

St Michael's CE (VA) Junior School - Religion and Worldviews Curriculum



By God's love, we all flourish together.

God is love. Whoever lives in love lives in God, and God in them. (1 John 4:16)

At St. Michael's, by God's love and through our Christian values of Love, Faith, Respect and Courage, we celebrate uniqueness and nurture curiosity, enabling each child to flourish on their own rich learning journey; whilst contributing to the wider community.

CURRICULUM INTENT (The 'What?')

Our curriculum is informed by our Christian vision and as a Voluntary Aided Church of England Junior school, Religion and Worldviews* are taught according to the trust deed and the **Church of England Statement of Entitlement 2019:**

The Entitlement: provision, profile and priority

In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas. Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.

Parents and pupils can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders. The RE curriculum is intrinsic to the outworking of a Church school's Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development Learning activities must provide fully for the needs of all pupils. Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Curriculum statement: challenging, accurate and diverse

In all Church schools religious education must be considered an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences. It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact.

Aims and objectives

- ***To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.***
- ***To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.***
- ***To engage with challenging questions of meaning and purpose raised by human existence and experience.***
- ***To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.***
- ***To explore their own religious, spiritual and philosophical ways living, believing and thinking.***

Our Religion and Worldviews curriculum is based upon the new **Essex Agreed Syllabus for Religious Education** 2022 – due to be implemented by September 2023.

Aims:

- ***To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.***
- ***To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach.***
- ***To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.***

Pupils' progress is assessed in relation to the purpose and aims of the subject. Therefore, this primarily concerns how well pupils are able to hold balanced and well-informed conversations about religion and worldviews. In other words, are pupils becoming more religiously literate? Attainment and progress are therefore linked to the multi-disciplinary approach to RE advocated throughout this syllabus.

Implementing the enquiry-based approach of our curriculum we aim for the teaching and learning of Christianity, Islam and Hindu Dharma to be in depth and to take place in an environment where:

- *an appropriate level of challenge is provided for all pupils*
- *all pupils know they can achieve and there is an expectation of success*
- *the learning is set in a real and authentic context, with a clear purpose, meaning and relevance*
- *a safe environment is created where all pupils are valued, so they can confidently agree to disagree and express themselves freely*
- *pupils have a sense of ownership over what is being learned and how they are learning it*
- *there is a clear learning journey and identifiable outcomes*
- *there is space and time for reflection*
- *assessment for learning is at the heart of teacher planning*

* *WHAT IS A WORLDVIEW? The English word 'worldview' is a translation of the German weltanschauung, which literally means a view of the world. A worldview*

is a person's way of understanding, experiencing and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person's worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments. (CORE Religion and Worldviews: The Way Forward- September 2018)

CURRICULUM IMPLEMENTATION (The 'How?')

While following the Essex Agreed Syllabus, we have worked closely with the Chelmsford Diocesan Board of Education in our church school development and curriculum design. Our curriculum is also informed by our school, local and regional context and considers our cross-phase links with Great Baddow High School and Galleywood Infant School.

The new Essex Agree Syllabus asserts that a multi-disciplinary approach is adopted to prepare pupils for their studies in Key stage 4 and beyond. The syllabus defines the three disciplines are Theology, Philosophy and Human and Social Sciences.

Theology: ...called thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.

Philosophy: ... called thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.

Human/Social Sciences ... called thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

These three disciplines provide a focus for each of the five units of Enquiry per year group and are balanced within the curriculum in order for pupils to become more religiously literate. Our curriculum follows the enquiry-based approach: a pedagogy which advocates skills such as investigation, interpretation, analysis, evaluation and reflection inspiring children to think for themselves.

The teaching and learning of our curriculum, following the Essex Agreed syllabus enquiry-based approach is sequenced to:

Engage Stage 1: The new enquiry is introduced by exploring the conceptual focus and core question.

Enquire Stage 2: The enquiry is co-constructed with the pupils whilst staying within the parameters of the learning outcomes.

Explore Stage 3: Pupils enquire into the core question through the suggested core knowledge.

Evaluate Stage 4: Pupils respond to, analyse and evaluate their understanding of the core question.

