

## TERMLY CORE LEARNING

This page provide links that support the scheme of learning - <https://www.dioceseofnorwich.org/schools/siams-re-collective-worship/religious-education/schemes-of-learning/> It should be helpful when designing MTP.

<https://www.truetube.co.uk/> - has general links to key concepts PSHCE and RE

<https://www.religiouseducationcouncil.org.uk/resources/celebrating-re-lesson-ideas-activities/> - range of resources

<https://www.natre.org.uk/resources/> - range of resources

<https://www.reonline.org.uk/> - very good subject knowledge section

LGfL has the espresso 'faiths' section available through your accounts -

[http://espresso.lgfl.org.uk/primary\\_uk\\_sa/sa\\_item663310\\_2/subject/module/sub\\_modules\\_index/item663310/grade2/index.html](http://espresso.lgfl.org.uk/primary_uk_sa/sa_item663310_2/subject/module/sub_modules_index/item663310/grade2/index.html)

The LGfL resource – growing up around the world may be helpful too.

<http://growingup.lgfl.org.uk>

LGfL – image collection – Splendours of the sub- continent.

<https://imagebank.lgfl.org.uk/collection/145/160>

The British Library – Studying Sacred Texts <https://www.bl.uk/sacred-texts>

The Jewish Museum in London <https://jewishmuseum.org.uk/>

Sikh Education Service <http://www.sikheducationsservice.co.uk/>

Various Islam links : [Islam-Resources diocese of lincoln.pdf](#)

Key questions are suggestions and those form the curriculum knowledge working document could be used as an alternative.

Foundation Stage

<b>Autumn 1</b> – What is this religious story about? Why might people tell this story? Christianity (Bible stories) <b>Identity</b>
<b>Disciplinary focus:</b> Theology
<b>Religion/Worldview:</b> Christianity
<b>Core Knowledge:</b> Know that the Bible is a special book for Christians - Recognise people, objects, and actions that are important to Christians - talk about things that are special to them - remember a religious story and talk about it - talk about what is important to them and other people - share ideas and opinions about a religious story - Discuss why bible stories are important to Christians. Parables – story with a message to show Christians how to live as God wants. Moses – friend of God. Different stories about how life as friend of God can be difficult.
<b>Possible questions:</b> What is this religious story about? Why might people tell this story? How does this story make you feel? What can we learn from this story? Why is this story important to Christians?
EYFS Profile Statements: Explains own knowledge and understanding, and asks appropriate questions of others/ Confident to speak to others about own needs, wants, interests and opinions/ Listens to stories with increasing attention and recall/ Able to follow a story without pictures or props/ Listens and responds to ideas expressed by others in conversation or discussion/ Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words./ Uses language to imagine and recreate roles and experiences in play situations/They know about similarities and differences between themselves and others, and among families, communities and traditions
<b>Possible resources:</b> Bible stories covered Daniel and the Lions Den <a href="https://www.youtube.com/watch?v=MqJl0dzYYuA">https://www.youtube.com/watch?v=MqJl0dzYYuA</a> Beginners Bible Jonah and the Whale <a href="https://www.youtube.com/watch?v=XYUFq8azCw4">https://www.youtube.com/watch?v=XYUFq8azCw4</a> David and Goliath <a href="https://www.youtube.com/watch?v=O7phn_d0Cok">https://www.youtube.com/watch?v=O7phn_d0Cok</a> Noah's ark <a href="https://www.youtube.com/watch?v=onnEalNBaGg">https://www.youtube.com/watch?v=onnEalNBaGg</a> Children's illustrated Bible Various picture books of Bible Stories
<b>Autumn 2</b> – What ceremonies and festivals have you taken part in? How do people celebrate Christmas/ Diwali? <b>Identity Care</b>
<b>Disciplinary focus:</b> Social Science
<b>Religion/Worldview:</b> Christianity/Hindusim

**Core Knowledge:** Be able to talk about past and present events in their own lives and in the lives of family members. · Be able to talk about how they celebrate Christmas with their families. · Be able to talk about how people around the world celebrate Christmas. · Be able to show and discuss what Diwali is and why it is special time. · Know ways people celebrate Diwali around the world.

**Possible questions:** What ceremonies and festivals have you taken part in? How do people celebrate Christmas/ Diwali? What is a Diya lamp? Why is Diwali a special time for Hindus? Why is Christmas a special time for Christians?

EYFS Profile Statements:

ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; •Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**Possible resources:**

<https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-christmas-story>

<https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-diwali>

<https://www.bbc.co.uk/cbeebies/watch/presenters-nativity-story>

<https://thejesusquestion.org/2011/12/25/nativity-paintings-from-around-the-world/>

<https://www.whychristmas.com/cultures/germany.shtml>

**Spring – Why does Easter matter to Christians? Identity**

**Disciplinary focus:** Theology

**Religion/Worldview:** Christianity

**Core Knowledge:** Pupils will know that Easter is very important in the Big Story of the Bible. · Christians believe Jesus rose again, giving people hope of a new life.

**Possible questions:** Why is Easter a special time for Christians? Why is a palm cross a special symbol or reminder for Christians? How do Christians use crosses to celebrate Easter at home and at Church? What happened on Good Friday? Why is Easter Sunday a special day?

**EYFS Profile Statements:**

ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; •Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

**Possible resources:**

Understanding Christianity Resource

<https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter>

See medium term planning for activities

Summer 1

What happens in a mosque?

Disciplinary focus: Social Science

Religion/Worldview: Islam

Core Knowledge: Pupils will know a mosque is where Muslims worship God. They will know it is a different religion to Christianity. Talk about and name some significant features in a mosque. Muslims call God Allah. Vocabulary - Worship, special, sacred, peaceful, spiritual, Mosque, prayer, peace be upon you, prayer mat, Minaret, Dome, Qur'an, Allah, hijab Imam, Islam, masjid Mu'adhin salah wudu

Possible questions: What makes some places sacred? What happens in a Mosque? Where is a holy place for Muslims to go? What makes a mosque special? Where can men go? Where do women go?

EYFS Profile Statements:

ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; •Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

Possible resources:

<https://www.youtube.com/watch?v=p1U7MrluhOY>

[https://www.youtube.com/watch?v=G6I52UO\\_aOg](https://www.youtube.com/watch?v=G6I52UO_aOg)

<https://www.truetube.co.uk/resource/holy-cribs-the-mosque/>

Summer 2

What is right? What is wrong? What is Good?

