

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 use religious words and phrases without prompt, draw similarities and differences between religions, explain meanings behind religious symbols, share their beliefs and listen to others beliefs. Some pupils may start to consider some religious questions that are difficult to answer. They will study events that were historically wrong and also acts of goodwill.

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	8 weeks	<p>Look at the key features of different places of worship.</p> <p>Why do people from each major religion go to a place of worship?</p> <p>How do places of worship contribute to their communities?</p>	<p>If God is everywhere, why go to a place of worship?</p> <p>Name key features of places of worship studied.</p> <p>How do people in the community feel about their places of worship? What do they contribute to the community?</p> <p>Why do people like going to a place of worship?</p>	<p>SMSC Interested in others beliefs and religion, accept British Values, engage in British Values, knowledge of different religions locally/nationally/internationally.</p> <p>Literacy Look at pictures, decoding, reading, talk or write about text/pictures, ask questions, answer questions, act on feedback.</p> <p>Gatsby Roles associated with religion. Local Authority, teaching, education, charities. (4, 5, 8).</p> <p>Numeracy Statistics/graphs on how people feel about their local place of worship.</p>
	7 weeks	<p>Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave.</p> <p>Look at calligraphy.</p> <p>Look at the 99 names of Allah. Listen to the Call to Prayer.</p> <p>Describe one of the beliefs that Muslims hold about God e.g. tawhid.</p> <p>Look at Arabic language in the Holy Quran.</p> <p>Talk to Muslims about what they believe about Allah.</p> <p>Look at items important to a Muslim.</p> <p>Explore Ramadan and Eid.</p>	<p>Who is a Muslim and what do they believe?</p> <p>Explain that Muslims follow Allah and follow the examples of Prophet Muhammad. Explain Ramadan and Eid. Explain why Muslims don't draw Allah or the Prophet but use calligraphy to explain what God is like.</p> <p>Explain the 99 names of Allah. Retell the story of the Prophet Muhammad. Explain some objects that are important to a Muslim.</p> <p>How does the Quran guide a Muslim?</p>	<p>SMSC Explain own beliefs, interested in others beliefs and religion, use imagination, be creative, show tolerance for those with different faiths and beliefs, participate positively in art, participate positively in music, interest in different faiths, knowledge of different religions locally/nationally/internationally.</p> <p>Literacy Role play.</p> <p>Numeracy Number skills. Counting forwards and backwards. (Hajj).</p>
Two	6 weeks	<p>How many Muslims live in Britain?</p> <p>What are the five pillars of Islam?</p> <p>What is Ummah?</p> <p>What are the 99 names of Allah?</p> <p>What is tawhid?</p> <p>How is the Quran used?</p> <p>Look at Islamic art.</p> <p>Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>Explain the five pillars of Islam.</p> <p>What guides a Muslim? What guides you?</p> <p>What is the daily life of a Muslim?</p>	<p>SMSC Interested in other's beliefs and religions, use imagination, be creative, reflect on own success, show tolerance for those with different faiths and beliefs, participate positively in art, interest in different faiths, knowledge of different religions locally/nationally/internationally.</p> <p>Literacy Reading, talk or write about text/pictures, answer questions, role play, develop vocabulary, comprehend, infer information, research, write, plan/draft/edit, present work, correct own work, correct others work, act on feedback.</p> <p>Gatsby The role of the architect. (4).</p> <p>Numeracy Functional skills/money for Zakkat.</p>
	6 weeks	<p>How do Jewish people remember God?</p>	<p>Who is Jewish and what do they believe?</p>	<p>SMSC</p>

		<p>Look at a Mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home? What is Shabbat? Explore Jewish festivals. Explore festivals pupils celebrate. Compare them.</p>	<p>How do Jewish people remember God? What is the Mezuzah? What is Shabbat? What festivals do Jewish people have? What do you celebrate? Are there any similarities and differences between what you celebrate and what Jewish people celebrate?</p>	<p>Explain own beliefs, interested in others beliefs and religion, enjoy learning about themselves, knowledge of different religions locally/nationally/internationally. Literacy Look at pictures, decoding, reading, talk or write about text/pictures, ask questions, answer questions, act on feedback.</p>
Three	7 weeks	<p>The Caste System. Guru Nanak. Gurdwara. The 5 K's – Kanga, Kesh, Kirpan, Kachera, Kara. Guru Nanak's Birthday. Baisakhi.</p>	<p>Who is Sikh and what do they believe? How did the Sikh religion begin? Where do Sikhs worship? What items are important to a Sikh? What times are special to a Sikh?</p>	<p>SMSC Investigating moral and ethical issues (the Caste System). Literacy Look at pictures, decoding, reading, using a dictionary, talk or write about text/pictures, ask questions, answer questions, develop vocabulary, comprehend, infer information, research, write, plan/draft/edit, act on feedback, take notes, summarise, use punctuation, correct punctuation.</p>
	8 weeks	<p>What objects might you find in a Hindu's home and why? What kinds of things would Hindu families do during the week? Explore Hindu ideas about the four aims of life (punusharthas) dharma, artha, kama, moksha, reincarnation. Explore Hindu ideas of karma –how actions bring good or bad karma. Explore what Hindus do to show their tradition within their faith communities. What do they do together and why? Look at Hindu iconography –how do the different images show the different characters and attributes of the deities? Ask some Hindu teenagers about how they show their faith. Find out about some ways in which Hindus make a difference in the world-wide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale.</p>	<p>What does it mean to be a Hindu in Britain today? What do Hindus do at a Mandir? Describe some ways in which Hindus express their faith through puja, aarti and bhajan. Give two reasons why it might be good to be a Hindu in Britain. Provide two reasons why it might be difficult to be a Hindu in Britain today. How do Hindus help others? How do other faiths help others? How do you help others? Compare Hinduism to other faiths.</p>	<p>SMSC Interested in other beliefs and religions, participate positively in art, participate positively in music, knowledge of local/national/international religions. Literacy Look at pictures, decoding, reading, using a dictionary, talk or write about text/pictures, ask questions, answer questions, give opinion, listen to an opinion, role play, develop vocabulary, comprehend, infer information, research, write, plan/draft/edit, write for a purpose, present work, correct own work, correct others work, act on feedback, take notes, summarise, use punctuation, correct punctuation, take part in discussion, use new vocabulary, present information and opinions</p>

Intended impact:
 Pupils will be confident in using religious language. They will have a wealth of experience of handling artefacts and exploring different symbols. Some pupils will be able to independently explain the meaning behind artefacts and symbols and identify the religion they belong to. Pupils will have researched some prominent religious leaders and be able to recall facts about them. Pupils should have the knowledge and experience of looking at different beliefs and values to be able to start thinking about their own beliefs and values.