Express Stage 5: Pupils express the knowledge and understanding they have gained to answer the key question, with an opportunity for the teacher to assess if pupils have met the age-related expectations if appropriate.

Our aspirational curriculum has been designed to be coherent, progressive and balanced and informed by our school context. Religion and worldviews is a high profile core subject at St. Michael's junior school and is always taught by a qualified teacher for 75 minutes per week or in equivalent blocks.

Approximately 60% of the curriculum is dedicated to the study of Christianity and approximately 40% is dedicated to an in depth study of two additional faiths. These are Islam (Abrahamic religion) and Hinduism – Hindu Dharma (Dharmic tradition). Judaism and Humanism are also encountered. The units for our

curriculum have been predominantly selected and sequenced from the Essex Agreed Syllabus exemplars, Understanding Christianity resource and RE Today and NATRE to enable pupils to make explicit links with the intent of our whole school curriculum.

Other faiths are taught and enriched through visits, visitors and handling artefacts. Assessment for learning is integral to the planning and refining of teaching.

CURRICULUM IMPACT

Informed by our Christian vision, the purpose of our aspirational religion and worldviews curriculum is for all of our children to flourish and develop 'religious literacy'. This primarily concerns how well pupils are able to hold balanced and well-informed conversations about religion and worldviews. For our children to be curious learners, to enable them, on their own rich learning journey, to make a difference in their community and the wider world. To be courageous advocates for justice and to sensitively understand and celebrate uniqueness, diversity and difference as global citizens.

The essential outcomes for RE are therefore related to the knowledge and understanding of religion and worldviews. The multi-disciplinary approach of the Essex Agreed Syllabus of Theology, Philosophy and Human and Social Sciences contain strands that provide a framework for this knowledge:

There are four strands for theology:

- *where beliefs come from*
- *how beliefs change over time*
- *how beliefs relate to each other*
- *how beliefs shape the way believers see the world*

There are three strands for philosophy:

- *the nature of knowledge, meaning and existence*
- *how and whether things make sense*
- *Issues of right and wrong, good and bad*

There are three strands for human/social sciences:

- *The diverse nature of religion*
- *Diverse ways in which people practice and express beliefs*
- *The ways in which beliefs shape individual identity, and impact on communities and society and vice versa*

Pupil's key knowledge of objectives are assessed against unit outcomes, In addition, qualitative assessment is also used to inform assessment against age-related outcomes and are tracked using the INSIGHT tracking tool.

There are many other desirable outcomes for Religion and worldviews.

For example, the subject may also contribute significantly to the following broader educational aims but is distinct from and not reducible to these:

- Spiritual, moral, social and cultural development
- Personal, social, health and citizenship education
- Reading and writing

- Vocabulary development
- Spoken language
- Numeracy and mathematics
- British Values (2.)
- The Prevent Duty (3.)

1. National Curriculum in England: Framework for key stages 1–4 reflecting Section 351 of the Education Act 1996. 2. Promoting fundamental British values as part of SMSC in schools. November 2014. Department for Education. 3. Revised Prevent Duty Guidance for England and Wales: Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism, and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. 12 March 2015. Published by HM Government.

National Curriculum Objectives for KS2 RE

1. RE must be provided for all registered pupils in full time education except those withdrawn at their parents' request.

In **Voluntary Aided** schools with a religious character, RE is taught in accordance with the Trust Deed, or with the beliefs or denomination specified in the designation of the school, to reflect the religious character of the foundation. A governing body may accept a recommendation from their Diocese to adopt the Locally Agreed Syllabus.