Disciplinary focus: Philosophy

Religion/Worldview: Christianity/Islam

Core Knowledge: story of David and Jonathan - idea of a faithful friend. Garden of Eden - temptation, examples of good people acting as a result of faith. E.g. Mother Teresa, Elizabeth Fry, Pulina Dlamini, St Martin de Porres, Martin Luther King Jr, Abdul Sattar Edhi, Golden Rule treat people as you want to be treated.

Vocabulary:

Moral, right, wrong, good, value, qualities, temptation, inspirational, generosity, Zakat, charity, parable, Eden, the fall

Possible questions: What is philosophy? What puzzles you? What is wrong? How do you know it is wrong? What does it mean to be good? How do you know if something is right? How do we make good or bad choices? What do I think/believe? Why do I think/believe that?

EYFS Profile Statements:

ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; •Enjoys joining in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

Possible resources:

Heroes of Hope book

Bible stories for kids

Year 1

<b>Autumn 1</b> – How did the universe come to be? <b>Change</b>
<b>Disciplinary focus:</b> Philosophy
<b>Religion/Worldview:</b> Hinduism / Christianity
<b>Core Knowledge:</b> Creation stories from Genesis and one of the possible Hindu creation stories – Lotus flower . Each comes from ‘nothing’. Stillness. Sequence of creation in each.
<b>Possible questions:</b> What do you notice about the order of creation in the Christian story? Why might it be this way? What do you notice about the sequence in the Hindu versions? Why might there be more than one? How are they similar? Different? Why do you think this is? How might these stories change the way Christians and Hindus behave?
Non-statutory ARE: Ask questions about the world around them and talk about these questions. Begin to make connections between using their senses and what they know about the world around them Give a simple reason using the word ‘because’ when talking about religion and belief Using religious and belief stories to talk about how beliefs impact on how people behave
<b>Possible resources:</b> BBC radio 4 ‘A history of ideas’ <a href="https://www.bbc.co.uk/programmes/p02gj232">https://www.bbc.co.uk/programmes/p02gj232</a> (for teachers to understand why there is a variety of tales in Hinduism) <a href="https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/7">https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/7</a> Philosophy of Religion GCSE revision – support for teacher knowledge Hindu creation stories Open university guide to Hindu creation stories - <a href="https://www.open.edu/openlearn/history-the-arts/culture/philosophy/hindu-creation-stories">https://www.open.edu/openlearn/history-the-arts/culture/philosophy/hindu-creation-stories</a> Serpent and lotus - <a href="https://www.youtube.com/watch?v=Ix7ytiPoFGE">https://www.youtube.com/watch?v=Ix7ytiPoFGE</a> Golden Egg - <a href="https://www.youtube.com/watch?v=vbTC7K9paE">https://www.youtube.com/watch?v=vbTC7K9paE</a> Ganga - <a href="https://www.youtube.com/watch?v=bW_awN9uV6w">https://www.youtube.com/watch?v=bW_awN9uV6w</a> <a href="http://www.ipswichhindusamaj.org.uk/facilities-activities/speakers-and-visits/">http://www.ipswichhindusamaj.org.uk/facilities-activities/speakers-and-visits/</a> hindu visitor booking The Young and Dharmic Vlog on Youtube is good too – <a href="https://www.youtube.com/channel/UCdHlvWGbjGZX9m4G9K3_xA">https://www.youtube.com/channel/UCdHlvWGbjGZX9m4G9K3_xA</a> <a href="https://www.youtube.com/watch?v=P-xOSR1VRAA">https://www.youtube.com/watch?v=P-xOSR1VRAA</a> as a start. UC Christianity- Creation resource Beginners Bible animation - <a href="https://www.youtube.com/watch?v=D9oh4YO8N7M">https://www.youtube.com/watch?v=D9oh4YO8N7M</a> <a href="https://www.youtube.com/watch?v=ARyWE8e50yM">https://www.youtube.com/watch?v=ARyWE8e50yM</a> BBC Teach creation stories ( the whole channel has some great clips) Bibles: Genesis Ch1 (and 2) GCSED revision: Philosophy of Religion – Christian creation story - <a href="https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/6">https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/6</a>

Of interest for comparison – Islamic view of why should care for the world - <a href="https://www.truetube.co.uk/list?topics=the%20nature%20of%20god&amp;page=1&amp;keystages=key%20stage%201&amp;">https://www.truetube.co.uk/list?topics=the%20nature%20of%20god&amp;page=1&amp;keystages=key%20stage%201&amp;</a>
Autumn 2 – How does a celebration bring a community together? <b>Identity Care</b>
Disciplinary focus: Social Science
Religion/Worldview: Islam
Core Knowledge: Importance of rites of passage, weddings (Nika)), worship gathering and celebrations festivals – Eids: al hada and Al Fitr ( link to Hajj and Ramadan respectively) , naming ceremonies - Aqiqah, New Year - Al Hijra, (note separation men and women at weddings etc), ( Note year 2 cover more of 5 pillars)
Possible questions: What celebrations bring us together? Do we all do the same things? What are the important parts of Eid al Fitr celebrations? What do people wear? How is what they wear different from their daily lives? How are people grouped in Islamic celebrations? What is different from your family celebrations? What are the most important festivals celebrations in Islam that you have learn about? What do believers do to show they are important?
Non-statutory ARE: <b>Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews</b> Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area <b>Recognise that beliefs can have an impact on a believer’s daily life, their family or local community</b>
Possible resources: • Meaning of Muslim names: <a href="http://www.names4Muslims.com">www.names4Muslims.com</a> Eid al Fitr – quiz - <a href="https://www.bbc.co.uk/cbeebies/puzzles/lets-celebrate-eid">https://www.bbc.co.uk/cbeebies/puzzles/lets-celebrate-eid</a> BBC Islam resources: <a href="https://www.bbc.co.uk/programmes/b05p6sp2/clips">https://www.bbc.co.uk/programmes/b05p6sp2/clips</a> <a href="https://www.bbc.co.uk/bitesize/topics/zj3d7ty/resources/1">https://www.bbc.co.uk/bitesize/topics/zj3d7ty/resources/1</a> Picturing Islam resources <a href="https://www.reonline.org.uk/islam-gcse-support-material/">https://www.reonline.org.uk/islam-gcse-support-material/</a> helpful background islam resources website <a href="https://www.truetube.co.uk/resource/eid-ul-fitr/">https://www.truetube.co.uk/resource/eid-ul-fitr/</a> <a href="https://www.youtube.com/watch?v=qFU9Cb0D6lo">https://www.youtube.com/watch?v=qFU9Cb0D6lo</a> BBC teach Ramadan and Eid al Fitr <a href="https://www.youtube.com/watch?v=ahzGRQO_vao">https://www.youtube.com/watch?v=ahzGRQO_vao</a> newsround Eid al hada <a href="https://www.youtube.com/watch?v=4LHtOJGZHn0">https://www.youtube.com/watch?v=4LHtOJGZHn0</a> eid celebration facts for kids

