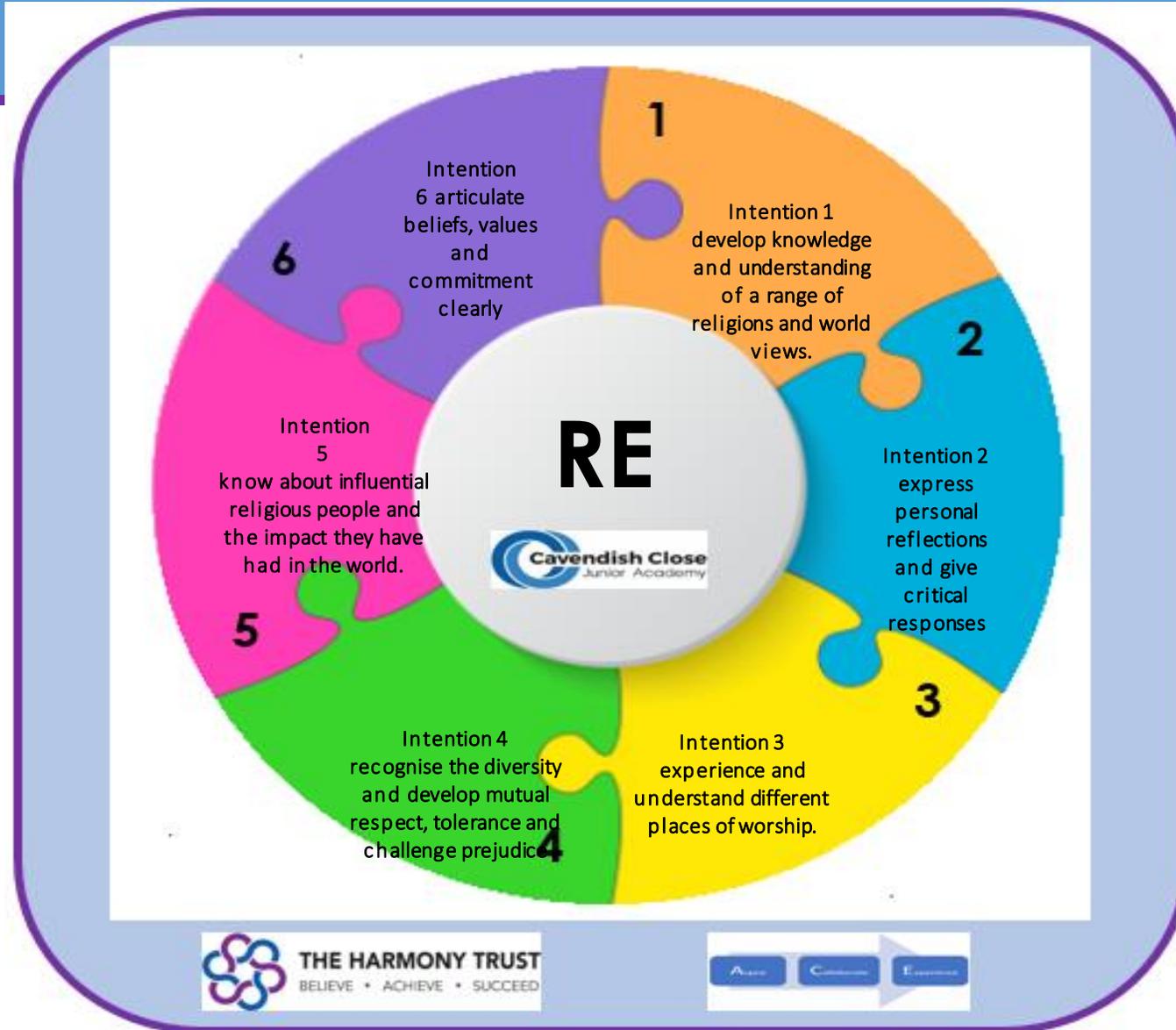




Religious Education Intent





Religious Education Intent



At Cavendish Close Junior Academy, we aspire to help children develop an understanding of values, identity, traditions, beliefs and practices, underpinned by our key intentions for learning in this subject:

1. It is our intention that all children develop **knowledge and understanding of a range of religions** and world views.
2. It is our intention that children **can express personal reflections and give critical responses** to questions and teachings about identity, diversity, meaning and values.
3. It is our intention that children **experience and understand** different **places of worship**.
4. It is our intention that children **recognise and appreciate the diversity** which exists within and between communities and develop mutual respect, tolerance and challenge prejudice in a diverse society.
5. It is our intention that children **know about influential religious people** and the impact they have had in the world.
6. It is our intention that children **can articulate beliefs, values and commitment** clearly in order to explain why they may be important in their own and other peoples' lives.



Religious Education Implementation



Units of study that are requirement of the national curriculum have been mapped out following the Derbyshire agreed syllabus. During the key stage, children should be taught knowledge, skills and understanding through Christianity, Islam, Hinduism and Judaism. All learning is focus through a key question for the term/ half term and broken down into 3 key themes: Believing, Expressing and Living.