RE as part of the basic curriculum RE supports the aims of the school curriculum (1.) which is to be balanced and broadly based. This curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

	Year 3	Year 4	Year 5	Year 6
Enquiry 1 Christian	What is the Trinity? (Theological Focus)	What do Christians learn from the Creation story? What do different religions believe about how we should treat the environment? (Theological/Human and Social Focus)	Is believing in God reasonable? (Philosophical Focus)	Creation and science: Conflicting or complementary? (Theological Focus)
Specific skills:	<ul style="list-style-type: none"> • Show awareness of the Biblical origins of Christian teachings of the Trinity. • Identify different 	<ul style="list-style-type: none"> • Identify the core beliefs and concepts of Hindus around care for the environment • Make links between religious beliefs and how these can be expressed through caring for 	<ul style="list-style-type: none"> • Explain different philosophical and theological answers to questions about a belief in God. • Explain some of the different ways in which philosophers 	<ul style="list-style-type: none"> • Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation. • Explain the connections and

	<p>types/genres of writing within the Bible.</p> <ul style="list-style-type: none"> • Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature). • Identify how Christian baptism uses and expresses the doctrine of Trinity. • Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world. 	<p>the planet.</p> <ul style="list-style-type: none"> • Give an example where people might gain from the beliefs about the environment and the actions some believers carry out, including their own responses and recognising that others may think differently. 	<p>understand abstract concepts such as arguments for the existence of God e.g. Pascal's Wager and Humanism as a philosophical stance.</p> <ul style="list-style-type: none"> • Explain, using a range of reasons, whether a position or argument is coherent and logical. <p>Link a range of different pieces of evidence together to form a coherent argument to support or oppose the existence of God.</p>	<p>divergence between different theories, and how they may fit together or disagree entirely.</p> <ul style="list-style-type: none"> • Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.
Knowledge	<ul style="list-style-type: none"> • Show awareness of the Biblical origins of Christian teachings of the Trinity. • Identify different types/genres of writing within the Bible. • Give examples of how Christians might express their beliefs about the Trinity (e.g. in art or literature). • Identify how Christian baptism 	<ul style="list-style-type: none"> • Show awareness that Rabbi Allen and Dr Shiva are examples of Jewish and Hindu people putting their beliefs into actions • Show awareness that many Jews, Christians and Muslims believe that the world belongs to God and humans are stewards (Jews and Christians) or <i>Khalifah – guardians</i> (Muslims) • Hindus believe in Ahimsa – not doing harm to any living thing 	<ul style="list-style-type: none"> • Definitions of belief: Atheist, Agnostic, Theist. • Pascal's Wager, as an example of a philosophical explanation. • Humanism, as an example of a philosophical stance. • How to explain, using a range of reasons, whether a position or argument is coherent and logical. Use philosophical vocabulary e.g. knowing, truth, proof, reality, fact, opinion. • How to form a coherent argument to support or oppose the existence of God 	<ul style="list-style-type: none"> • Creation: Christian belief that humans are made in God's image, by God. • Theistic Evolution: Awareness of the relationship between the Genesis narratives and scientific explanations. • Scientific Theory: The Big Bang Theory. • Textual theology: consideration of the genre of Genesis. • Logic: debates about whether some things can be proven.

	<p>uses and expresses the doctrine of Trinity.</p> <ul style="list-style-type: none"> Recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world. 			
Cross-Curricular Links	<p>English – reading and interpreting texts Drama Art Philosophy SMSC</p>	<p>English - reading and interpreting texts Art Drama Philosophy SMSC</p>	<p>English - reading and interpreting texts Art Philosophy Science Drama SMSC</p>	<p>Science – Evolution English - reading and interpreting texts Philosophy Drama SMSC</p>
Enquiry 2	How do Christians decide how to live? (Human and Social focus)	Where do Religious Beliefs come from? (Theological focus)	Was Jesus the Messiah? (Theological focus)	What can we learn about the world/knowledge/meaning of life from the great philosophers? (Philosophical Focus)

Specific skills: -	<ul style="list-style-type: none"> Recall some of the Beatitudes and talk about them. Ask questions about what Christians might do to show their faith. Explain how some Christians put their faith into action. Describe rules for living from Christianity and suggest ways in which they might help believers with how to live their life. Describe ways in which Christian people might decide what is right and wrong. 	<ul style="list-style-type: none"> Identify the Bible as a source of authority for Christians. Identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs. Identify the crucifixion of Jesus as an event which has shaped Christian belief. Describe how individuals, communities, society and experiences can shape beliefs. 	<ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is the Messiah a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. 	<ul style="list-style-type: none"> Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul. Have an understanding of the Analogy of the Cave and what it says about existence and knowledge.
KNOWLEDGE	<ul style="list-style-type: none"> What teachings and guidance many Christians use to help them make decisions in their life Some examples of how some young Christians live their lives That sometimes it is difficult for believers to follow the guidance 	<ul style="list-style-type: none"> God: Christian belief in one God, who is described as Trinity (Father, Son, Holy Spirit). Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds. Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT 	<ul style="list-style-type: none"> Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. 	<ul style="list-style-type: none"> The ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. The complex nature of concepts such as truth, reality and identity found in Buddhism, Christianity and Plato. The work of one or two key philosophers such as Socrates/Plato and Descartes. Consideration of consequences of action in relation to karma