Spring – What do Muslims need to know about the life of Mohammed? <b>Identity</b>
Disciplinary focus: Theology
Religion/Worldview: Islam
Core Knowledge: Life and teachings prophet Mohammed, concept one God, Quran as revealed scripture. Haddiths Mosque, Mecca, Medina, Angel, Allah. Jerusalem, Muslim
Possible questions: Who is Mohammed? Where can we find stories about him? What stories do we know about his life? Which do you like the best and why? What stories are the most important for Muslims to know about Mohammed? What example does his life give Muslims? How do they show they think he is important?
Non-statutory ARE: <b>Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview</b> <b>Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs</b> Give an example of how Muslims use beliefs to guide their daily lives
Possible resources: Good night stories of the Prophet Mohammed - book www.Islamresources.co.uk <a href="https://www.bbc.co.uk/programmes/articles/11bmN8jn1RKz91SchsTbspH/islam-values-for-living">https://www.bbc.co.uk/programmes/articles/11bmN8jn1RKz91SchsTbspH/islam-values-for-living</a> - radio clips about stories from the life of the prophet <a href="https://www.tes.com/teaching-resource/powerpoint-importance-of-muhammed-within-islam-6090160">https://www.tes.com/teaching-resource/powerpoint-importance-of-muhammed-within-islam-6090160</a> - could be tweaked for KS1 <a href="https://www.reonline.org.uk/islam-gcse-support-material/">https://www.reonline.org.uk/islam-gcse-support-material/</a>

Summer 1 – What does the cross mean to Christians? <b>Identity</b>
Disciplinary focus: Theology
Religion/Worldview: Christianity
Core Knowledge: Easter is a very important part of the 'Big Story' of the Bible. Christians believe Jesus rose again, giving people hope of a new life. Cross – Palm Sunday, resurrection. explore that it is both happy and sad explore a range of emotions. Link emotions to the whole of the Easter Story. Recognise different types of cross - Orthodox, crucifixes. Celtic crosses. Christian belief in life after death. Journey of darkness to light. Link to school curriculum theme of duty

Possible questions: What does a cross mean? Where might you see a cross? what is heaven like? What do you feel when...? Can you explain how crosses represent Easter? Why do you think there are different styles of cross? Can you retell the story using small world characters... Can you show how Mary might feel here, Why? How would Jesus feel? How do they feel when they see he is gone? Why? How do people feel that he is alive? Why do you think Christians believing in heaven makes people feel less sad when people die? Why do Christians wear crosses?

Non-statutory ARE:

Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview

Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs

**Give an example of how Christians use beliefs to guide their daily lives**

Possible resources:

UC Salvation KS1

'Heaven' by Nicholas Allen – exploring Angels and life after death.

Waterbugs and Dragon Flies - Doris Stickney

<https://www.barnabasinschools.org.uk/idea/crosses-around-world>

<https://request.org.uk/jesus/death-and-resurrection/>

<https://www.holyart.co.uk/blog/religious-items/types-of-crosses-and-their-meanings/>

Summer 2 – What questions do religious stories make us ask? Do we have any answers?

Disciplinary focus: Philosophy

Religion/Worldview: Religions around the world

Core Knowledge: reflect back on Creation stories in Autumn 1. What questions did they make us ask? Reflect on the learning about stories of the life of Mohammed( Spring ). Reflect back on the Easter Story (summer 1) what questions did this raise? Recap key vocabulary. Gospels= life of Jesus. Parables = stories with a message

Possible questions: Which creation version is true? Is either true? Why not? What could be an answer? Does it matter? To whom does it matter? Should we use these stories to help us care for the earth? Do the stories make us ask why we are here? Who we are? Why God does chose some people to give his message and not others? Why do people of faith believe God give us rules? Why are the rules different? Do these stories help us care for each other? How do parables help us live well?

Non-statutory ARE:

Ask questions about the world around them and talk about these questions.

Begin to make connections between using their senses and what they know about the world around them

Give a simple reason using the word 'because' when talking about religion and belief

Using religious and belief stories to talk about how beliefs impact on how people behave

Possible resources:

UC Gospels – KS1

- bbc bitesize hinduism clips

Links used in the other units Autumn1, Spring and Summer 1.

Year 2

Autumn 1 - Why is light an important symbol for Christians Jews and Hindus? <b>Identity Power</b>
Disciplinary focus: Theology
Religion/Worldview: Christianity (incl. Judaism as the foundation for Christianity) Hinduism
Core Knowledge: Creation – Light is primeval – banishing darkness ( Jewish and Christian traditions); Jesus as light of the world, presence of holy spirit (flames at Pentecost), Moses and burning bush – Transfiguration of Jesus - shining of Jesus on mountain top Matthew 17:2; the light inside us all. Use of candles in church (altar, eternal flame, paschal and advent and for prayer/remembrance), at shrines Diwali – festival and purpose; new moon, darkness, wisdom knowledge – fighting off darkness/remove darkness from the heart (on a Puja), Diya, Surya – god of the Sun. Namaste = may the light in me, meet the light in you. Story of Rama and Sita ( Judaism - Hanukah – re-consecration of the temple, Maccabees, miracle of the oil) Murti - Statues
Possible questions: What is light for? How can Jesus be the light of the world? Why do you think people/objects shine when God is near in Christianity? What stories show light in the bible? What the same about the understanding is of light I the two religions? What is different? Why do you think people light candles in Christianity? Why do the light candles/oil lamps in Hinduism? Why do Hindus celebrate Diwali?
Non-statutory ARE: Theology Year 2 Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text <b>Recognise that some beliefs connect together and begin to talk about these connections</b> Give different examples of how Christian/Hindu beliefs influence daily life
Possible resources: Bible – Creation, Transfiguration, Moses and the Burning Bush, Pentecost, ‘I am the light of the world’ – John 8:12, ‘You are the light of the world’ – Matthew 5 14 Picturing Christianity William Holman Hunt’s painting the ‘The Light of the world’ – amongst many others BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/clips/zmwmpv4">https://www.bbc.co.uk/bitesize/clips/zmwmpv4</a> - Diwali <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-hindu-story-of-rama-and-sita/zdtmnr">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-hindu-story-of-rama-and-sita/zdtmnr</a> Ramayana <a href="http://www.ipswichhindusamaj.org.uk/facilities-activities/speakers-and-visits/">http://www.ipswichhindusamaj.org.uk/facilities-activities/speakers-and-visits/</a> Hindu visitor booking/ trip to Ipswich  Some of the Oak National Academy lessons and resources link to this unit too.

