

Religious Education Overview

Whole school units of learning

British Values Key: Rule of Law ● Individual Liberty ▲ Democracy ★ Tolerance ■ Mutual Respect ☁

	Autumn	Spring	Summer
<p>Year 1</p> <p>Christianity and Islam</p>	<p>What can we learn from the creation stories? What festivals do different religions celebrate?</p> <p>▲</p>	<p>Who is a Christian and what do they believe? (First half of unit). How do religions celebrate the birth of a baby? ●</p>	<p>In what ways are a church/mosque etc important to believers? (Church focus) Who is a Christian and what do they believe? (second half of unit). ▲</p>
<p>Year 2</p> <p>Christianity and Islam</p>	<p>How do the stories of Jesus inspire Christians Today? Who influences our lives?</p> <p>▲</p>	<p>Who is a Muslim and what do they believe? (first half of unit). What do Christians do at Easter and why is it important to them? ▲</p>	<p>Who is a Muslim and what do they believe? (Second half). In what ways are a church/mosque etc. important to believers? (Mosque focus). ★</p>
<p>Year 3</p> <p>Hinduism and Judaism</p>	<p>What do religions teach about the natural world and why we should care about it? What does it mean to be a Hindu (first half). ★</p>	<p>Why is Jesus important to Christians? Why do religious people celebrate?</p> <p>▲</p>	<p>What does it mean to be a Hindu? (Second half) How do people express their faith through the arts? ▲</p>
<p>Year 4</p> <p>Hinduism, Judaism and Humanism</p>	<p>What does it mean to be Jewish?(First half) Where, how and why do people worship?</p> <p>●</p>	<p>Who should inspire us? What does it mean to be Jewish? (second half)</p> <p>▲</p>	<p>How and why do religious believers show their commitments during the journey of life? What matters most to Humanists and Christians? ▲</p>
<p>Year 5</p> <p>Christianity, Islam and Sikhism</p>	<p>What do different people believe about God? What does it mean to be a Muslim?</p> <p>▲</p>	<p>Why is prayer important for religious believers? What does it mean to be Christian?</p> <p>▲</p>	<p>Justice and Poverty: Can religions help to build a fair world? Why are sources of wisdom important to people? ★</p>

 <p>Year 6</p> <p>Christianity, Islam and Sikhism</p>	<p>What does it mean to be Sikh?</p> 	<p>What do religions say to us when life gets hard? Why do people make vows and commitments to one another?</p> 	<p>What will make our city/town/borough a more respectful place? (run RE Week).</p> 
--	---	---	--

Religious Education Year 1

Subject objectives – knowledge, understanding and opportunity to apply

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>National Curriculum Aims and Objectives</p> <p>The principle aim of RE: Is to engage pupils' 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.</p>	<p>End of key stage objectives:</p> <p>A. Know about and understand a range of religions and worldviews:</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditional from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>		<p>End of key stage objectives:</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews:</p> <p>B1. Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>		<p>End of key stage objectives:</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews:</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response</p>	