		<p>understanding of the sacrifice of Jesus as the fulfilment of the Law.</p> <ul style="list-style-type: none"> Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. Christian belief that humans are made in God's image but became sinful and need saving. Textual theology: consideration of genre, author, context and audience in relation to the Bible. 	<p>(Jewish people do not think Jesus is the Messiah.)</p> <ul style="list-style-type: none"> Christians see Jesus as their Saviour. 	
Cross-Curricular Links	<p>History - Stone Age</p> <p>English - reading and interpreting texts</p> <p>Geography</p> <p>SMSC</p>	<p>History - Romans</p> <p>English - reading and interpreting texts</p> <p>Geography</p> <p>SMSC</p>	<p>History</p> <p>English - reading and interpreting texts</p> <p>Geography</p> <p>SMSC</p>	<p>Geography</p> <p>English - reading and interpreting texts</p> <p>Science – Evolution</p> <p>SMSC</p>
Enquiry 3 Christian	<p>What is Philosophy?</p> <p>How do people make moral decisions?</p> <p>(Philosophical Focus)</p> <p>Anti-Racist RE</p> <p>What can be done to reduce racism? Can religion help?</p>	<p>What does sacrifice mean?</p> <p>(Philosophical Focus)</p> <p>Anti-Racist RE</p> <p>How did Saint Peter learn that 'God has no favourites'?</p>	<p>How do Christians around the world celebrate Easter?</p> <p>(Theological and Human and Social focus)</p> <p>Anti-Racist RE</p> <p>More unites us than divides us</p>	<p>What does it mean to live a good life?</p> <p>Is being happy the greatest purpose in life?</p> <p>(Philosophical Focus)</p> <p>Anti-Racist RE</p> <p>The Golden Rule</p>
Specific skills:	<ul style="list-style-type: none"> Talk about the difference between knowing and believing. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, 	<ul style="list-style-type: none"> Describe different philosophical and theological answers to questions about sacrifice. Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world. Identify ways in which beliefs 	<p>Towards</p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their belief in the Easter story through their actions at Easter. Recognise links between actions of Christians in Kenya at Easter and belief in Jesus' death and resurrection. 	<ul style="list-style-type: none"> Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence: looking at St. Augustine as an example of a Christian Philosopher.