	Believing		Expressing		Living	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	L2.1: What do different people believe about God?	L2.2 Why is the Bible so important for Christians today?	L2.4: Why do people Pray?	L2.5 Why are festivals important to religious communities?	L2.7: What does it mean to be a Christian in Britain today?	
Year 4	L2.3: Why is Jesus inspiring to some people?		L2.5 Why are festivals important to religious communities? (ensure teaching is different to Y3)	L2.6: Why do some people think that life is like a journey and what significant experiences mark this?	L2.8: What does it mean to be a Hindu in Britain today?	L2.9: What can we learn from religions about deciding what is right and wrong?
Year 5	U2.1: Why do some people think God exists?		U2.2: What would Jesus do? Can we live by the values of Jesus in the twenty-first century?		U2.4: If God is everywhere, why go to a place of worship?	U2.6: What does it mean to be a Muslim in Britain today?
Year 6	U2.3: What do religions say to us when life gets hard?		U2.5: It is better to express your beliefs in arts and architecture or in charity and generosity?		U2.7 What matters most to Christians and Humanists?	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/ or Ummah (community)?



Religious Education Implementation



Religions studied across the school:

	Believing		Expressing		Living	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Christianity, Hinduism and Islam	Christianity	Christianity, Hinduism and Islam	Christianity and Hinduism	Christianity	
Year 4	Christianity		Islam and Judaism	Christianity and Judaism	Hinduism	Christianity, Judaism and non-religious (humanists)
Year 5	Christianity and non-religious (Humanism)		Christianity		Christianity, Hinduism, Judaism	Islam
Year 6	Christianity, Hinduism and non-religious (Humanism)		Christianity, Islam and non-religious (Humanism)		Christianity and non-religious (Humanism)	Christianity, Hinduism and Islam



Religious Education Implementation



1. Each year group visit a place of worship to enhance their learning. Year 3, Gurdwara, Year 4, Synagogue, Year 5, Hindu Temple and Year 6, Mosque.
2. All children visit the local church once a year and the local church visit school to deliver assemblies and work within classes.
3. Themes are set for assemblies each week which include key religious dates.
4. Each Year group leads an assembly on a religious festival or event throughout the year. Year 3, Diwali and Nativity, Year 4, Rosh Hashanah and Yom Kippur, Year 5, Vaisakhi and Year 6, Eid. Year 2 from the local Infant school are invited to each of these assemblies.
5. Speakers are invited into school from charities, to religious leaders to enhance the RE curriculum .
6. RE is linked very closely to pupils spiritual, moral, social and cultural learning and within each class, children fundraise linked to their key learning eg Year six fundraise linked to Zakat.

	Year 3	Year 4	Year 5	Year 6
What do different people believe about God?	<p>Questions in this thread: <i>Who is Christian/Muslim/Jewish and what do they believe?</i> <i>Why do some people believe that God exists?</i> <i>Do we need to prove God's existence?</i> <u>Religions and worldviews</u> Christianity, Hinduism and Islam</p> <ol style="list-style-type: none"> To explore some of the ways in which Christian's and Hindu's name and describe the attributes of God. To explore art Christian), calligraphy (Muslim) and murtis used to represent ideas about God. Explore how Christian ideas about God are shown in stories/ narratives. Explore Hindu stories which explore the indescribable (possible sources: extract some of the more concrete metaphors from Bhagavad Gita 7:8–9 and 10:21–41; [http://www.asitis.com/7/] or the poem 'Who?' by Sri Aurobindo) Explore stories which help Muslims understand the nature of God (eg- the story of the Night of Power). Explore similarities and differences between Muslim, Hindu and Christian beliefs of God. Express my own ideas about God through a piece of drama. 	<p>Questions in this thread: <i>Which people are special and why?</i> <i>What would Jesus do?</i> <i>What is so radical about Jesus?</i> <u>Religions and worldviews</u> Christianity</p> <ol style="list-style-type: none"> To consider what makes a good role model and what makes a person inspirational to others. To explore the parables of the kingdom of heaven (Matthew 13:1-24) through art and consider how this may inspire Christians today. To explore parables of forgiveness (The Good Samaritan, Luke 10:29-37; two debtors, Luke 7:36-50) through drama, considering how these stories may inspire Christians today. To use the events of Holy Week to discover why Jesus is so important to Christians today. To define the terms Incarnation and Salvation and understand what they mean to Christians. To consider why Christians call Good Friday 'good'. 	<p>Questions in this thread: <i>Who is Christian/ Muslim / Jewish and what do they believe?</i> <i>What do different people believe about God?</i> <i>Do we need to prove God's existence?</i> <u>Religions and worldviews</u> <i>Christians, non-religious e.g. Humanist</i></p> <ol style="list-style-type: none"> To research and understand how many people believe in God across the world and which countries have a prominent Christian communities. Outline clearly a Christian understanding of what God is like, using examples and evidence. To explore some of the names for God and metaphors for God in the Bible. To understand what a 'theist' (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god) believes. Explore some reasons why people do or do not believe in God. To consider ways in which Christians read the Genesis account of creation. 	<p>Questions in this thread: <i>Is death the end? Does it matter?</i> <i>Why is there suffering? Are there any solutions?</i> <u>Religions and worldviews:</u> <i>Christians, Hindus and non- religious responses (e.g Humanists)</i></p> <ol style="list-style-type: none"> Children will express ideas about how and why religion can help believers when times are hard, giving examples. To explore Christian beliefs about life after death (judgement, heaven, salvation). To explore Hindu beliefs about life after death (karma, soul, samsara, reincarnation and moksha) To explore non- religious beliefs about life after death. Children will be explain some similarities and differences between beliefs about life after death. Children will explain some reasons why Christians and Humanists have different ideas about an afterlife.
	Why is Jesus inspiring to some people?	Why do some people think God exists?	: What do religions say to us when life gets hard?	