<p>Key Objectives teaching knowledge, understanding and application</p> <p>* Expected *exceeding expectations</p> <p><u>Key Vocabulary</u></p> <p>God, Believe/Belief, festival, celebration, belonging</p> <p>Christianity Key Vocab God, Jesus, Bible, Christian, Miracle, Parable, Disciple, Christmas, Nativity, Easter, Cross, Church, Vicar, Altar, Pew, Font, Baptism & Christening,</p>	<ul style="list-style-type: none"> • Decide upon three interesting questions to ask the creator • Retell a creation story • Recognise a Christian/Muslim belief about God • Use some religious vocabulary to explain why Muslims and Christians might look after the earth • Describe what happened at the Birth of Jesus and suggest the significance of this for Christians • Retell and identify why the story of Prince Ram and Princess Sita is important to Hindus at Diwali • Give a reason for the importance of the Goddess Lakshmi in the celebration of Diwali • Suggest 2 reasons why a Christian person might choose to celebrate Christmas, a Hindu person might choose to celebrate Diwali or a Jewish person might choose to celebrate Hanukkah <ul style="list-style-type: none"> • Recognise that some ways of behaving might spoil the Earth • Show awareness of similarities in the beliefs of Christians and Muslims • Identify reasons why Christians and Muslims think it is important to look after our world 	<p>Can observe and recount how Christians celebrate the birth of a baby with key vocabulary and can compare to personal experience.</p> <p>Can ask and respond to questions about what different communities do celebrate the birth of a baby and why?</p> <p>Understand that for Christians God is Father and Creator</p> <p>Can link one story to Jesus e.g. the Good Samaritan</p> <p>Can describe why the Bible is important to Christians.</p> <p>Can observe and recount how Christians celebrate the birth of a baby with key vocabulary and appreciate some similarities and differences between different communities.</p> <p>Express that Christians identify baptism as entering a wider Christian family.</p> <p>Describe what Christians do in church and why?</p> <p>Make detailed comparisons of themes across different communities.</p>	<p>Retell stories told by Jesus and about Jesus in words, drama and pictures</p> <p>Describe some ways Christians might use the bible</p> <p>Talk about some ways that Christians describe God and Jesus</p> <p>Make links between what Jesus taught and what Christians believe and do</p> <p>Describe what Christians pray about</p> <p>Identify evidence in the church that this is a church that supports a community</p> <p>Identify evidence in the mosque that many activities happen in this building that support the community</p> <p>Recognise that there are significant places where Christians go to</p> <p>Think, talk about and ask some thoughtful questions about how the Bible influences Christians and what influences them</p> <p>Express their own ideas about the parables that Jesus told and the stories told about Jesus</p> <p>Describe some beliefs and stories that are important to Christians</p>
---	---	--	--

<p>Wedding, Bride & Groom</p> <p>Islam key Vocab</p> <p>Muslim, Allah, Qur'an, Mosque, Salah, Prayer Mat, Prayer Beads, Call to Prayer, Ramadan, Eid-ul-Fitr</p>			<p>Identify evidence in the Church that many activities happen in this building that support the community</p> <p>Identify significant objects, symbols and places in the church and mosque, describe how they are used and what they mean to Christians or Muslims</p> <p>Identify special objects and symbols associated with different aspects of worship such as holy communion or prayer and be able to describe something about how these are used and what they mean to Christians</p> <p>Identify significant objects or action associated with Salah for Muslims and be able to describe how they are used or their significance</p>
<p>Scheme/Resources to support the teaching and learning</p>	<p>Redbridge Agreed syllabus for RE RE Today: www.retoday.org.uk NATRE (National Association of Teachers of Religious Education: Use the films, free resources etc www.natre.org.uk www.reonline.org.uk watch out for their 'specials' in the learning section</p>	<p>Redbridge Agreed syllabus for RE RE: quest: www.request.org.uk http://www.truetube.co.uk/</p>	<p>Redbridge Agreed syllabus for RE RE Today: www.retoday.org.uk www.reonline.org.uk watch out for their 'specials' in the learning section</p>
<p>Possible trips/enrichment experiences</p>	<p>Places of worship:</p>	<p>Places of worship:</p>	<p>Places of Worship: St Andrews Church</p>

Religious Education Year 2

Subject objectives – knowledge, understanding and opportunity to apply

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>National Curriculum Aims and Objectives</p> <p>The principle aim of RE: Is to engage pupils' 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.</p>	<p>End of key stage objectives:</p> <p>A. Know about and understand a range of religions and worldviews:</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditional from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>End of key stage objectives:</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews:</p> <p>B1. Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>End of key stage objectives:</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews:</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response</p>			