	<p>analyse arguments and how they work.</p> <ul style="list-style-type: none"> - Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. <p>Anti-Racist RE (Can be included in other parts of curriculum).</p> <ul style="list-style-type: none"> • Use the language of fairness and unfairness. • Consider the meaning of selected texts and examples from two religions and suggest how these relate to the concept of fairness. • Make a simple connection between what religions say and what can reduce racism and prejudice. • Suggest a way racism can be reduced. • Express some thoughts of their own about racism and fairness (e.g. in art). 	<p>about sacrifice impact the actions of Christians and Muslims.</p> <ul style="list-style-type: none"> - Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts. <p>Anti-Racist RE</p> <p>Identify and talk about racism simply, using the language of fairness and unfairness</p> <ul style="list-style-type: none"> • Consider the meaning of selected texts and examples from two religions and suggest how these relate to the concept of fairness • Make simple connections between what religions say and what can reduce racism and prejudice • Suggest two or more ways that racism can be reduced. • Express some thoughts of their own about racism and fairness (e.g. in art) 	<p>At</p> <ul style="list-style-type: none"> • Make clear connections between Christian beliefs about the Easter story and practices of Christians in more than one country at Easter. • Use evidence and examples to show how and why Christians from more than one country put their beliefs into practice in different ways at Easter. <p>Anti-Racist RE</p> <ul style="list-style-type: none"> • Describe simply two examples of racism, describing what is unfair or unjust in each case. • Choose some examples of the teaching of sacred texts about justice and say what they think about the meanings of these texts. • Describe links between religious teaching and practice and the struggle to reduce racism, giving simple examples. • Discuss three or more suggested ways of reducing prejudice and racism. • Express reasoned ideas of their own about how prejudice and racism can be reduced, taking account of ideas from religion (e.g. in art). 	<ul style="list-style-type: none"> • Begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life. • Use well-chosen pieces of evidence to support and counter a particular argument. <p>Anti-Racist RE</p> <p>Describe 3 or more examples of religious responses to racism, saying what they think is unjust in each case</p> <ul style="list-style-type: none"> • Consider and explain some examples of racism, connecting these to religious beliefs, texts and values • Discuss and explain some links between examples of religious and other texts, values and behaviour that are relevant to reducing racism • Explain, rank and express thoughtful views about three or more ways in which prejudice and racism can be reduced, connecting their own ideas to religious teachings • Express reasoned, deep and varied ideas, related accurately to religious teaching, about the reduction of racism and prejudice (e.g. in art)
KNOWLEDGE	<ul style="list-style-type: none"> • Difference between knowledge, belief and opinion. • The complex nature of concepts such as truth, reality, happiness, identity, hope, justice. • The nature of a philosophical 	<ul style="list-style-type: none"> • At least one interpretation of the term 'sacrifice'. • The Fourth Pillar of Islam and the place of self-sacrifice in Islam. • Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins. • Humanist views on altruism and charity, considering the 	<ul style="list-style-type: none"> • That Christian traditions surrounding Easter differ around the world • The way that Easter is celebrated in other countries (Kenya, Italy, Greece, Brazil) • Reasons behind the Easter practices studied <p>Anti-Racist RE</p> <ul style="list-style-type: none"> • Learn about the life, death and legacy 	<ul style="list-style-type: none"> • St. Augustine's ideas on sin as a defect rather than an effect - referring to Socrates and Plato's work stating that ignorance is the cause of sin. • Theological understandings of right and wrong. • Moral issues such as poverty and wealth, peace and conflict or justice and injustice - looking at

	<p>question.</p> <ul style="list-style-type: none"> Awareness of variant perspectives about whether some things can be proven. The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities). Utilitarianism or Hedonism as a way of making moral decisions. <p>(Not key vocabulary)</p> <p>Anti-Racist RE</p> <ul style="list-style-type: none"> Learn about examples of action for equality from different religions Learn that equality is important in different faiths and worldviews 	<p>reasoned approach to these.</p> <p>Anti-Racist RE</p> <ul style="list-style-type: none"> Learn about the Bible story of Saint Peter and Cornelius from Acts 10, a story in which someone learned to set aside the prejudice of his youth Learn to think for themselves about how the story challenges racism Consider questions about how we learn, and change our opinions and behaviour Express reasoned ideas about Saint Peter's story and its connection to racism and fairness. 	<p>of Jo Cox MP</p> <ul style="list-style-type: none"> Learn that her big idea was 'more unites us than divides us.' Consider questions about what unites us as humans, even though we are different in religion, ethnicity, gender and many others ways. Express reasoned ideas about a more respectful society 	<p>Christian attitudes to suffering.</p> <ul style="list-style-type: none"> Humanist use of empathy and reason when making moral decisions rather than thinking about sin and the afterlife. What is Utilitarianism? And how does this relate to making moral decisions. <p>Anti-Racist RE</p> <ul style="list-style-type: none"> Explain beliefs about how human behaviour can be ruled by the idea of 'treating others as you would like to be treated' - the Golden Rule. Compare their ideas about treating others well respect for all with those studied from different religious sources Apply the teaching of the Golden Rule for themselves to different scenarios, e.g. by drawing a cartoon or by arguing reasonably about how we should treat people whose religious beliefs are different from our own. Give examples of the positive impact of inter faith work in their own community. Raise questions about how we can be a more tolerant and respectful community, suggesting answers and applying the Golden Rule.
Cross-Curricular Links	<p>English - reading and interpreting texts</p> <p>British Values</p> <p>SMSC</p> <p>History</p>	<p>Geography -Sustainability</p> <p>English - reading and interpreting texts</p> <p>SMSC</p> <p>History</p> <p>British Values</p>	<p>English - reading and interpreting texts</p> <p>SMSC</p> <p>History</p> <p>Geography</p> <p>British Values</p>	<p>English - reading and interpreting texts</p> <p>SMSC</p> <p>History</p> <p>Geography</p> <p>ART</p> <p>British Values</p>
Enquiry 4 Islam and Hindu Dharma	What do Muslims believe about God? (Theological focus)	How are some people inspired by their religious faith? (Human and Social focus)	How do a Muslim's beliefs shape their identity? (Human and Social focus)	How do Hindus make sense of the world? (Theological focus)