Key Outcomes – Autumn 2

		Year 3	Year 4	Year 5	Year 6
Why is the Bible important for Christians today?	<p><u>Questions in this unit:</u> <i>Which stories are special and why?</i> <i>What can we learn from sacred books?</i> <i>Does living biblically mean obeying the whole bible?</i></p> <p><u>Religious traditions and worldviews.</u> <i>Christians</i></p> <ol style="list-style-type: none"> To understand that the Bible is a guide for Christians and that it is made up of two testaments. To recognise that for Christians, the bible tells them about what God is like. To represent the seven days of the creation story through drama. To explore the idea of temptation and the story of 'The Fall' To explore the stories 'The Lost Coin' and 'Sheep and Son' (Luke 15) and interpret their meaning. To recognise some examples of how Christians use the Bible. 	<p><i>Continued from Autumn 1 objectives</i></p> <ol style="list-style-type: none"> To research how Christians show gratitude to Jesus for saving them and bringing forgiveness. To explore the belief that Christian's cannot be completely good. To consider what Christians say are the most important values and attitudes to have. To compare the values of a Christian with my own values recognise any similarities and differences. 	<p><i>Continued from Autumn 1 objectives</i></p> <ol style="list-style-type: none"> To research Christians who are scientists. Give examples of ways in which believing in God is valuable in the lives of Christians. Present different views on why people believe in God or not, including their own ideas. Express thoughtful ideas about the impact of believing or not believing in God on someone's life. To formulate questions about the beliefs of Christians, agnostics and atheists. To recognise the benefits and challenges of believing or not believing in God in Britain today. 	<p><i>Continued from Autumn 1 objectives.</i></p> <ol style="list-style-type: none"> To consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. To explore and contrast examples of Christian and Hindu 'art of heaven' and respond with art work of their own. To read and respond to prayers, meditation texts and songs/hymns used when someone has died. To consider my own beliefs around life after death, considering ideas, concerns and possibly worries. 	
	Why is Jesus inspiring to some people?				
	Why do some people think God exists?				
	What do religions say to us when life gets hard?				

Why do people pray?

Questions in this thread:
Which places are special and why?
What makes some places sacred?

Religions and worldviews:
Christianity, Hinduism and Islam

1. Consider the meanings of the words and key prayers in Christianity, Islam and Hinduism.
2. To explore the different ways that Hindus, Muslims and Christians pray.
3. To recognise symbols connected to prayer in Christianity, Islam and Hinduism.
4. To recognise similarities and differences between how Christians, Muslims and Hindus pray.
5. To understand the difference between answered and unanswered prayer.
6. To understand the impact prayer can have on people's lives.

Why are festivals important to religious communities?

Questions in this thread:
Which times are special and why?
How and why do we

Religions and worldviews:
Islam and Judaism

1. To consider why I celebrate festivals and explore which festivals are celebrated by my classmates.
2. To explore the Jewish celebrations Rosh Hashanah and Yom Kippur.
3. To explore the Islamic celebration of Eid and understand how it is celebrated.
4. To consider the deeper meaning of religious festivals (Is it good to say sorry – Yom Kippur/ Does fasting make you a better person – Islam)
5. To explore the benefits of celebration to religious communities (possible visitors to question)
6. To consider the role of Jewish and Islamic celebrations in Britain today – Should everyone be allowed a day off work for their festivals?

What would Jesus do? Can we live by the values of Jesus in the twenty-first century?

Questions in this thread:
Which people are special and why?
Why is Jesus inspiring to some people?
What is so radical about Jesus?

Religions and worldviews.
Christianity

1. To read and understand Jesus' mission in Luke 4:18-19.
2. To understand what Christians believe Jesus meant by loving others.
3. To explore the idea of agape love.
4. To use some of Jesus' stories, teaching and example to understand why he saw forgiveness as so important (this should be studied over two lessons).
5. To use bible teachings to understand the way Christians believe that we should treat each other.