Autumn 2 -What does the nativity story teach Christians about Jesus? <b>Identity, Care Fairness</b>
Disciplinary focus: Theology
Religion/Worldview: Christianity
Core Knowledge: Nativity, incarnation, Matthew - Magi – Luke – Shepherds. Meaning of the gifts. Importance of Angels/ God’s messengers.
Possible questions: What is a king? Why did Jesus receive gifts? Why was Jesus born in a stable and not a palace? What role do angels play in the nativity? What do you think was important to Joseph? What were his concerns? What was important to Mary? What were her concerns? Why was Jesus born to ‘normal’ family? If it happened today where might Jesus be born? Who might his earthly parents be?
Non-statutory ARE: Theology Year 2 Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text Recognise that some beliefs connect together and begin to talk about these connections Give different examples of how Christian/Hindu beliefs influence daily life
Possible resources: <b>UC Incarnation – incl deeper understanding elements</b>

Spring - How do Christians belong to their faith family? <b>Identity</b>
Disciplinary focus: Social Sciences
Religion/Worldview: Christianity
Core Knowledge: Key symbols, places and ceremonies. Churches, crucifixes, baptism, communion, cross, candles, vicar, priest, minister, vestments worn by different clergy: Baptism, marriage. Compare ‘typical British ceremonies with the same ceremonies held by Christians in other countries (African traditions to link with topic theme?) or from Middle East/ Indian subcontinent to show clothing as cultural rather than religious in many cases. Forest church movement
Possible questions: <b>Different cultures same and different?</b> How can you spot a Christian? Do all Christians look the same? Do Christians wear special clothes? What Christians could you notice by their clothes? What do churches look like? Is this always true? When you are on holiday have you seen churches there? What are they like?
Non-statutory ARE: Social Sciences Year 2 Recognise the names of different religions, religious beliefs and worldviews and use them correctly Identify evidence of religion and belief especially in the local area Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community
Possible resources:

Visit to St Mary's Lawford / St Mary and St Michael – Mistley. Compare to local Methodist church building. Other local Christian groups Catholic churches. What are the same and different?

Link to Picturing Christianity – images from around the world - do we confuse culture with religious clothes?.

Perhaps have class collective worship in the forest... forest church. Is this like Simon's 'assemblies'? (Catherine Graham might come in and lead it)

<https://www.bbc.co.uk/bitesize/clips/zm87tfr> - baptism

<https://www.bbc.co.uk/bitesize/clips/z8b9jxs> - baptism celebrations

You tube clips of immersion

Pictures of Christian weddings from around the world – what are the important elements? Are they the same?

Summer 1 - How Muslims show devotion to God? **Identity**

Disciplinary focus: Social Sciences

Religion/Worldview: Islam

- Core Knowledge: (*5 Pillars, Hadith, Mosques and cultural customs incl dress*) Use of prayer mat, compass, Profession of Faith (shahada) - this is core to Year 3 summer 1) - . Prayer (salat) Alms (zakat) Fasting (sawm) Pilgrimage/special journey (hajj) – the clothes they wear, Hijab, Niqab, prayer beads (to remember the 99 names of Allah), Wudu - ritual washing. Visit to Mosque. Features of a mosque (compare to a church they know). ( note they do this in more detail in year 3 and compare to Hindusim) Types of food Halal and Haram foods ( note less focus on Ramadan - recap the learning from year 1)

Possible questions: Why do Muslims go to Mecca? What special clothes do they have to wear? What clothes might different types of Muslims wear? Why do Muslims use prayer beads – do they know of other religions that use prayer beads. Why is washing important? Why do Muslim do it before they pray? Do all Muslims look the same? Why not? What is special in the mosque? Can you compare it to other religious places you know? What is similar and different?

Non-statutory ARE: Social Sciences Year 2

Recognise the names of different religions, religious beliefs and worldviews and use them correctly

Identify evidence of religion and belief especially in the local area

Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community

Possible resources:

Islam resources.co.uk - school login - there are load of links and teacher CPD resources here

Islam Artefacts

[https://www.youtube.com/watch?v=9hW3hH9\\_7pl&list=PLSRsrzUMQaxCSy2sIf-5Ryd4LWx3M1oVz](https://www.youtube.com/watch?v=9hW3hH9_7pl&list=PLSRsrzUMQaxCSy2sIf-5Ryd4LWx3M1oVz) - cartoon 5 pillars

[http://www.bbc.co.uk/learning\\_zone/clips/preparations-for-prayer-wudu/5957.html](http://www.bbc.co.uk/learning_zone/clips/preparations-for-prayer-wudu/5957.html)

<http://www.bbc.co.uk/learningzone/clips/salah-muslim-prayer/3056.html>

Summer 2 - Why do people have different views about the idea of God? **Identity Change (Conflict)**

Disciplinary focus: Philosophy

Religion/Worldview: **Multi**

Core Knowledge: Theist – believe in God. Atheist – Do not believe in God/gods – Agnostic - Consider it impossible to know the truth of such things like afterlife or the existence of God. Hindu idea of one God but many faces – in different gods. Murti – idols/statues representing different gods. Each god is an aspect of God. Trimurti – 3:1 but none are ‘human’ like the Trinity. God is 3 in one in Christianity (overview of facts rather than examples of theology – LKS2). Islam there is one God and messages are through angels and prophets and Mohammed is first of the prophets. (N.B – year 3 pickup 99 names of God) Worship in Hinduism = Bhakti.