Specific skills:	<ul style="list-style-type: none"> • Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation. • Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. • Begin to understand this in the context of the three Abrahamic religions. • Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. • Recognise that there are many different answers to the question, 'What is God like?' 	<ul style="list-style-type: none"> • Recognise two things that a Christian/Hindu does to show their faith. • Identify reasons why Christians and Hindus help other people, noting similarities and differences where there are any. • Discuss how being part of a faith community can be both inspiring and challenging for some people. • Describe a variety of ways some Hindus and Christians are inspired and inspiring. • Begin to evaluate the value of faith, enthusiasm courage, service and worship in the lives of some Christians/Hindus and share ideas of their own how these values are relevant or valuable to others outside their communities. 	<ul style="list-style-type: none"> • Explain different sources of authority and the connections with beliefs. • Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. • Explain connections different beliefs being studied and link them to sources of authority using theological terms. • Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others. • Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. 	<ul style="list-style-type: none"> • Describe different sources of authority and how they link with beliefs. • Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. • Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others. • Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences. • Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
KNOWLEDGE	<ul style="list-style-type: none"> • The concept of Tawhid. • The impact of Tawhid on Muslims. • The impact of The Qur'an containing 	<ul style="list-style-type: none"> • Some people are inspired by their religious faith and it makes a difference to their everyday lives overall. • not everyone in a faith community believes exactly 	<ul style="list-style-type: none"> • The ways in which the Qur'an and Hadith form a source of authority. • Key distinctions between the three main Muslim traditions (Sunni, Shia and Sufi). 	<ul style="list-style-type: none"> • Hindus believe in a God with many faces Brahma. • Hindus believe truth is eternal. • Hindus strive to achieve dharma – the right way of living (duties, rights, laws, behaviour and

	<p>the actual words of God.</p> <ul style="list-style-type: none"> How the existence of God is explained in Muslim teachings. How the Muslim view of deity differs from that of other religions. 	<p>the same thing and they don't live the same way either.</p> <ul style="list-style-type: none"> Being part of a faith tradition can help and challenge individuals personally, being part of a community can also make a difference, both inspiring and challenging. 	<ul style="list-style-type: none"> Muslim perspectives on moral issues including the idea of 'intention'. The role of the Masjid (mosque). The significance and impact of Five Pillars of Islam. The importance of Ramadan, the two • Eid festivals and Jummah Prayers. The significance of sacred places and pilgrimage The stages and significance of Hajj (Later links to Vrindavan BMT) 	<p>virtues.</p> <ul style="list-style-type: none"> Karma – how Hindus act for others and themselves. Murti –an image, statue of the divine and seen as a deity. Samsara – the cycle of birth, death and rebirth Moksha – is when the soul passes through many lives. Hindus worship in a Mandir, where they make offerings to a murti, which is a statue of God or a goddess. Hindu temples are dedicated to different gods and goddesses. Who Mahatma Gandhi was and why he influenced the concept of ahimsa – a total avoidance of harming any living thing by deeds, words and actions.
Cross-Curricular Links	English - reading and interpreting texts SMSC Geography History	English - reading and interpreting texts SMSC Geography History	English - reading and interpreting texts SMSC Geography History	English - reading and interpreting texts SMSC Geography History
Unit 5 Islam and Hindu Dharma	What difference does being a Muslim make to daily life? (Theological focus)	Is reincarnation fair? (Philosophical Focus)	Continuing Unit 4 Hajj Focus	How are places important to Hindus and their understanding of the world? (Theological Human and Social focus)
Specific skills: -	<ul style="list-style-type: none"> Identify how a person's beliefs and 	<ul style="list-style-type: none"> Recognise that Samsara is the cycle of birth, death and 	<ul style="list-style-type: none"> Describe the fifth pillar of Islam and the spiritual impact 	<ul style="list-style-type: none"> Explain that Yatra means an arduous journey and has been a