It is better to express your beliefs in arts and architecture or in charity and generosity?

Questions in this thread:
How can people express the spiritual through the arts?
Religions and worldviews
Christians, Muslims and non- religious, e.g. Humanists

1. To explain similarities and differences between Christian and Muslim sacred buildings.
2. To research famous Christian and Muslim artworks and present an example of impressive religious art or architecture to the class.
3. To compare Christian and Muslim ideas about art (eg. contrasting views on presenting or not presenting God or people in art; use of calligraphy/geometrical art vs representational art).
4. To create a piece of artwork inspired by the Christian or Islamic faith.
5. Children will discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable.
6. Children will consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.

Why are festivals important to religious communities?

Questions in this thread:

*Which times are special and why?
How and why do we celebrate special and sacred times?*

Religions and worldviews:

Christianity and Hinduism

1. To consider celebrations that are important to me and festivals that I celebrate.
2. To understand the meaning behind the Christian festival of Easter
3. To understand the meaning behind the Hindu festival of Diwali.
4. To compare the symbols and traditions of Diwali and Easter.
5. To explore the Hindu festival of Holi and understand why it is important to the Hindu community.
6. To explore the events of Holy Week and why they are important to the Christian community.

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

Questions in this thread:

*Which times are special and why?
How and why to we celebrate special and sacred times?*

Religions and worldviews:

Christianity and Judaism

1. To understand why some people refer to life as a journey.
2. To consider they key ceremonies which mark milestones in a Christian's life.
3. To consider they key ceremonies which mark key life milestones in Judaism.
4. To compare Christian, Hindu and non-religious marriage ceremonies.
5. To compare how Christians and Hindus mark the end of life.
6. To create a 'map of life' for a Hindu and a Christian person.

What would Jesus do? Can we live by the values of Jesus in the twenty-first century?

Continued from Spring 1 objectives.

1. To understand how Christian's believe they should handle wealth.
2. To consider what the 'kingdom of God' could be like.
3. To solve moral dilemmas using 'What would Jesus do?'
4. To consider the impact following Jesus' example has on Christians.

It is better to express your beliefs in arts and architecture or in charity and generosity?

Continued from Spring 1 objectives.

1. To explore and show understanding of the value of sacred buildings and art To religious communities.
2. Children will suggest reasons why some believers see generosity and charity as more important than buildings and art.
3. To debate which has a greater impact – art or charity?
4. To plan and carry out a fundraising activity inspired by the Muslim belief of Zakat.

Key Outcomes – Summer 1

What does it mean to be a Christian in Britain today?

Questions in this thread:

What does it mean to belong to a faith community?

Where do we belong?

Religions and worldviews

Christianity

1. Explore how Christians show faith within their families and homes.
2. To research sacred christian buildings, their uses and why they are important.
3. To understand the differences between Christian churches (e.g Anglican, Baptist, Roman Catholic, Pentecostal).
4. To recognise the 10 commandments and their meanings.
5. To explore the impact the 10 commandments have on Christian's daily lives.
6. To recognise the key figures within the Christian faith (Pope Francis and other well known religious leaders)

What does it mean to be a Hindu in Britain today?

Questions in this thread:

Where do we belong?

What does it mean to belong to a faith community?

Religions and worldviews

Hinduism

1. Understand that Hinduism is also called Sanatana Dharma within the tradition and is an whole way of life and not a set of beliefs.
2. To consider what objects you may find inside a Hindus home and why they are important.
3. To explore Hindu ideas about the four aims of life: dharma, artha, kama and moksha.
4. To explore the ideas of Karma and how this impacts on a Hindu's life.
5. Explore what Hindus do or show their tradition within their faith communities.
6. Research some ways in which Hindus make a difference in the world-wide community.

If God is everywhere, why go to a place of worship?

Questions in this thread:

Which places are special and why? What makes some places sacred? Why do people play?

Should religious buildings be sold to feed the starving?

Religions and worldviews

Christianity, Hinduism, Judaism

1. To identify the key features of places of worship.
2. To explore the duty of pilgrimage in Hinduism.
3. To discuss places where people might feel God is 'present' and consider what is special about these places.
4. To consider what the Western Wall in Jerusalem means to Jews worldwide and to explore the destruction of the Jewish Temple in 70 CE.
5. Consider the definitions of Synagogue and Schul and how they relate to our key questions.
6. To research and explore different ways Christians worship.

Questions in this thread:

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

What can we learn from religions about deciding right and wrong?

Does religion help people to be good?

Religions and worldviews

Christians and non-religious, eg Humanists.

1. To consider why people do good things and bad things.
2. To describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.
3. To describe some Christian and Humanist values simply.
4. Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.
5. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.
6. Children will discuss what matters most to them.

What does it mean to be a Christian in Britain today?