<p>Key Objectives teaching knowledge, understanding and application</p> <p>*Expected *Exceeding</p> <p>Key Vocabulary Faith, Provider, Respect, Role model, Ceremony Authority, Obedience, Symbol, Holy Book</p> <p>Christianity Key Vocab Father, The Word of God, New Testament, Old Testament, Holy Week, Good Friday, Last Supper Resurrection, Crucifixion, Saint, Christ, Lord, Symbol, Advent, Herod, Christingle, Wreath,</p> <p>Islam Key Vocab Muslim, Allah, 99 names, Muhammed, Messenger, Qur'an, Angel Jibril, Mosque, Salah, Mecca, Kaaba, Crescent Moon, Prayer Mat, Prayer Beads,</p>	<ul style="list-style-type: none"> • Recall parts of at least one story about Jesus • Recognise why stories of Jesus are important for Christians today • Suggest meanings behind stories that Jesus told • Collect ideas about how the stories inspire acts of charity • Consider similarities and differences between what is important in stories of Jesus and what is important to me • Describe a way in which a Muslim or a Christian might be influenced or inspired by a story from their faith • Use religious vocabulary such as 'Lord' or 'Prophet' to describe who influences and inspires Muslims and Christians • Express some 'big questions' about the calming of the storm/feeding of the 5 000 • Recognise values in stories of Jesus that I think are important • Talk about the feelings and emotions experienced by a leader being studied when they were called by God to be a leader • Identify some good things people admire in influential or inspiring people and in religious figures and talk about how they might show these same qualities in their own lives influence them and their own attitudes and behaviour 	<p>Understand that the festival of Easter is celebrated by Christians and linked to Jesus.</p> <p>Understand that the Qu'ran was revealed to the Prophet Muhammad.</p> <p>Describe stories about the life of Prophet Muhammad e.g. Muhammad and the Black stone</p> <p>Understand that Id-UI Fitr comes at the end of month of fasting (Ramadan).</p> <p>The importance of cleanliness before prayer (Wurdu).</p> <p>The use and direction of the prayer mat.</p> <p>Understand aqiah as the ceremony for birth of a baby.</p> <p>Can describe stories about the Prophet about how to live, e.g. Muhammad and the kittens, Muhammad and the old woman.</p> <p>Can make links to stories taught by Jesus from previous unit e.g Good Samaritan.</p> <p>Make comparisons with birth of a baby across religions and communities.</p>	<p>Recognise that there are significant places where Muslim go to worship and their importance to Muslim believers</p> <p>Respond thoughtfully about what is worth celebrating in my own life</p> <p>Recognise that many Muslims go to the Mosque but that prayer can take place anywhere</p> <p>Consider similarities and differences between some of the ways in which people worship in a church and a mosque</p> <p>Identify evidence in the Mosque that this a Mosque that supports a community</p> <p>Identify significant objects, symbols and places in the Church and Mosque, describe how they are used and what they mean to Christians or Muslims</p> <p>Choose some of the 99 names of Allah and say what they symbolise about God</p> <p>Reflect on and describe the significance of particular objects to Muslims</p> <p>Give reasons why Muslims try to follow Muhammad and have great</p>
--	---	---	--

<p>Call to Prayer, Ramadan, Eid-ul-Fitr</p>			<p>respect for him</p> <p>Consider similarities and differences between what matters to Muslims and what matters to me</p> <p>Express some questions about God that are hard to answer</p> <p>Identify special objects and symbols associated with different aspects of worship such as holy communion or prayer and be able to describe something about how these are used and what they mean to Christians</p> <p>Identify significant objects or action associated with Salah for Muslims and be able to describe how they are used or their significance</p>
<p>Scheme/Resources to support the teaching and learning</p>	<p>Redbridge agreed syllabus for RE Religious Artefacts - PDC/School resource box</p> <p>BBC learning zone: https://www.bbc.co.uk/cbeebies/puzzles/lets-celebrate-eid https://www.bbc.co.uk/bitesize/topics/zj3d7ty/resources/1</p>	<p>Redbridge Agreed syllabus for RE Religious Artefacts - PDC/School resource box</p> <p>BBC learning zone: https://www.bbc.co.uk/bitesize/clips/zcfgkqt</p>	<p>Redbridge Agreed syllabus for RE Religious Artefacts - PDC/School resource box</p> <p>The story of the life of Dr Barnardo www.bbc.co.uk/programmes/p015jf2y Accurate Bible text - www.biblegateway.com</p>
<p>Possible trips/enrichment experiences</p>	<p>Places of worship: AFAB Visit</p>	<p>Places of Worship: St Andrews Church</p>	<p>Places of worship: Local Mosque</p>