	<p>actions align them with the religion if Islam.</p> <ul style="list-style-type: none"> • Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. • Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah. 	<p>rebirth.</p> <ul style="list-style-type: none"> • Give an example of Hindu beliefs may affect how Hindu lives their life. • Identify some different ways in which Hindus respond to big questions about the purpose of life and the fact of death. • Give reasons for more than one point of view, providing pieces of evidence so support their view. 	<p>of Hajj.</p> <ul style="list-style-type: none"> • Make links between how experiences have impacted on belief. • Discuss diversity within Islam using the key vocabulary associated with the study of Islam. • Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. 	<p>feature of Hindu tradition for thousands of years. That the Ganges, Vrindavan and Varanasi are sacred places to many Hindus.</p> <ul style="list-style-type: none"> • Make links to the belief that cremation at Varanasi and ashes placed in the Ganges can wash away bad karma and help attain moksha (free from the cycle of samsara) • Evaluate the key concept of Moksha and how Yatra can atone for bad actions using key vocabulary. • Make links to the sources of authority the Rig Veda (oldest Hindu scripture – c.1500BC) praises the wanderer and the benefits of bathing in sacred rivers. Mahabharata a source of authority (300BCE -300 CE) • Describe how Yatra can impact on the lives of believers.
KNOWLEDGE	<ul style="list-style-type: none"> • Awareness of the diverse nature of Islam locally, nationally and globally. • Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call 	<ul style="list-style-type: none"> • Awareness that Hindu religious belief is that the soul or atman trans-migrates into a new body after the current body dies. • Awareness that for many Hindus, doing your duty or fulfilling your dharma leads to a better 'next life' after death. Know the meaning of the terms: dharma, atman, moksha and samsara 	<ul style="list-style-type: none"> • An awareness of the life and teachings of the prophet Muhammad. • The masjid, the Five Pillars of Islam. • and three main Muslim traditions. 	<ul style="list-style-type: none"> • What young Hindus experienced when they went to Vrindavan as pilgrims About examples of the spiritual impacts of Hindu pilgrimage <ul style="list-style-type: none"> • An example of methods of studying 'living religion': in ethnographic RE we deepen knowledge by listening to individual accounts of religion in action <ul style="list-style-type: none"> • Customs associated with death, including cremation, and the city of Varanasi as a place of pilgrimage and the connection to key beliefs: samsara, moksha, karma and reincarnation. • Global diversity and different traditions in Hinduism:

	<p>to prayer, and alternatives to this.</p> <ul style="list-style-type: none"> • Awareness of the two main Muslims traditions: Sunni and Shia. • Awareness of diversity of expression, particularly in relation to the pictorial presentations. • Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj. 			<p>Vaishnavism, Shaivism, International Society for Krishna Consciousness (ISKCON), Swaminarayan Movement, etc</p> <p>Many Hindus believe that Ganges is the holiest place on earth.</p> <ul style="list-style-type: none"> • Traditionally, the source of the Ganges in the Himalaya is believed to be the centre of the universe. • Many Hindus see the Ganges as an extension of Shiva.
Cross-Curricular Links	Geography History English SMSC	Geography History English SMSC	Geography History English SMSC	English Geography History SMSC
Pentecost	<p>Pentecost taught through lessons in the week that Pentecost falls. Specifically linking to the concept – Kingdom Of God.</p> <p>UC.</p> <ul style="list-style-type: none"> • Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him. • Christians celebrate Pentecost, as the beginning of the Church • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. • Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future Kingdom, where God's reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. 			