Continued from Summer 1

1. To Explore how Christians show their faith within their church communities
2. To explore how Christians show their faith in how they help their local community.
3. To research local Christian involvement in the community and the impact it has.
4. To research famous Christians who have made a difference worldwide (eg: Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella).

What can we learn from religions about deciding what is right and wrong?

Questions in this thread.

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

What matters most to Christians and Humanists.

Does religion help people to be good?

Religions and worldviews studied here:

Christianity, Judaism and non-religious (humanists)

1. To explore teachings which act as guides for living within Judaism, Christianity, and a nonreligious belief system (e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists)
2. To use religious stories to explore the idea of temptation and how it affects people to choose between good and bad.
3. To explore Christian and Jewish teachings that give examples on how to live a 'good' life Jewish teachings about being thankful (the Talmud teaches that Jews should say thank you 100 times a day! The Siddur prayer book contains numerous 'baruch atah Adonai' prayers - 'Blessed are you, King of the universe'); or Christian teaching from Jesus on the Beatitudes (Matthew 5: 2–13).
4. To consider that guidance from religions help people to make choices and decisions in every day life.
5. To use the beliefs of Christianity and Judaism to respond to moral dilemmas.
6. To research the lives of some inspirational figures whose faith inspired and guided them in their lives (Martin Luther King Jr, Desmond Tutu, etc).

What does it mean to be a Muslim in Britain today?

Questions in this thread.

Where do we belong?

What does it mean to belong to a faith community?

What is good and what is challenging about being a teenage Muslim in Britain today?

Religions and worldviews studied here:

Islam

1. To use data from the 2011 Census to research the Muslim community in our local area.
2. To explore the practice, meaning and significance of the five pillars of Islam.
3. To discuss the value and challenge for Muslims of following the five pillars of Islam.
4. To understand the Shahadah and use the 99 names of Allah to explore the attributes of God.
5. To understand tawhid and explore Islamic art and calligraphy.
6. Consider the importance of the holy Qur'an for Muslims.
7. To investigate the design and purpose of a Mosque/masjid and explain why and how the architecture and activities reflect Muslim beliefs.

What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?

Questions in this thread:

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

What difference does it make to believe in...?

Religions and worldviews studied here:

Hindus, Christians, Muslims

1. Children will understand what ahimsa is and learn how Gandhi practised ahimsa in the liberation of India
2. Learn that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything.
3. Children will understand being that part of the Ummah is expressed
4. Children will outline the challenges of being a Hindu, Christian or Muslim in Britain today.
5. Children will make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.
6. Children will discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change?
7. Children will make links between the three concepts: of ahimsa, grace and Ummah - how are they similar and how are they different?

Religious Education

Key Knowledge, skills and concepts

Intention 1 – It is our intention that all children develop knowledge and understanding of a range of religions and world views.

Year 3

- **Explore similarities and differences between Muslim, Hindu and Christian beliefs of God.**
- Consider the meanings of the words and key prayers in Christianity, Islam and Hinduism.
- To explore the different ways that Hindus, Muslims and Christians pray.
- To recognise symbols connected to prayer in Christianity, Islam and Hinduism.
- To recognise similarities and differences between how Christians, Muslims and Hindus pray.
- To compare the symbols and traditions of Diwali and Easter.
- To understand the differences between Christian churches (e.g Anglican, Baptist, Roman Catholic, Pentecostal).

Year 4

- To compare how Christians and Hindus mark the end of life.
- To create a 'map of life' for a Hindu and a Christian person.
- To explore teachings which act as guides for living within Judaism, Christianity, and a nonreligious belief system.
- To explore Christian and Jewish teachings that give examples on how to live a 'good' life

Year 5

- To research and understand how many people believe in God across the world and which countries have a prominent Christian communities.
- To formulate questions about the beliefs of Christians, agnostics and atheists.
- To recognise the benefits and challenges of believing or not believing in God in Britain today.

Year 6

- Children will explain some reasons why Christians and Humanists have different ideas about an afterlife.
- To consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs.
- Children will discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable.
- Children will consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.
- To explore Christian and Jewish teachings that give examples on how to live a 'good' life
- Children will make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.
- Children will discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change?

Religious Education

Key Knowledge, skills and concepts

Intention 2 - It is our intention that children can express personal reflections and give critical responses to questions and teachings about identity, diversity, meaning and values.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Express my own ideas about God through a piece of drama. • To consider celebrations that are important to me and festivals that I celebrate. 	<ul style="list-style-type: none"> • To consider what makes a good role model and what makes a person inspirational to others. • To compare the values of a Christian with my own values recognise any similarities and differences. • To consider why I celebrate festivals and explore which festivals are celebrated by my classmates. • To understand why some people refer to life as a journey. • To use the beliefs of Christianity and Judaism to respond to moral dilemmas. 	<ul style="list-style-type: none"> • Explore some reasons why people do or do not believe in God. • To formulate questions about the beliefs of Christians, agnostics and atheists. • To solve moral dilemmas using 'What would Jesus do?' 	<ul style="list-style-type: none"> • Children will explain some reasons why Christians and Humanists have different ideas about an afterlife. • To consider my own beliefs around life after death, considering ideas, concerns and possibly worries. • Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. • Children will discuss what matters most to them.