Possible questions: Compare ideas and reason why different) Does everyone believe in God/gods? Why would Hindus have many gods to explain God? Do they worship a statue? Is this like the use of Jesus on cross (crucifix). How is that different from Christians and Moslems? Do they act differently because there are many gods? Can you chose the god you like best? What do they think about the idea of one God? Which religions they know believe this? Do you think it changes the rules for these people? Why do you think people might have an idea that there are many Gods and not just one? Does this change how they behave?

Non-statutory ARE: Philosophy Year 2

Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them

Talk about what people mean when they say they ‘Know’ something.

**Give a reason to say why someone might hold a particular belief using the word, because....**

**Using religious and belief stories, make connections between people’s beliefs about right and wrong and their actions**

Possible resources:

<https://www.reonline.org.uk/islam-gcse-support-material/>

<https://www.reonline.org.uk/subject-knowledge/hinduism/>

<https://www.reonline.org.uk/subject-knowledge/christianity/>

Understanding Christianity – LKS2 resources on Trinity.

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbf2t39>

<https://www.bbc.co.uk/bitesize/guides/zygbtv4/revision/1>



Year 3

Autumn 1 - How do people express commitment to a religion/ worldview in different ways? <b>Identity</b>
Disciplinary focus: Social Sciences
Religion/Worldview: <b>Hinduism &amp; Islam</b>
Core Knowledge: <ul style="list-style-type: none"><li>☉ 5 Pillars of Islam, The Shahadah: Call to faith</li><li>☉ Salah: The role prayer plays in a Muslim's life</li><li>☉ Zakat: Giving to charity</li><li>☉ Hajj: The importance of pilgrimage</li><li>☉ Sawm: Fasting</li></ul> <b>The meaning of the following festivals:</b> <ul style="list-style-type: none"><li>☉ Eid-ul-Fitr</li><li>☉ Eid-ul-Adha</li></ul> Linked vocab - Islam, Muslim, Allah, Muhammad (PBUH), Prophet, The Five pillars of Islam: The Shahadah, Salah Sawm, Zakat, Hajj, Ramaadan, Eid-ul-Fitr, Eid-ul Adha, wudu, ka'bah, Mecca, prayer mat, Islamic compass, holy, Values, commitment masjid, difference in customs and branches – Sufi, Sunni and Shi'aa
Sanatan Dharma, diversity of practice and festivals, impact ahimsa, dharma, and karma on daily life and beyond – Puja Linked vocab: Ahimsa – Compassion and not to injure. Arti – Moving lighted candles in circle to show respect in front of the shrine. Bhagavad Gita – One of the most important holy books. Chanting – Prayer with several words sung repeatedly. Deity – Form of God in different incarnations. Dharma – Duty to act in the right way as God teaches. Ghee – Oil made from butter. Guru – Teacher or Spiritual Guide. Incense – Sweet smelling stick burnt in front of shrine as an offering. Karma – Every action has a reaction. Literal meaning is deed or act. Hindu belief that everything you do accrues either good or bad karma which can be carried over many lives. Mandir – Name for Hindu temple or place of worship. Mantra – Sacred sound or word said again and again. Important in lots of Hindu ceremonies. Moksha – Liberation from the cycle of rebirth. Offerings – Things offered to deities on the shrine. Pilgrimage – A journey or search of moral or religious significance. Priest – Person who performs religious duties in the temple. Reincarnation – Idea that soul is reborn in many bodies again and again in its journey for perfection. Vegetarian – Someone who doesn't eat meat or fish or eggs.
Possible questions: What are the main difference between the different branches of Islam? Is there a single leader in Islam? How do Muslims dress to show they are following the teaching of the Prophet Mohammed? What does it mean to make a commitment? How might a believer show commitment to their faith? (explore what this might look like in different faiths, including Christianity, and where possible draw on pupils' own faith experiences) How do Hindus show commitment? How is the same/different to Muslims (and Christians as a comparator)? Why is silence so important for prayer?

Do you think that praying five times a day would draw a Muslim closer to God (Allah) than a Muslim that didn't pray five times a day? Why/ why not?  
How might praying five times a day affect a Muslim's daily life? When would it be easiest/hardest? What is similar about bathing in the Ganges (or other pilgrimage) for a Hindus and the Hajj for Muslims? What is different?

Non-statutory ARE: Social Sciences Year 3

Identify some of the ways people use the terms 'religion and 'belief when exploring religions, beliefs and worldviews

Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews

Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.

Possible resources:

How Muslims prepare for prayer: Wudu

[http://www.bbc.co.uk/learning\\_zone/clips/preparations-for-prayer-wudu/5957.html](http://www.bbc.co.uk/learning_zone/clips/preparations-for-prayer-wudu/5957.html)

<http://www.bbc.co.uk/learningzone/clips/salah-muslim-prayer/3056.html>

Prayer in the Mosque video clips:

<http://www.bbc.co.uk/learningzone/clips/praying-at-the-mosque/487.html>

<http://www.bbc.co.uk/learningzone/clips/friday-prayer-at-the-mosque/488.html>

<https://www.reonline.org.uk/subject-knowledge/islam/>

<https://www.reonline.org.uk/subject-knowledge/hinduism/>

<https://www.learnreligions.com/holy-cows-hinduism-blessed-bovines-1770684>

<http://www.nhsf.org.uk/2004/12/qshould-all-hindus-be-vegetarians-or-is-this-an-individual-choice-free-from-religious-beliefsq/> ( teacher knowledge)

<http://www.religionfacts.com/hinduism/karma>

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-meeting-two-british-hindus/zkghf4j>

<https://www.bbc.co.uk/bitesize/topics/zh86n39> What is Hinduism?

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism/zfvkhhbk> Clips about life and faith for hindus

<http://www.ipswichhindusamaj.org.uk/facilities-activities/speakers-and-visits/>

Autumn 2 - What is the Trinity? **Care**

**Disciplinary focus: Theology**

Religion/Worldview: Christianity

Core Knowledge: God the father, God the Son and God the Holy Spirit. Incarnation Understand that the three parts are not the same – the father is not the son etc... There is exactly one God. There are three distinct Persons - Father, Son, and Holy Spirit. Each of the Persons is God

The Trinity is not: Three individuals who together make one God; Three Gods joined; Three properties of God.

• God the Father: revealed by the **Old Testament** to be Creator, Lord, Father and Judge.

