

Intent

To engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that pupils can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Pupils will become familiar with more religious stories and be increasingly confident to answer questions. They will conduct their own research, explore different religious practices and handle artefacts. Pupils may begin to compare religions.

**Learning Outcomes
Knowledge and Skills
To know, to use, to apply...**

Links to:

**Literacy, Numeracy, SMSC,
Gatsby Benchmarks**

Half term one – What can we learn from sacred books?**Suggested Learning Outcomes**

Explain why people read religious books; explain how religious people treat their books.

Recognise stories are special and should be treated with respect, retell stories and consider morals and messages.

Ask own questions about texts they have read, compare stories for similarities and differences.

Suggested activities

Explore what a story is and why we like them; are there different types of story?

Introduce a parable as a story with a deeper meaning.

Talk about how some books are more than special –they are sacred or holy, meaning that people believe that they are from God.

Introduce the Bible as a sacred text for Christians and read one story.

Introduce the Holy Quran as a sacred text for Muslims and read one story.

Introduce the Torah as a sacred text for Jewish people and read one story.

How are these books used and treated?

Choose a story/stories to read and act out from the list below:

Christian

The lost sheep/Lost coin

The Good Samaritan

Jewish

Joseph and his brothers

The story of Moses

The call of Samuel

David and Goliath

Jonah

Islam

Muhammad and the hungry stranger

The thirsty camel

The sleeping cat

Muhammad and Bilal

Mahammad and the rebuilding of the Kaaba

Read the story of Noah which is sacred to Christians, Muslims and Jews.

Keywords:

sacred, religious, religion, respect, moral, similarity, difference, parable, holy, God, Bible, Christian, Quran, Muslim, Jewish, Judaism, Torah, samaritan.

SMSC

Interested in other beliefs and religion.

Literacy

Look at pictures, decoding, reading, talk or write about text/pictures, answer questions, give opinion, listen to an opinion, role play, develop vocabulary, comprehend, write, correct own work, correct others work, act on feedback, start to use punctuation, use and correct punctuation, take part in discussion, use new vocabulary.

Half term two – What makes some places sacred?**SMSC**

<p>Suggested Learning Outcomes Recognise that there are special places to worship, recognise some items that are special. Recognise symbols and artefacts and explain their use. Ask a question during a visit to a place of worship. Recognise people worship God in different ways.</p> <p>Suggested activities What items are special to you and why? Why should you look after other people's things? What does a church look like? What items might you find in a church? What does a mosque look like? What items might you find in a mosque? What does a synagogue look like? What items might you find in a synagogue? How do Christians/Muslims/Jewish people worship God? Sing some Christian hymns.</p> <p>Keywords: sacred, worship, special, artefact, worship, God, church, mosque, synagogue, Christian, Muslim, Jewish, God, hymns.</p>	<p>Interested in others beliefs, interested in the world around them, socialise with other pupils and other people, mix with pupils or other people from different ethnic backgrounds, visit other communities, demonstrate mutual respect, show tolerance for those with different faiths and beliefs, participate positively in music, understand the range of cultures in Britain.</p> <p>Literacy Please see above.</p> <p>Gatsby Meeting with religious leaders and asking questions.</p>
<p>Half term three – How and why do we celebrate special and sacred times?</p> <p>Suggested Learning Outcomes Pupils talk about a time that is special to them. Explore why Jesus is special. Research the festivals Christians celebrate. How do they celebrate them? Explore what happens at Christmas/Easter, Chanukah, and Eid. Compare the festivals for similarities and differences.</p> <p>Extension - Consider how the above festivals are celebrated. Read stories associated with Christian, Jewish and Islamic festivals.</p> <p>Keywords: celebrate, celebration, special, festival, Jesus, Christian, Christmas, Easter, Chanukah, Eid, festival, similarity, difference, Islam.</p>	<p>SMSC Interested in other's beliefs.</p> <p>Literacy Please see above.</p> 
<p>Half term 4 – What does it mean to belong to a faith community?</p> <p>Suggested Learning Outcomes Pupils to explain any groups they belong to (clubs in school). Consider why it is important to belong to a group. Babies are welcomed in to the Christian group/church at a Baptism; explore what happens at a Baptism. Think about the symbols that are used at a Baptism and explain why they are important (font, holy water, candles, certificate, music).</p> <p>Keywords: faith, religion, religious, community, Christian, church, Baptism, symbols, font, holy.</p>	<p>SMSC Participate positively in music.</p> <p>Literacy Please see above.</p> <p>Gatsby The role of the Priest/Father/Vicar/Reverend.</p>
<p>Half term 5 – How should we care for each other and why does it matter?</p> <p>Suggested Learning Outcomes Talk about people you care about and people that care about you. Read a story from the Bible about caring for people and think about the messages behind the story. Research the different ways Christians help people (Christian charities).</p> <p>Keywords: care, caring, special, message, moral, Christian, aid, charity.</p>	<p>SMSC Investigating moral and ethical issues.</p> <p>Literacy Please see above.</p> <p>Gatsby Working for a charity, researching charitable organisations.</p>

Half term 6 – How should we care for the world and why does it matter?

Suggested Learning Outcomes

Suggest ways in which we can look after the world.

Read a story from the Bible about looking after the world.

Find examples of Christians looking after the world (this could be organisations or famous people).

Keywords:

world, globe, environment, eco, care, Bible, caring, organisation, charity, recycle, pollution.

SMSC

Enjoy learning about the world around them.

Literacy

Please see above.

Gatsby

Opportunity to explore the roles of people who help the environment.

Intended impact:

By this stage, pupils will have been exposed to a number of religious stories. They will begin to retell these stories and identify morals behind stories. Pupils will continue to take part in discussion and answer questions. Pupils will explain their emotions when listening to and discussing stories. Pupils will study religious people. Throughout the year pupils will handle artefacts and look at symbols and develop an understanding of their meaning.

