

## Religious Education

This is our overview for Religious Education from September 2020.

### Year 3

Discovery RE Unit/ Key Questions	Key Skills (to be covered during the year)
<b>HINDUISM (Divali)</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life. (A1)  Retell and suggest meanings to some religious and moral stories. (A2)
<b>CHRISTIANITY (Christmas)</b> Has Christmas lost its true meaning?	Explore and discuss sacred writings and recognise the communities from which they come. (A2)
<b>CHRISTIANITY (Jesus' miracles)</b> Could Jesus heal people? Were these miracles or is there some other explanation?	Recognise some different symbols and actions which express a communities way of life. (A3)
<b>CHRISTIANITY (Easter/Forgiveness)</b> What is good about Good Friday?	Ask and respond to questions about what communities do and why so that they can identify what difference belonging to a community might make. (B1)
<b>HINDUISM (Hindu beliefs)</b> How can Brahman be everywhere and in everything?	Observe and recount different ways of expressing identity, belonging and respond sensitively to some similarities between different religions.(B2/B3))  Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions through poetry and art. (C1)
<b>HINDUISM (Pilgrimage to the River Ganges)</b> Would visiting the River Ganges feel special to a non – Hindu?	Find out and express their own ideas on how different communities can live together respectfully. (C2)  Begin to express their own views about questions of right and wrong. (C3)

## Year 4

Discovery RE Unit/ Key Questions	Key Skills (to be covered during the year)
<b>JUDAISM (Beliefs and Practices)</b> How special is the relationship Jews have with God?	Describe different features of religions, discovering more about celebrations, worship and the rituals which mark important points in life. (A1)
<b>CHRISTIANITY (Christmas)</b> What is the most significant part of the nativity story for Christians today?	Describe and understand some links between stories and other aspects of the communities they are studying. (A2)
<b>JUDAISM (Passover)</b> How important is it for Jewish people to do what God asks them to do?	Explore a range of beliefs, symbols and actions so that they can understand different ways of life. (A3)
<b>CHRISTIANITY (Easter)</b> Is forgiveness always possible for Christians?	Observe and understand different religions so that they can begin to explain how beliefs and practices are important to individuals and communities. (B1)
<b>JUDAISM (Rites of passage and good works)</b> What is the best way for a Jew to show commitment to God?	Understand the challenges of commitment to a community of faith. (B2)
<b>CHRISTIANITY (Prayer and Worship)</b> Do people need to go to Church to show they are Christians?	Observe and consider some similarities and differences between different religions. (B3)
	Discuss questions about belonging, meaning, purpose and truth applying their own ideas through music, art and poetry. (C1)
	Consider and apply ideas about ways in which diverse communities can live together respectfully for the well-being of all. (C2)
	Begin to express their own and other's views about questions of right and wrong and what is just and fair. (C3)

## Year 5

Discovery RE Unit/ Key Questions	Key Skills (to be covered during the year)
<b>SIKHISM (Belief into action)</b> How far would a Sikh go for his/her religion?	Describe and begin to make connections between different features of religions and worldviews, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life. (A1)
<b>CHRISTIANITY (Christmas)</b> Is the Christmas story true?	Describe and understand some links between stories and other aspects of the communities they are investigating. (A2)
<b>SIKHISM (Beliefs and moral values)</b> Are Sikh stories important today?	Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that are found in different religions and worldviews.(A2)
<b>CHRISTIANITY (Easter)</b> How significant is it for Christians to believe God intended Jesus to die?	Explore And describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. (A3)
<b>CHRISTIANITY (Easter)</b> How significant is it for Christians to believe God intended Jesus to die?	Observe and understand different religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. (B1)
<b>SIKHISM (Prayer and Worship)</b> What is the best way for a Sikh to show commitment to God?	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable. (B2)
<b>CHRISTIANITY (Beliefs and Practices)</b> What is the best way for a Christian to show commitment to God?	Observe and consider different dimensions of religion, so that they can explore similarities and differences between different religions and worldviews. (B3)  Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying their own ideas thoughtfully in different forms including reasoning, music, art and poetry. (C1)  Consider and apply ideas about ways in which diverse communities can live together respectfully for the well-being of all, responding thoughtfully to ideas about community, values and respect. (C2)  Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. (C3)

## Year 6

Discovery RE Unit/ Key Questions	Key Skills (to be covered during the year)
<b>ISLAM (Beliefs and Practices)</b> <b>What is the best way for a Muslim to show commitment to God?</b>	Describe and make connections between different features of religions and worldviews, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their views. (A1)
<b>CHRISTIANITY (Christmas)</b> <b>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</b>	Describe and understand some links between stories and other aspects of the communities they are investigating. (A2)
<b>CHRISTIANITY (Beliefs and Meaning)</b> <b>Is anything ever eternal?</b>	Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that are found in different religions and worldviews.(A2)
<b>CHRISTIANITY (Easter)</b> <b>Is Christianity still a strong religion 2000 years after Jesus was on Earth?</b>	Explore And describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. (A3)
<b>ISLAM (Beliefs and moral values)</b> <b>Does belief in Akhirah (life after death) help Muslims lead good lives?</b>	Observe and understand different religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. (B1)  Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the religions being studied and their own lives. (B2)  Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews. (B3)  Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying their own ideas thoughtfully in different forms including reasoning, music, art and poetry. (C1)  Consider and apply ideas about ways in which diverse communities can live together respectfully for the well-being of all, responding thoughtfully to ideas about community, values and respect. (C2)  Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own views and ideas clearly in response.(C3)