• **God the Son**: who had lived on earth amongst human beings

• God **the Holy Spirit**: who filled Christians (everyone...?) with new life and power

Possible questions: Can you think of an example of a way to explain the concept using everyday materials (e.g. water or a clover). What is the same and what is different about the three aspects? What is important to Christians about how the Holy Spirit affects their daily life? How is each aspect different? What characteristics are features of God (each aspect)? How can we find out? What are the three parts of the Trinity? How do Christians express ideas about the Trinity? What can the idea of the Trinity be compared to? How does this belief compare with ideas of God in other religions? • What do Christians believe about God? Do all Christians have the same ideas about God? What do you believe about God?

Non-statutory ARE: Theology Year 3

Show awareness of different sources of authority and how they link with beliefs

Identify different types of writing and give an example of how a believer might interpret a source of authority

Recognise that beliefs are influenced by events in the past and present

Identify some links between beliefs being studied within a religion or worldview

Show awareness of some of the similarities and differences between and within religions and worldviews.

Recognise ways in which beliefs might make Hindus and Muslims think about how they live their life, how they see the world in which they live and how they view others.

Possible resources:

**UC Incarnation**

Picturing Christianity

<http://request.org.uk/life/beliefs/christianity-basically-the-trinity/>

<https://www.barnabasinschools.org.uk/idea/what-christians-believe-about-trinity-classroom-activity>

<http://www.chester.anglican.org/content/pages/documents/1489851673.pdf> - Teaching about trinity

[https://www.bbc.co.uk/religion/religions/christianity/beliefs/trinity\\_1.shtml](https://www.bbc.co.uk/religion/religions/christianity/beliefs/trinity_1.shtml) (teacher understanding)

Spring - What is philosophy? How do people make moral decisions? **Care Justice**

Disciplinary focus: Philosophy

Religion/Worldview: **Christianity vs Humanist**

Core Knowledge: The importance of Love and forgiveness in the Christian tradition. Utilitarianism (Jeremy Bentham and the maximum happiness principle or JS Mill - do no harm) Parables and fairy tales. Role of the law and police and society.

Possible questions: How do we know right from wrong? Where do these ideas come from? Who makes the rules? What are our school rules – why are these our rules? Where might these ideas come from? What if people don't believe in God (gods) how do they make moral choices? What is important punishment or praise and kindness? Why might people make the 'wrong choice'?

Non-statutory ARE: Philosophy Year 3

Recognise that there are many different religious and non-religious answers to questions people raise about the world around them.

Talk about the difference between 'knowing' and 'believing'

Use more than one reason to support their view

Recognise that it is difficult to define right, wrong, good, & bad

Recognise some of the similarities and differences between these ideas

Possible resources:

Link UC Gospels (N.B not theological unit) ideas of love and forgiveness – Prodigal son, Jesus and tax collector, Parables in general – Jesus working with those hated by 'right thinking society' Good Samaritan

Ideas from CS Lewis and Chronicles of Narnia – there are many moral tales - Edmund and the hot chocolate and turkish delight... Or the final battle where Aslan says 'all good done is in his name...'

<https://humanism.org.uk/humanism/the-humanist-tradition/19th-century-freethinkers/john-stuart-mill/>

<https://humanism.org.uk/humanism/the-humanist-tradition/19th-century-freethinkers/jeremy-bentham/>

Moral tales - folk and fairy tales from around the world. Not the cleaned up Disney... e.g. Snow White's stepmother dancing in red hot in shoes to her death...

School rules –

<https://understandinghumanism.org.uk/>

Teacher subject knowledge -

<https://understandinghumanism.org.uk/online-courses/>

Oak academy videos on Humanism are a great introduction and discussion tool for comparing Christianity and Humanism.

Summer 1 - What do Muslims believe about God? **Identity**

Disciplinary focus: Theology

Religion/Worldview: Islam

**Core Knowledge:** That there is only one God . He is the creator of all things. There are 99 names of God which reflect different attributes of God. The most familiar and frequent are "the All Merciful" (*Ar-Rahmān*) and "the Especially Merciful" (*Ar-Rahīm*). Allah ( God) is the one true God - all worship and praise is directed towards him; Allah should be treated with respect as he is the supreme being; Allah is the creator, designer and sustainer of the world.

Muslims believe that Allah is:

- **Transcendent** – Allah is above and beyond anything that exists in the world.
- **Fair and just** - Allah judges everyone equally.
- **Immanent** - Allah is close to every human and within all things on Earth.
- **Omnipotent** - Allah is all-powerful.
- **Beneficent** - Allah is all-loving.
- **Merciful** - Allah shows compassion and mercy, and he forgives people.

Possible questions: How many Gods do Muslims believe there are? Is this like any other religions you know about? What is the Arabic name for God? Why do you think he has 99 names? Can you name 5 of the most common? Why are some more commonly used? Tawhid – the Muslim name for the Oneness of God. Can you write any of the names in the Arabic script? Can you remember from year 2 what Muslim use to help them remember the 99 names of Allah?

Non-statutory ARE: Theology Year 3

Show awareness of different sources of authority and how they link with beliefs

Identify different types of writing and give an example of how a believer might interpret a source of authority

Recognise that beliefs are influenced by events in the past and present

Identify some links between beliefs being studied within a religion or worldview

Show awareness of some of the similarities and differences between and within religions and worldviews.

Recognise ways in which beliefs might make Muslims think about how they live their life, how they see the world in which they live and how they view others.

Possible resources:

Islam resources – teaching and learning about Shahada and the 99 names of God (school account)

<https://www.bbc.co.uk/bitesize/guides/zdxdqhv/revision/3>

<https://www.bbc.co.uk/bitesize/topics/zpdtbk/articles/zrxxgwx>

<https://www.youtube.com/watch?v=H9U8T8x1AhQ&list=RDCMUC4KN50fal7f45fx2DqG7ttg&index=2> - 5 pillars BBC Teach

Summer 2 - How do/have religious groups contributed to society and culture in the local area? ( note impact on arts - comes in year 4) **Identity Change**

Disciplinary focus: Social Sciences

Religion/Worldview: **Multi**

Core Knowledge: Local religious communities – Locally Christian – Church of England, Methodist. Muslim – Colchester and Clacton - Jewish – Colchester. Hindu – Ipswich and Clacton. Prayer for community and worldwide. Charitable giving and support of local charities link Zakat (Autumn 1). Charity important part of work of Christian church – think Children’s Society, Housing Justice. Research community charitable organisations lined to faith. Work of Salvation army. Muslim Council of Britain’s work. Opportunity for other faith visitors explaining this role locally. vSewa.org Hindu charities – Service is a key concept in Hinduism (Sewa) Christianity and Islam. Service - Duty to God and moral responsibility to the needs of others.

