outside beliefs to make decisions about their life.

Quality Texts: Children's Bible, First Bible Stories by Margaret Mayo, Bible Stories for the Very Young by Sally Grindley, New Testament Tales by Bob Hartman, Old Testament Tales by Bob Hartman,

Year Five

U2.1 Why do some people think God exists? – Christians, Non-religious responses (e.g. Humanist)- Believing

National curriculum link:

Content:

In this unit the children learn the terms: theist, agnostic and atheist. They learn reasons why people do and do not believe in a God and why Christians read and interpret the Bible differently.

- Outline clearly a Christian understanding of what God is like, using examples and evidence.
- 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 thoughtful ideas about the impact of believing or not believing in God on someone's life.
- Present different views on why people believe in God or not, including their own ideas.

Vocabulary:

Christian, God, Jesus. Theist, Atheist, Agnostic. Literal and Poetic. (May also include words to describe God and Jesus.)

Key Essential Skills and Knowledge:

- A theist believes in God, an atheist does not believe in a God and an agnostic is unsure.
- Christians describe God and Jesus in different ways such as almighty, loving, all- powerful and all-knowing.
- Christians read the Bible and interpret it differently- some literally and some poetically.
- There are some people who do not believe in a God or deity at all.

Quality Texts: Children's Bible, Children's Bible, First Bible Stories by Margaret Mayo, Bible Stories for the Very Young by Sally Grindley, New Testament Tales by Bob Hartman, Old Testament Tales by Bob Hartman,

U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21st Century?) – Christians – Believing

National curriculum link:

Content:

In this unit the children explore Jesus' life, his teachings and the stories he told. They also discuss how these impact on a person's life. Key themes such as love and forgiveness are explored.

- Outline Jesus' teaching on how his followers should live.
- Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.
- Explain the impact Jesus' example and teachings might have on Christians today.
- Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.
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Vocabulary:

Christian. Jesus, Parable. Love, Generosity, Greed, Forgiveness, Justice, Fairness. The Golden Rule.

Key Essential Skills and Knowledge:

- Two parables Christians use to live by are: The Parable of the Sower and The Sheep and the Goats.
- Through his actions and stories, Jesus showed and taught his followers to love, forgive and be generous.
- Through his actions and stories, Jesus taught his followers about Justice and fairness.
- When Christians are faced with problems or dilemmas, they may turn to stories or Jesus's teachings to decide what to do.

Quality Texts: Children's Bible, Christian Stories (Storyteller series) Anita Ganeri, Best loved parables by Lois Rock, Who is Jesus? What did he do? Why do people remember him? By Sarah Hall

U2.4 If God is everywhere, why go to a place of worship? Christians, Hindus and Jewish people - Expressing

National curriculum link: Possibly Geography- Our Local Church

Content:

In this unit the children learn about the places of worship of different religions, but that it is also the people and not just the building that is important. The children learn about the importance of these places of worship for their followers.

Vocabulary:

Church, Mosque, Synagogue, Mandir. Community. Worship. Pilgrimage. Believers.

Key Essential Skills and Knowledge:

- Children know different religions have different places of worship.
Christians- Church
Muslims – Mosque
Jews- Synagogue
Hindus- Mandir
- People go to religious buildings for different reasons, for example to feel part of a community.
- To some people, it is not the building itself that is important but the people they meet there.
- Religious people go on pilgrimages to places that are special to their faith's history.

Quality Texts: What's special to me? Religious buildings, Places of worship: Catholic Churches by Clare Richards, Places of worship: Orthodox Churches by Geoff Robson, (Places of worship) Hindu Temples by Rasamandala Das, Hinduism by Katherine Prior (good for pilgrimage)

U2.6 What does it mean to be a Muslim in Britain today? - Muslims - Living

National curriculum link:

Content:

The children learn about the religion of Islam and what Muslims believe and what they do to show their faith. They learn about the 5 pillars, the place of worship and the holy book as well as what guides and helps them.

- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.
- Describe and reflect on the significance of the Holy Qur'an to Muslims.
- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.
- Make connections between key functions of the mosque and beliefs of Muslims.

Vocabulary:

5 pillars: Shahada, Salat, Zakat, Sawm, Hajj. Qur'an. Allah. Hadith, Sunna, Tawhid and Shirk. Mosque.

Key Essential Skills and Knowledge:

- Muslims have five 'pillars' which they do to show their faith.
- The Qur'an is the holy book and it teaches Muslims about Allah.
- Muslims go to a Mosque to worship Allah and there are special objects in there that help them.
- There are other forms of guidance, for example sunna and hadith, which guide Muslims in their lives.

Quality Texts: Islam by Sue Perry, This is my faith- Islam (Hambali's Story), World Faiths- Islam by Trevor Barnes

Year Six

U2.3 What do religions say to us when life gets hard? Christians, Hindus and non-religious responses (e.g. Humanists) – **Believing**

National curriculum link:

Content:

In this unit the children learn what different religions teach about when life gets hard. The children also explore what different religions believe about life after death.