Religious Education Year 3

Subject objectives – knowledge, understanding and opportunity to apply

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>National Curriculum Aims and objectives</p> <p>The principle aim of RE: Is to engage pupils' 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.</p>	<p>End of key stage objectives:</p> <p>A. Know about and understand a range of religions and worldviews:</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditional from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>		<p>End of key stage objectives:</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews:</p> <p>B1. Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>		<p>End of key stage objectives:</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews:</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	
<p>Key Objectives teaching knowledge, understanding and application</p> <p>*Expected *Exceeding</p>	<ul style="list-style-type: none"> • Reflect upon and express their own understanding of ideas and beliefs about care for creation in the light of their learning, through story, art, drama, music and ICT • Make links between their own values about animals and the 		<p>To be able to describe at least one modern day event Christians celebrate, making a link between actions by a Christian and the teachings of Jesus.</p> <p>To be able to connect stories, symbols and beliefs with what happened at Easter, Christmas</p>		<p>Notice features of Hindu gods and goddesses on pictures and murtis and link these with what Hindus believe about God</p> <p>Reflect upon how dharma and karma affect the way Hindus live their lives and consider what influences my own life</p>	

<p>Key Vocabulary</p> <p>Hindus, Brahman, Vishnu, Brahma, Shiva, Rama Sita, Divali, Holi, Rangoli, Om, Lotus, Mandir, Shrine, Murtis, Karma, Reincarnation, Moksha, Dharma</p> <p>Good, Evil, Darkness, Light, Rite of Passage, Pilgrimage</p> <p>Christianity Key Vocab Holy Land, Jerusalem, Incarnation, Salvation. Resurrection, Judas, Pontius Pilate, Crucifixion, Abbey, Cathedral, Creed, Scripture</p>	<p>idea of God as creator of the world</p> <ul style="list-style-type: none"> • Notice features of Hindu gods and goddesses on pictures and murtis and link these with what Hindus believe about God • Make links between stories about the gods and what these teach Hindus • Describe and show understanding of sources and teachings of other religions about creation and human responsibility for the environment • Reflect upon how dharma and karma affect the way Hindus live their lives and consider what influences my own life. • Reflect upon the importance of pilgrimage for Hindus and explain some of the practices and events associated with it 	<p>and other various festivals.</p> <p>To be able to identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>To be able to use religious vocabulary, symbols, art, music, dance, drama, ICT to express their understanding of the meaning of religious festivals for believers.</p> <p>Use a wide range of religious vocabulary to show some understanding of Jesus' teaching and events in Jesus' life.</p> <p>Use religious vocabulary to show an understanding of what it means to be a Christian.</p> <p>To be able to compare and contrast their own beliefs to different Christian beliefs.</p> <p>To be able to express their own response than shows their understanding of the values and beliefs of each festival studied.</p>	<p>Describe what can be learnt from the story of Diwali</p> <p>Describe some of the things that Hindus do at Diwali and make links with why they do them</p> <p>Describe how important beliefs about Easter are shown through a piece of art</p> <p>Describe and show understanding of signs and symbols that are used to express beliefs about Easter</p> <p>Tell a story and identify a belief from the Christian faith with art</p> <p>Reflect upon the importance of pilgrimage for Hindus and explain some of the practices and events associated with it</p> <p>Make links between Christian beliefs about the death and resurrection of Jesus and music that is used at Easter</p> <p>Describe some ways in which the beliefs of Christianity is seen in drama and story</p> <p>Show, using religious vocabulary, that I understand how different art forms can express Christian beliefs</p> <p>Express my own opinion about some of the different ways Christian beliefs are expressed in the arts and drama</p>
--	--	---	---

			<p>Develop and show understanding of the way triptychs, banners, icons and / or stained glass windows enable Christians to express their worship, beliefs, thoughts and / or feelings</p>
--	--	--	---

<p>Scheme/Resources to support the teaching and learning</p>	<p>Redbridge Agreed syllabus for RE RE Today: www.retoday.org.uk NATRE (National Association of Teachers of Religious Education: Use the films, free resources etc www.natre.org.uk www.reonline.org.uk watch out for their 'specials' in the learning section</p>	<p>Redbridge Agreed syllabus for RE RE: quest: www.request.org.uk http://www.truetube.co.uk/ http://hwb.wales.gov.uk- Search for Religious Education in the 'find and use' section.</p>	<p>Redbridge Agreed syllabus for RE RE Today: www.retoday.org.uk www.reonline.org.uk watch out for their 'specials' in the learning section http://www.truetube.co.uk/</p>
<p>Possible trips/enrichment experiences</p>	<p>Hindu Temple</p>	<p>Church</p>	<p>AFAB Visit</p>