Mandir – temple – use of shrines and offering in the local areas. Puja in the home – vibrancy in the community.

Possible questions: Compare ideas and reason why different) What is service? How might people serve others? What is local? – What is the impact of faith in our country? How do you know? What do you think faith groups should do for society? Why? What examples of faith people do you know of? What have you noticed about what the faith leaders have told you? What is similar? What is different? What sorts of actions/activities do faith groups do for their communities? How

Non-statutory ARE: Social Sciences Year 3

Identify some of the ways people use the terms ‘religion and ‘belief when exploring religions, beliefs and worldviews

Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews

Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family, community and society.

Possible resources:

<https://www.bbc.co.uk/bitesize/guides/zvgrp47h/revision/1#:~:text=The%20Church%20can%20play%20a,ensure%20everyone%20has%20a%20home>

<https://www.facebook.com/ColchesterIslamicCommunityCentre/> Colchester

<http://www.ipswichmosque.org/> Ipswich

<https://tdec.co.uk/> Clacton

<http://www.ipswichhindusamaj.org.uk/> Ipswich

<https://www.essexmap.co.uk/listings/shree-ram-mandir/> Clacton centre

<https://sewauk.org/>

<http://www.manningtreebenefice.co.uk/vision.html>

<http://lawfordchurch.co.uk/>

<http://cdjc.org.uk/>

For teacher knowledge

[https://www.bbc.co.uk/religion/religions/islam/history/uk\\_1.shtml](https://www.bbc.co.uk/religion/religions/islam/history/uk_1.shtml) History of Islam in UK

<https://crestresearch.ac.uk/resources/british-muslims-full-report/>

<https://www.mabonline.net/about-islam/british-muslims-contributions/>

<https://iskconeducationalervices.org/HoH/tradition/movements-and-leaders/hinduism-in-britain-today/>

<https://religionmediacentre.org.uk/factsheets/hinduism-in-the-uk/>

Year 4

Autumn 1 - Where do religious beliefs come from? <b>Identity /conflict</b>
<b>Disciplinary focus: Theology</b>
Religion/Worldview: Christianity
Core Knowledge: Different testaments. Gospels, Creed, Lord's Prayer Religious 'thinkers' and denominations may interpret gospels differently, e.g. Pope, Papal Bull, Bishops, Archbishops. Protestant, Catholic,. different interpretations.
Possible questions: Where are the Gospels in the Bible? What does the word Gospel mean? What are the Gospels? Why do Christians believe they are important? How are disciples/Christians 'fishers of men'? How do Christians show love for all by following examples of Jesus' teaching? Why do some Christians say the creed? What are two distinguishing features of a parable?
Non-statutory ARE: Theology Year 4 Identify different sources of authority and how they link with beliefs Give examples of different writings and different ways in believers interpret sources of authority Identify events in history and society which have influenced some religious and non-religious worldviews Make clear links between different beliefs being studied within a religion or worldview Identify some of the similarities and differences between and within religions and worldviews Identify ways in which beliefs might make a Christians think about how they live their life, how they see the world in which they live and how they view others
Possible resources: Bible <b>UC Gospels – LKS2 What Kind of world did Jesus Want? This is the core resource.</b> <a href="https://www.churchofengland.org/our-faith/what-we-believe/apostles-creed">https://www.churchofengland.org/our-faith/what-we-believe/apostles-creed</a> <a href="https://www.youtube.com/watch?v=gXls5M8wxLQ">https://www.youtube.com/watch?v=gXls5M8wxLQ</a> – different denominations – teacher resource <a href="http://request.org.uk/life/church/denominations/">http://request.org.uk/life/church/denominations/</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-worship/zvjv92p">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-worship/zvjv92p</a> - differences in worship <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-christianity/znshvk7">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-christianity/znshvk7</a> The teacher notes on different churches from 'Old' Essex SACRE are helpful here – as are some of the links <a href="https://www.youtube.com/watch?v=rE2T2sYTy8s">https://www.youtube.com/watch?v=rE2T2sYTy8s</a> – clip St Johns Russian Orthodox in Colchester ( old garrison Church)

Autumn 2 -What do we mean by truth? Is seeing believing? conflict/change
<b>Disciplinary focus: Philosophy</b>

Religion/Worldview: <b>Multi, including Sikh views on God as truth</b>
Core Knowledge: The different views about the nature of existence, meaning and knowledge.
<p>Possible questions: What is truth?" (John 18:37-38) – When Pilate said these words – was he implying that there is none because it can't be seen? How do Christians answer him?</p> <p>If the whole world believes the earth is flat does that make it flat? Can everyone be right? Give your ideas. Christians say Jesus is Lord – Muslims and Hindus do not. Are Sikhs right the truth of God is all around us? Can there be more than one truth?</p>
<p>Non-statutory ARE: Philosophy Year 4</p> <p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p><b>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge</b></p> <p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views</p> <p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences</p>
<p>Possible resources:</p> <p>"For man does not live by bread alone but from every word that proceeds from God." (Matthew 4:4)</p> <p>"Every one that is of the truth hears my voice." (John 18:37)</p> <p>The first truth and the foundation of all truth is God - "God is the Truth (the Real)" (Qur'an 22:6).</p> <p>"We created not the heavens and the earth and what is between them but through the Truth (the Real - Haqq); and the hour will most surely come, so turn away (from the ignorant and heedless) with kindly forgiveness." (Qur'an 15:85)</p> <p>'Doubting Thomas' – he needed to see – does everyone?</p> <p>Francis Bacon – essay what is truth?</p> <p><a href="https://www.islamicity.org/6398/according-to-jesus-bible-and-quran-what-is-truth/">https://www.islamicity.org/6398/according-to-jesus-bible-and-quran-what-is-truth/</a> - an essay for teachers</p> <p><a href="https://iai.tv/articles/what-is-truth-four-different-answers-auid-1202">https://iai.tv/articles/what-is-truth-four-different-answers-auid-1202</a> - an essay for teachers ( short)</p> <p><a href="https://www.bethinking.org/truth/what-is-truth">https://www.bethinking.org/truth/what-is-truth</a> -</p> <p><a href="https://www.bbc.co.uk/religion/religions/sikhism/beliefs/beliefs.shtml#:~:text=Truth%20is%20the%20highest%20of,love%2C%20worship%2C%20and%20contemplation.&amp;text=They%20do%20this%20to%20help%20themselves%20achieve%20liberation%20and%20union%20with%20God.">https://www.bbc.co.uk/religion/religions/sikhism/beliefs/beliefs.shtml#:~:text=Truth%20is%20the%20highest%20of,love%2C%20worship%2C%20and%20contemplation.&amp;text=They%20do%20this%20to%20help%20themselves%20achieve%20liberation%20and%20union%20with%20God.</a></p> <p><a href="https://www.bbc.co.uk/programmes/p02mx3t9">https://www.bbc.co.uk/programmes/p02mx3t9</a> – Sikhism clips form BBC</p> <p><a href="https://www.barnabasinschools.org.uk/idea/truth-nathan-confronts-king-david-story">https://www.barnabasinschools.org.uk/idea/truth-nathan-confronts-king-david-story</a> – concept/value of truth</p> <p><a href="https://humanism.org.uk/about/humanist-philosophers/faq/does-humanism-lead-to-relativism/">https://humanism.org.uk/about/humanist-philosophers/faq/does-humanism-lead-to-relativism/</a> - humanist view</p>
Spring - How do/have religious groups contribute to society and culture? <b>Identity Change</b>
Disciplinary focus: Social Sciences