Vocabulary:

Faith. Afterlife.

Christianity: Judgement, Heaven, Salvation through Jesus.

Hindus: Karma, Soul, Samsara, Reincarnation. Moksha.

Key Essential Skills and Knowledge:

- People with religious beliefs go through hard times in their lives and their faith helps them.
- People have different beliefs about whether or not there is an afterlife and this can have an impact on how they live their 'earthly' life.
- Christians believe in an afterlife- that when they die they would like to go to live with God in heaven.
- Hindus believe in an afterlife- in reincarnation.
- Humanists do not believe in an afterlife.

Quality Texts: Children's Bible, The Encyclopaedia of World Religions, Looking at Christianity- Jesus and Mary by Gowen, Hinduism by Katherine Prior, Hinduism by Sue Penney, Judaism by Trevor Barnes

U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?

Christians, Muslims and non-religious responses (e.g. Humanists) - **Expressing**

National curriculum link: Art, DT

Content:

In this unit the children will learn about the views of giving charity and being generous alongside the value of sacred buildings and art. They will consider the importance of both.

- Describe and make connections between examples of religious creativity (buildings and art).
- Show understanding of the value of sacred buildings and art.
- Suggest reasons why some believers see generosity and charity as more important than buildings and art.
- Apply ideas about values and from scriptures to the title question.

Vocabulary:

Architecture, Art. Mosque, Church. Calligraphy. Symmetry. Charity (Christianity). Zakat (Islam).

Key Essential Skills and Knowledge:

- Many sacred buildings are impressive, with lovely building shapes and artwork in them.
- Christians have images of God and Jesus to demonstrate their beliefs about their deity.
- Muslims use patterns and calligraphy to show their beliefs in their God.
- Religious communities believe in giving money to charity to help those less fortunate than themselves.

Quality texts: What's special to me? Religious buildings, Judaism by Sue Penney, Christianity- World Faiths- by Trevor Barnes, Hinduism by Katherine Prior, Islam by Sue Penney

U2.7 What matters most to Christians and Humanists? Christians and non-religious responses (e.g. Humanists) - Living

National curriculum link:

Content:

In this unit, the children will learn what is important in the lives of Humanists and Christians and consider what they believe to be important in their lives. They make comparisons between Humanist, Christian and their own ideas.

Vocabulary:

Humanists. Atheists. Christianity. 10 Commandments. Fairness, Freedom, Truth, Peace, Honesty.

Key Essential Skills and Knowledge:

- Humanists do not believe in a God or spiritual being.
- Humanists believe you can have a good and happy life without following a religious tradition. You use your 'good moral code' to make decisions about how to live.
- Christians strive to live 'good lives' but they know because of the 'fall' they are often tempted to do 'bad' things.
- Christians read the Bible to learn about Jesus' laws, actions and stories and aim to follow his example in their lives.

Quality Texts: Bible, Who is Jesus? What did he do? Why do people remember him? By Sarah Hall, Children's Bible, First Bible Stories by Margaret Mayo, Bible Stories for the Very Young by Sally Grindley, New Testament Tales by Bob Hartman, Old Testament Tales by Bob Hartman

U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/ or Ummah (community)? Christians, Hindus and Muslims - Living

National curriculum link:

Content:

In this unit the children will learn the importance of Ahimsa, Grace and Ummah in 3 religions- Christianity, Hindus and Muslims. They will explore the similarities and differences between these three areas and evaluate what impact these can have on a person's life.

- Make connections between beliefs and behaviour in different religions.
- Outline the challenges of being a Hindu, Christian or Muslim in Britain today.
- Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.
- Consider similarities and differences between beliefs and behaviour in different faiths.

Vocabulary:

Grace. Community. Harmlessness.

Christianity: Grace, Forgiveness.

Hindus: Harmlessness - Ahimsa.

Muslims: Ummah - Community. Hajj – Pilgrimage. Zakat - Charity.

Key Essential Skills and Knowledge:

- Religious people form a community- a group of people who have the same belief and faith.
- Christians believe in **Grace**- that Jesus died on the cross to take their sins.

- Hindus believe in Ahimsa- harmless. This means they do not cause harm to any living things.
- A Muslim community is called Ummah. They take part in pilgrimages (hajj) and Zakat (giving to charity).
- There are similarities between the beliefs of these religions.

Quality Texts: My Hindu Faith (rainbows), This is my faith- Hinduism (Babu's Story), Hinduism (World Religions), The Hindu World (Religions of the world), Introducing religions- Hinduism by Sue Penny, Islam by Sue Perry, This is my faith- Islam (Hambali's Story), World Faiths- Islam by Trevor Barnes