Religious Education Year 4

Subject objectives – knowledge, understanding and opportunity to apply

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>National Curriculum Aims and objectives</p> <p>The principle aim of RE:</p> <p>Is to engage pupils' 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.</p>	<p>End of key stage objectives:</p> <p>A. Know about and understand a range of religions and worldviews:</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditional from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>		<p>End of key stage objectives:</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews:</p> <p>B1. Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>		<p>End of key stage objectives:</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews:</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	

<p>Key Objectives teaching knowledge, understanding and application</p> <p>*Expected *Exceeding</p> <p>Key Vocabulary</p> <p>Torah, Star of David, Shabbat, Challah, Sukkot, Hanukkah, Menorah, Mezuzah, Synagogue, Passover, Pesach, Seder Plate, Rosh Hashanah, Yom Kippur, Kippah, Kosher</p> <p>Good, Evil, Darkness, Light, Rite of Passage, Pilgrimage</p>	<ul style="list-style-type: none"> • Recognise similarities and differences between stories in the Torah and in other religious traditions • Describe what Jewish people believe about creation and connect this with what happens at Shabbat • Reflect on what matters most in the story of the Exodus • Apply the idea of marking an important religious event with symbolic food and actions to an event in my own life • Identify and understand some differences in the ways Christians worship in two denominations • Ask thoughtful questions about why worshippers choose to attend a church, mandir or synagogue and suggest some possible answers • Use a good religious' vocabulary to describe the laws of kosher and how these affect what a Jewish person might eat • Explore and explain the symbolism behind Jewish practice at Pesach • Identify similarities and differences between Eucharist/Lord's Supper/ Communion for Christians and Puja for Hindus or Sabbath prayers and reading of the Sefer Torah scrolls and say why it matters so much for believers 	<p>To ask important questions about Judaism, focusing on the morals and lives of Jewish people.</p> <p>To identify that the Torah is the religious book in Judaism.</p> <p>To recognise similarities and differences between stories in the Torah and in other religions.</p> <p>To be able to describe events in the life of at least one modern day inspirational person from a religion.</p> <p>To be able to ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily lives.</p> <p>To be able to use religious vocabulary to describe the laws of kosher and how these affect what a Jewish person might eat.</p> <p>To be able to describe what Judaism believe about creation and connect this with at least one other religion.</p> <p>To be able to apply ideas about what really matters for themselves, including ideas about forgiveness, honesty and consequence.</p> <p>To be able to identify the qualities they admire in their heroes/role models and to explain why they admire them and how this may influence their own lives.</p> <p>To be able to ask and respond to</p>	<p>Suggest some reasons why life is often described as a journey and express their own metaphors for life, giving their reasons</p> <p>Use religious vocabulary to describe and explain why baptism and confirmation are important to some Christians</p> <p>Describe the impact of ceremonies that mark important stages in people's lives</p> <p>Identify some of their own values and consider what behaviour goes with a value like forgiveness, truth telling or kindness to animals</p> <p>Apply ideas about values in Christianity and Humanism for themselves</p> <p>Use religious vocabulary to describe what happens in a ritual of belonging and say why it is important for young people from that religion</p> <p>Express their own responses to questions of meaning and purpose showing understanding of religious ideas and using a variety of media</p> <p>Ask and respond to questions about values and why we find it hard to always be good</p> <p>Make links between what matters most to Humanists or Christians and what matters most to them</p>
--	---	--	--

		<p>questions raised by the stories from the lives of key religious figures.</p> <p>To be able to reflect on what matters most in the story of the Exodus.</p> <p>To be able to explore and explain the symbolism behind Jewish practise at Passover.</p>	
Scheme/Resources to support the teaching and learning	Redbridge agreed syllabus for RE	Redbridge agreed syllabus for RE	Redbridge agreed syllabus for RE Religious
Possible trips/enrichment experiences	Synagogue visit	Places of worship:AFAB	Places of worship:AFAB

Religious Education Year 5

Subject objectives – knowledge, understanding and opportunity to apply

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>National Curriculum aims and Objectives</p> <p>The principle aim of RE: Is to engage pupils' 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.</p>	<p>End of key stage objectives:</p> <p>A. Know about and understand a range of religions and worldviews:</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditional from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>		<p>End of key stage objectives:</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews:</p> <p>B1. Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>		<p>End of key stage objectives:</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews:</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	