Religious Education

Key Knowledge, skills and concepts

Intention 3 t is our intention that children experience and understand different places of worship.

• Year 3	• Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Each year group visit a place of worship to enhance their learning. Year 3, Gurdwara, • To explore the different ways that Hindus, Muslims and Christians pray. • To recognise symbols connected to prayer in Christianity, Islam and Hinduism. • To research sacred christian buildings, their uses and why they are important. • To understand the differences between Christian churches (e.g Anglican, Baptist, Roman Catholic, Pentecostal). 	<ul style="list-style-type: none"> • Each year group visit a place of worship to enhance their learning. Year 4, Synagogue, • To compare Christian, Hindu and non-religious marriage ceremonies. • To compare how Christians and Hindus mark the end of life. 	<ul style="list-style-type: none"> • Each year group visit a place of worship to enhance their learning. Year 5, Hindu Temple • To identify the key features of places of worship. • Consider the definitions of Synagogue and Schul and how they relate to our key questions. • To discuss places where people might feel God is 'present' and consider what is special about these places. • To investigate the design and purpose of a Mosque/masjid and explain why and how the architecture and activities reflect Muslim beliefs. 	<ul style="list-style-type: none"> • Each year group visit a place of worship to enhance their learning. Year 6, Mosque. • To explain similarities and differences between Christian and Muslim sacred buildings. • To explore and show understanding of the value of sacred buildings and art to religious communities.

Religious Education

Key Knowledge, skills and concepts

Intention 4 It is our intention that children recognise the diversity which exists within and between communities and develop mutual respect, tolerance and challenge prejudice in a diverse society.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Explore similarities and differences between Muslim, Hindu and Christian beliefs of God. • To explore the Hindu festival of Holi and understand why it is important to the Hindu community. • To explore the events of Holy Week and why they are important to the Christian community. • To Explore how Christians show their faith within their church communities. • To explore how Christians show their faith in how they help their local community. • To research local Christian involvement in the community and the impact it has. 	<ul style="list-style-type: none"> • To consider what makes a good role model and what makes a person inspirational to others. • To explore the benefits of celebration to religious communities (possible visitors to question) • To consider the role of Jewish and Islamic celebrations in Britain today – Should everyone be allowed a day off work for their festivals? • To compare Christian, Hindu and non-religious marriage ceremonies. • To compare how Christians and Hindus mark the end of life. • To create a ‘map of life’ for a Hindu and a Christian person. • Explore what Hindus do or show their tradition within their faith communities. • Research some ways in which Hindus make a difference in the world-wide community. 	<ul style="list-style-type: none"> • To research and understand how many people believe in God across the world and which countries have a prominent Christian communities. • To understand what a ‘theist’ (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god) believes. • Explore some reasons why people do or do not believe in God. • Present different views on why people believe in God or not, including their own ideas. • Express thoughtful ideas about the impact of believing or not believing in God on someone’s life. • To formulate questions about the beliefs of Christians, agnostics and atheists. • To recognise the benefits and challenges of believing or not believing in God in Britain today. • To use data from the 2011 Census to research the Muslim community in our local area. 	<ul style="list-style-type: none"> • Children will explain some reasons why Christians and Humanists have different ideas about an afterlife. • To consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. • Children will discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable. • To create a piece of artwork inspired by the Christian or Islamic faith. • To plan and carry out a fundraising activity inspired by the Muslim belief of Zakat. • Children will outline the challenges of being a Hindu, Christian or Muslim in Britain today.

Religious Education

Key Knowledge, skills and concepts

Intention 5 It is our intention that children know about influential religious people and the impact they have had in the world.

Year 3

- To research famous Christians who have made a difference worldwide (eg: mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella).
- To recognise the key figures within the Christian faith (Pope Francis and other well known religious leaders)

Year 4

- Research some ways in which Hindus make a difference in the world-wide community.
- To research the lives of some inspirational figures whose faith inspired and guided them in their lives (Martin Luther King Jr, Desmond Tutu, etc).

Year 5

- To research famous Christians who are scientists.

Year 6

- To research famous Christian and Muslim artworks and present an example of impressive religious art or architecture to the class.

