

Intent:

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they 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 compare religions for similarities and differences. When reading religious texts pupils will be able to explain what they have read. Some pupils will be able to use a quote from a text to support a point they make. Pupils will have a real understanding of each of the world's six major religions as well as Humanist points of view. Pupils will be able to explain their own beliefs, values and commitments.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
One	7 weeks	The story of Siddhartha and the Four Sights. Look round a Buddhist Shrine. Identify items important to a Buddhist - Bodhi Tree , flowers, candles, cushions, Buddha , prayer wheel . Tripitaka – create the three baskets. Name a Buddhist baby, build a shrine for the baby. Can Buddhists marry?	Who is Buddhist and what do they believe? How did Buddhism begin? Where do they worship? What items are sacred to a Buddhist? What texts are sacred to Buddhists? What happens when a Buddhist is born? Do Buddhists marry?	SMSC Interested in other's beliefs and religions, use imagination, be creative, investigate moral and ethical issues, knowledge of different religions locally/nationally/internationally. Literacy Look at pictures, decoding, reading, talk or write about text/pictures, answer questions, role play, develop vocabulary, comprehend, present information and opinions Numeracy Statistics/graph for baby names.
	4 weeks	Explore what Ahimsa means to a Hindu. Find out about how Gandhi practiced Ahimsa in the liberation of India. If everyone practiced Ahimsa (not harming things) what would the world be like? For Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything. Pupils should form an opinion on whether they agree with this or not and why. The worldwide Muslim community is called the Ummah , and being part of the Ummah is expressed, e.g., in pilgrimage to Makkah and in shared welfare through zakat . Explore the impact of the practice of zakat and hajj on Muslims, locally , in the UK and globally . What are the similarities and differences between each idea? Which is the best idea and why?	What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)? What is Ahimsa, Grace and Ummah? What are the similarities and differences between Ahimsa, Grace and Ummah? Do you agree with Ahimsa, Grace and Ummah? Do you have examples of practicing these ideas in your own life?	SMSC Interested in other's beliefs and religions, socialise with other pupils and other people, cooperate with others, show tolerance for those with different faiths and beliefs. Literacy Ask questions, answer questions, give opinion, listen to an opinion, develop vocabulary, comprehend, research, write, plan/draft/edit, correct own work, correct others work, act on feedback, correct punctuation, take part in discussion, use new vocabulary, present information and opinions. Numeracy Number skills/counting forwards and backwards (Hajj).
	4 weeks	Read the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra. How do these religions pray? Why do they pray? Do prayers come true? Can you find examples. Compare the way Christians, Hindus and Muslims pray.	Why do people pray? What do people say and do when they pray? Compare how different religions pray. Why is prayer important?	SMSC Interest in different faiths, knowledge of different religions locally/nationally/internationally Literacy Decoding, reading, using a dictionary, develop vocabulary, take part in discussion, use new vocabulary.
Two	6 weeks	Consider the meanings of the stories behind key religious festivals e.g. Christmas, Easter, Pentecost, Harvest, Diwali, Pesach, Rosh Hashanah, Yom Kippur and Eid. Interview people from different religions to ask them about their beliefs on festivals.	Why are festivals so important to religious communities? What happens at various religious festivals? Compare festivals for similarities and differences.	SMSC Explain own beliefs, interested in others beliefs and religion, enjoy learning about themselves, use imagination, be creative, reflect on own success, participate positively in art, participate positively in music, interest in different faiths, knowledge of different religions locally/nationally/internationally. Literacy Look at pictures, talk or write about text/pictures, ask questions, answer questions, role play, develop vocabulary, comprehend, infer information, research, use punctuation, act on feedback, present work.

		What are the similarities and differences between the festivals?	Why are religious festivals valuable?	Gatsby Event planning. (4, 5). Numeracy Functional Skills/budgeting.
6 weeks	Baptism, first communion, sacred thread ceremony, bar mitzvah. Do Humanists mark the same moments? Compare marriage ceremonies of different religions. Compare with non-religious ceremonies. Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life? Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Reflect on their own ideas about community, belonging and belief .	Why do some people think that life is a journey? What significant experiences mark this? What promises are made at different religious commitment events (marriage). What happens at different ceremonies of commitment? What are the similarities and differences between each ceremony?	SMSC Explain own beliefs, interested in others beliefs and religion, enjoy learning about themselves, accept British Values, engage in British Values, accept the rule of law, accept individual liberty, demonstrate mutual respect, show tolerance for those with different faiths and beliefs, contribute positively to life in modern Britain, interest in different faiths, knowledge of different religions locally/nationally/internationally Literacy Ask questions, answer questions, give opinion, listen to an opinion, comprehend, infer information, research, write. Gatsby The role of the wedding planner, Funeral Director. (4). Numeracy Functional Skills/budgeting.	
7 weeks	Ten Commandments, Deuteronomy, the Two Commandments of Jesus and the golden rule for Humanists. Share teachings from different religions that give examples of how to live 'a good life'. Talk about how pupils learn the difference between right and wrong. Is it always clear? Explore moral dilemmas . Look at religious inspirational people – Martin Luther King, Nelson Mandela, Mahatma Gandhi.	What can we learn from religions about deciding what is right and wrong? Look at religious rules and how to live a good life. What might tempt people to do the wrong thing? How do religions try to tell people to do the right thing? How have inspirational people been inspired to do the right thing from their religious beliefs? Draw on similarities and differences between how religions teach people to live a good life.	SMSC Recognise right and wrong, respect the law, understand consequences, investigate moral and ethical issues, offer reasoned views, accept British Values, engage in British Values, accept the rule of law, accept individual liberty, demonstrate mutual respect. Literacy Write, plan/draft/edit, write for a purpose, present work, correct own work, correct others work, act on feedback, use punctuation, correct punctuation, take part in discussion, use new vocabulary, present information and opinions. Numeracy Number skills/counting (prayers).	
6 weeks	Look at religious art and architecture and ask pupils for their favourites with explanation. Compare Christian and Muslim art and buildings. Compare what Christians and Muslims think about generosity and charity . Why do some people criticise art and buildings (Humanists)? What would the world be like without art? What would the world be like without architecture? What would life be like without charity or generosity ? Answer the original question.	Is it better to express your religion in arts and architecture or in charity and generosity? Discuss the question. How do religions and charities show that people are generous? Look at religious buildings and art. Why do some people think generosity and charity is more important than art and architecture? Why do Humanists think it's wrong to spend money on religious buildings and art?	SMSC Participate positively in art, interest in different faiths, knowledge of different religions locally/nationally/internationally Literacy Look at pictures, infer information, research, write, plan/draft/edit, write for a purpose, present work, correct own work, correct others work, act on feedback, use punctuation. Gatsby Research job roles associated with art and architecture. (4).	

Intended impact:
Pupils will have knowledge of the six major religions of the world and the Humanist point of view. From this, pupils will be able to see why people have different beliefs and values and why they behave in certain ways. Pupils should be confident in recognising different items, buildings and symbols. They will be able to explain what they mean. Pupils will link their knowledge to their local community and also the global community, particularly by recognising current affairs linked to religion. Pupils will be able to explain their own beliefs, values and commitments.