<p>Key Objectives teaching knowledge, understanding and application</p> <p>*Expected *Exceeding</p> <p>Key vocabulary</p> <p>Theist, Atheist, Agnostic, Respect, Tolerance, Acceptance, Sensitivity</p> <p>Islam Five Pillars of Islam - Shahadah (profession of faith) - Salahj (prayer) - Zakat (alms, charity) - Sawm (fasting) - Hajj (pilgrimage) Hijab, Ramadan, Charity, Fasting, Halal, Ritual Purity, Lunar Calendar</p>	<ul style="list-style-type: none"> • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. • Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples • Explain the Hindu belief in Brahman and how it is expressed through the trimurti. • Use accurate vocabulary to explain the idea of Tawhid • Refer to the Muslim use of the 99 names of Allah in explanation of the Muslim understanding of God. • Explain the key beliefs of Muslims and how these affect the way Muslims choose to behave individually • Identify differences and similarities between prayer in Islam and prayer in another religion • Express their own views, commitments, beliefs and responsibilities, in the light of their learning about Islam • Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently • Describe the similarities and differences in beliefs about God held by Christians, Hindus and Muslims. • Explain and reflect on the significance of religious expression 	<p>Make connections between a Christian, Muslim and Sikh prayer and the beliefs that they show, recognising similarities and differences.</p> <p>Use religious vocabulary to show understanding of the role of the Church.</p> <p>Express views on the appropriate purposes of prayer in response to studying prayer as a concept and considering prayers from 3 faiths.</p> <p>Identify the impact that believing in Jesus will have on a Christian's life and give examples of the impact.</p> <p>Understand some of the Christian beliefs about the death of Jesus as a sacrifice.</p> <p>Describe the last supper and make a link to the idea of sacrifice.</p> <p>To identify the influence of Christian belief on how a church looks today.</p> <p>Make connections between a Christian, Muslim and Sikh prayer and the beliefs that they show, recognising similarities and differences.</p> <p>Use religious vocabulary to show understanding of the role of the Church.</p> <p>Express views on the appropriate purposes of prayer in response to studying prayer as a concept and considering prayers from 3 faiths.</p>	<p>Describe some of the problems of poverty in the world today, and some ways that charities, including religious charities, respond and make a difference</p> <p>Explain how the ideals of Christian living come from the teachings Of Jesus and Paul</p> <p>Use the terminology of Islam, Christianity and Sikhism to explain the impact of some projects of each of the charities</p> <p>Show my understanding of meanings of wise sayings from 2 or more religions</p> <p>Connect the words of religious texts with how religions are practised today</p> <p>Connect up wise words from faith traditions and what their followers believe about God</p> <p>Express thoughtful views on what makes a text wise</p> <p>Make connections between the teachings of Paul and Jesus and the work of one Christian agency today</p> <p>Make links between the teachings of Islam e.g. Islam and the work of Islamic Relief / Muslim Aid today</p>
--	--	---	--

	<p>and beliefs shown through worship, prayer, fasting, festival and pilgrimage;</p> <ul style="list-style-type: none"> • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupil • Ask and respond to questions (stimulated by a range source material) about how religion influences Muslims' everyday lives 	<p>Identify the impact that believing in Jesus will have on a Christian's life and give examples of the impact.</p> <p>Understand some of the Christian beliefs about the death of Jesus as a sacrifice.</p> <p>Describe the last supper and make a link to the idea of sacrifice.</p> <p>To identify the influence of Christian belief on how a church looks today.</p>	<p>Make links between the Sikh values of Sewa, Kirat Karna and Vand chhakna and charity work for Sikhs</p> <p>Apply the ideas of fellowship, stewardship, zakat, ummah, sewa, vand chhakna, generosity and charity to my own attitudes to money</p> <p>Make links between wise words from faith traditions and how these might help followers answer ultimate questions</p> <p>Suggest 3 or more well thought out reasons about why sources of wisdom are important to religious people</p> <p>Express thoughtful views on what would make a good source of wisdom</p>
<p>Scheme/Resources to support the teaching and learning</p>	<p>Redbridge agreed syllabus for RE RE Today: www.retoday.org.uk NATRE (National Association of Teachers of Religious Education: Use the films, free resources etc www.natre.org.uk www.reonline.org.uk watch out for their 'specials' in the learning section</p>	<p>Redbridge agreed syllabus for RE RE: quest: www.request.org.uk http://www.truetube.co.uk/ http://hwb.wales.gov.uk- Search for Religious Education in the 'find and use' section.</p>	<p>Redbridge agreed syllabus for RE RE Today: www.retoday.org.uk www.reonline.org.uk watch out for their 'specials' in the learning section http://www.truetube.co.uk/</p>
<p>Possible trips/enrichment experiences</p>	<p>Mosque</p>	<p>Church</p>	<p>Afab</p>