Religious Education

Key Knowledge, skills and concepts

Intention 6 It is our intention that children can articulate beliefs, values and commitment clearly in order to explain why they may be important in their own and other peoples' lives.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Explore stories which help Muslims understand the nature of God (eg- the story of the Night of Power). • To recognise some examples of how Christians use the Bible. • To understand the meaning behind the Christian festival of Easter • To understand the meaning behind the Hindu festival of Diwali. • Explore how Christians show faith within their families and homes. • To explore the impact the 10 commandments have on Christian's daily lives. • To Explore how christians show their faith within their church communities • To explore how Christians show their faith in how they help their local community. 	<ul style="list-style-type: none"> • To use the events of Holy Week to discover why Jesus is so important to Christians today. • To research how Christians show gratitude to Jesus for saving them and bringing forgiveness. • To explore the belief that Christian's cannot be completely good. • To consider what Christians say are the most important values and attitudes to have. • To consider what objects you may find inside a Hindus home and why they are important. • To explore Hindu ideas about the four aims of life: dharma, artha, karma and moksha. • To explore the ideas of Karma and how this impacts on a Hindu's life. • Explore what Hindus do or show their tradition within their faith communities. • To use religious stories to explore the idea of temptation and how it affects people to choose between good and bad. • To consider that guidance from religions help people to make choices and decisions in every day life. 	<ul style="list-style-type: none"> • 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. • Present different views on why people believe in God or not, including their own ideas. • Express thoughtful ideas about the impact of believing or not believing in God on someone's life. • To formulate questions about the beliefs of Christians, agnostics and atheists. • To use bible teachings to understand the way Christians believe that we should treat each other. • To consider the impact following Jesus' example has on Christians. • To discuss the value and challenge for Muslims of following the five pillars of Islam. • To understand the Shahadah and use the 99 names of Allah to explore the attributes of God. 	<ul style="list-style-type: none"> • To explore Christian beliefs about life after death (judgement, heaven, salvation). • Children will suggest reasons why some believers see generosity and charity as more important than buildings and art. • To describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. • To describe some Christian and Humanist values simply. • Children will outline the challenges of being a Hindu, Christian or Muslim in Britain today. • Children will make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. • Children will discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change? • Children will make links between the three concepts: of ahimsa, grace and Ummah - how are they similar and how are they different?



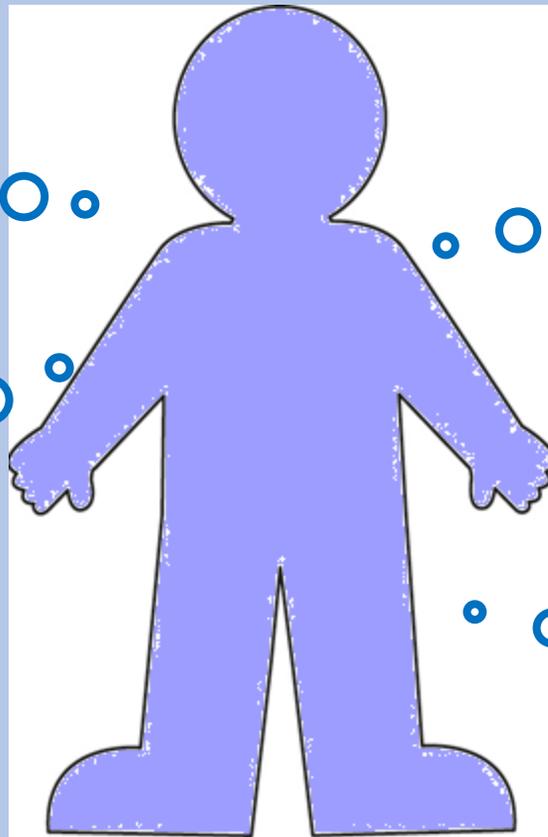
A great year 3 theologian will be

Knowledgeable

Have a developing understanding of Christianity, Hinduism and Islam.

Reflective

Explore my own thoughts and beliefs about God.



Respectful

Explore the involvement of Christians in the local community.

Cultured

Visit a Gurdwara.

Articulate

Explain religious beliefs through story.





Religious Education at Cavendish Close



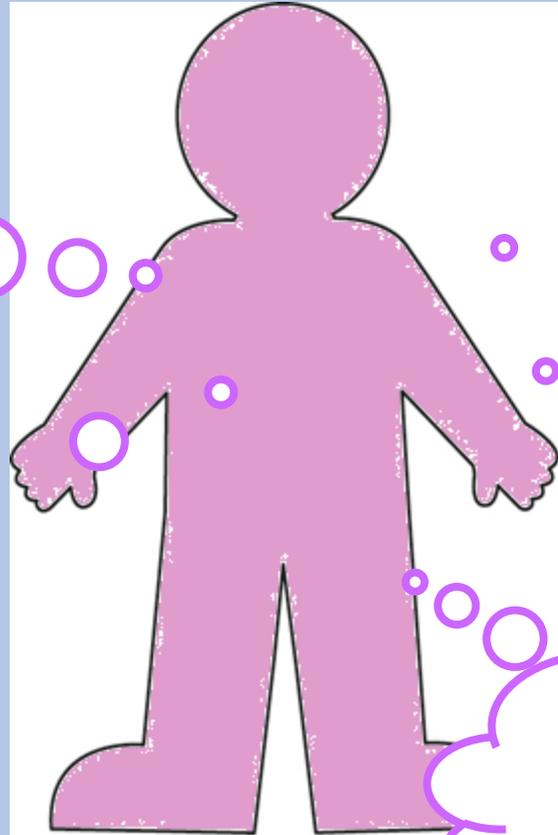
A great year 4 theologian will be

Knowledgeable

Have a secure understanding of Christianity, Hinduism and Judaism.

Reflective

Compare Christian beliefs with my own.



Respectful

Consider the role of Jewish and Islamic celebrations in Britain today.

Cultured

Visit a Synagogue..

Articulate

Explain that guidance from religions help people to make choices and decisions in every day life.

Aspire

Collaborate

Experience



Religious Education at Cavendish Close



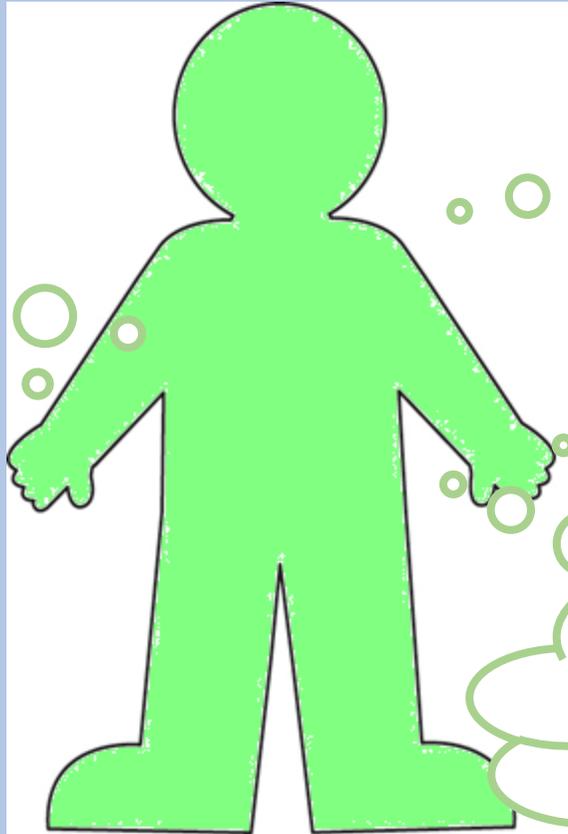
A great year 5 theologian will be :

Knowledgeable

Have a secure understanding of Christianity, Hinduism, Islam, Judaism and a developing knowledge of Humanism.

Reflective

To formulate questions about the beliefs of Christians, agnostics and atheists.



Respectful

Recognise the benefits and challenges of believing or not believing in God in Britain today.

Cultured

Visit a Hindu Temple.

Articulate

Express thoughtful ideas about the impact of believing or not believing in God on someone's life.



THE HARMONY TRUST

BELIEVE • ACHIEVE • SUCCEED

Aspire

Collaborate

Experience



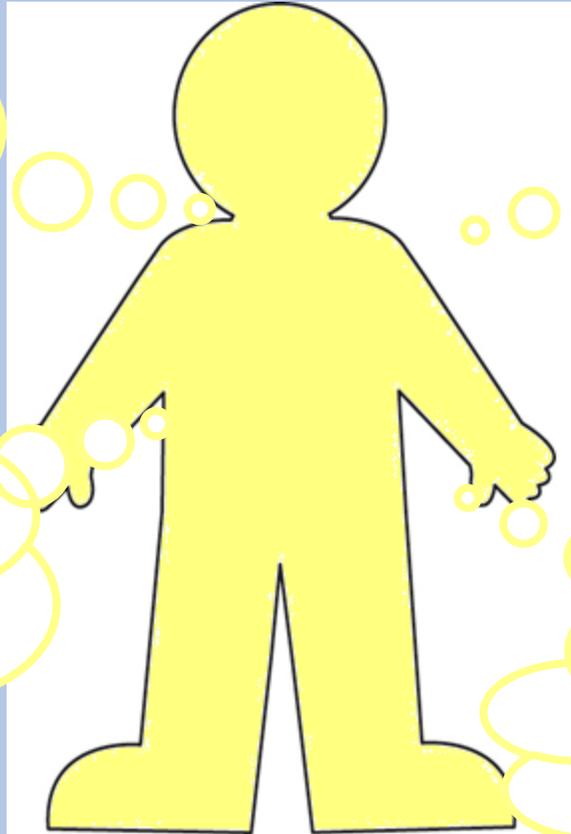
A great year 6 theologian will be :

Knowledgeable

Have a confident understanding of Christianity, Islam, Hinduism, Judaism and non-religious world views.

Reflective

Express my own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of religions I have studied.



Respectful

Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs.

Cultured

Visit a Mosque.

Articulate

Outline the challenges of being a Hindu, Christian and Muslim in Britain today.