Religious Education Year 6

Subject objectives – knowledge, understanding and opportunity to apply

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>National Curriculum Aims and objectives</p> <p>The principle aim of RE:</p> <p>Is to engage pupils' 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.</p>	<p>End of key stage objectives:</p> <p>A. Know about and understand a range of religions and worldviews:</p> <p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditional from which they come</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>End of key stage objectives:</p> <p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews:</p> <p>B1. Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.</p> <p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>B3. Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>End of key stage objectives:</p> <p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews:</p> <p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>C2. Find out about and respond with ideas to examples of cooperation between people who are different.</p> <p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>			

<p>Key Objectives teaching knowledge, understanding and application</p> <p><u>Key Vocabulary</u></p> <p>Life after death, Charity, Generosity, Religious, Non-religious, Humanists, Moral Code, World Religions, World Views</p> <p>Sikhism -Acceptance, Chaur Sahib, Equality, Family life, Five K's Forgiveness, Gurdwara, Guru Granth Sahib, Kaur, Meditation, Mool Mantar, , One Creator (Ek Oankar), Respect, Sangat, Sharing, Seva, Singh, Sikh, Sikhism (Sikhi), Ten Gurus, Truth, Turban.</p>	<ul style="list-style-type: none"> • Connect Sikh stories and history with values and attitudes that are important in Sikhism today • I can explain some of the commitments and challenges of belonging to a religious or secular group <p>Say what is most important to Sikhs and explain how this is revealed through the Sikh way of life, giving examples</p> <ul style="list-style-type: none"> • Use the right specialist terms to explain how Sikhs express their beliefs through symbols and actions in the Gurdwara <p>Explain the impact of Sikh values and beliefs on the lifestyles of many Sikhs today and consider values and beliefs that affect my own lifestyle</p>	<p>Talk about what Christians and another religion (e.g. Islam or Sikhism) say about what happens when we die, describing and explaining similarities and differences.</p> <p>Explain how believing in life after death, e.g. heaven, paradise, moksha, might make a difference to how someone lives.</p> <p>Explain how not believing in life after death might make a difference to how someone lives.</p> <p>Reflect upon words and actions that I think are important to be included in wedding ceremonies and thoughtfully apply my ideas.</p> <p>Ask questions about why people choose a religious or non-religious wedding, explain my own considered viewpoint in light of the answers.</p> <p>Ask questions and suggest some responses about what others believe, showing awareness that not all questions can be answered.</p> <p>Create a statement of their own ideas about life after death reflecting on ideas from at least two religions studied. Explain what has inspired and influenced them to form this view.</p>	<p>Explain the impact of religion in my local community</p> <p>Apply my learning about respect, human responsibility, justice and fairness in at least 2 religions to help me express my own views about how to make our city/town more respectful</p> <p>Describe similarities and differences between teachings about how to live respectfully in different religions</p> <p>Make links between my understanding of religion in Redbridge and my understanding of religion in other locations</p> <p>Link viewpoints expressed by people of faith with my own ideas</p> <p>Ask questions to followers of faiths about living respectfully, identify similarities and differences in answers</p> <p>Use religious vocabulary to show understanding of teachings and practice regarding respect and how to live responsibly in the community in at least 2 religions</p>
--	---	--	--

*Expected
*Exceeding

Describe and explain the events and symbolism behind wedding ceremonies from at least 2 traditions.

Explain the impact of religion in people's decisions relating to getting married and their wedding ceremony.

Compare wedding ceremonies from different traditions, make connections between them and describe similarities and differences.

Scheme/Resources to support the teaching and learning	Redbrige agreed syllabus for RE	Redbrige agreed syllabus for RE Religious	Redbrige agreed syllabus for RE Religious
Possible trips/enrichment experiences	Gurdwara	Places of worship:	Townhall