Religion/Worldview: Hindu/ Christianity

Core Knowledge:

Cultural expressions of the Christian faith (music and art & buildings) and the role of the Christian community in charity work. Forgiveness.

Social duty of Hinduism - The impact of ahimsa, dharma and karma on daily life and beyond.

Buildings /temples, music and art in. (in UK and in India and beyond)Mandir temples – Avatars – human forms of Gods that become statues and shrines

Idea in Christianity of equal before God and simple outline of caste system and reincarnation

Dharma – duty/way of life Ahimsa – non violence Kharma – fate (but more cause and effect, because peoples actions are seen as having an impact)

Possible questions:

How do we recognise Hindu temples? How do they compare to churches? How does the Hindu religion support society? Does Christianity encourage helping others? How do the two religions view charity? How do followers of each religion care for others? How does the Hindu faith define the culture in places where it is practised? What do the buildings look like? What about sculptures – local shrines household gods – what about music? Do both religions celebrate all being equal? What is the caste system? Why has this changed? Does a belief in reincarnation make people act positively for society? How does believing in ‘heaven’ make people act positively for each other? How do we in a church school show charity? Why do we do this?

Non-statutory ARE: Social Sciences Year 4

Describe the difference between the terms ‘religion and ‘belief when exploring religions, beliefs and worldviews

Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews

Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs

Possible resources:

Khan Academy:

<https://www.khanacademy.org/humanities/world-history/ancient-medieval/early-indian-empires/a/hinduism-in-indian-culture#:~:text=Overview-,During%20the%20Maurya%20and%20Gupta%20empires%2C%20the%20Indian%20culture%20and,outside%20of%20their%20social%20station.>

<https://www.khanacademy.org/humanities/art-asia/beginners-guide-asian-culture/hindu-art-culture/a/roots-of-hinduism>

<https://medium.com/@tremauricejohnson/hinduisms-impact-on-today-s-society-16e579f1f50f> (teacher knowledge)

<https://www.reonline.org.uk/teaching-resources> - really good search function by area and religion and suggested lessons

<https://www.reonline.org.uk/resources/voices-from-religion-and-worldviews-hinduism/>

<https://www.reonline.org.uk/resources/voices-from-religion-and-worldviews-christianity/>

Summer 1 - Why is there diversity of belief within Islam? **Identity conflict**

Disciplinary focus: Social Sciences

Religion/Worldview: Islam (Sunni, Shia, Sufi) Includes some theological aspects (builds on year 3 unit).

Core Knowledge: (*Links to variety in thinking in Christianity Autumn 1*) Sunni – they believe that Mohammed revealed all the laws of God and there will be no other prophet. They are the majority of Muslims. Shia – predominantly in Iran and Syria today. They believe that the rules continue to be revealed and this started with Mohammed's son-in-law Ali – they also look at Hadith of Ali for their rules.

Sufi – want to be as close to Allah as possible they are more 'mystical' in tradition and less about ritual more about personal closeness to God they might meditate on the meaning of the Qur'an (today, most are located in sub-Saharan Africa). The focus is on seeing the light in others and not looking to their mistakes. (Think about the namaste in Hinduism – may the light in me greet the light in you – think in Christianity seeing the light in each other)

Sufi is strongly opposed by extreme Sunni groups. Many Sunnis believe that Shia and Sufi need to learn how to follow the correct rules (theirs)

Shia – Links to Husayn and Karbala - Husayn (Mohammed's grandson) was murdered in Karbala. Karbala is a holy city to the Shia, and so Karbala is considered to be one of the most sacred places to **pray**. Since there are Muslims located all over the world, Shi'ah Muslims have created small clay tablets called Mohr or Turbah from the ground of Karbala.

Possible questions: What do Sunnis believe? What do Shia believe? How are they different? How do Sufis behave differently from Sunni and Shia? What are the roots of the Shia? How is this different from Sunni? What sort of actions might Sufis do to show their faith?

Non-statutory ARE: Social Sciences Year 4

Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews

Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews

Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs

Possible resources:

<https://www.bbc.co.uk/bitesize/guides/zvm96v4/revision/4>

<https://www.youtube.com/watch?v=WLVtvo9QlQ> - the family of prophet Mohammed - Hussein/Husayn. Blurred because it is disrespectful to draw images of the prophet's family

<https://www.youtube.com/watch?v=H9U8T8x1AhQ&list=RDCMUC4KN50fal7f45fx2DqG7ttg&index=2> 5 pillars – bbc teach

Teacher resources –

Islam for Dummies.

<https://muslim.sg/articles/cultural-diversity-in-islam>

<https://gulfnews.com/lifestyle/community/readers-views-cultural-diversity-is-a-core-idea-of-islam-1.64092202>

<https://www.pewforum.org/2012/08/09/the-worlds-muslims-unity-and-diversity-1-religious-affiliation/>

[https://www.bbc.co.uk/religion/religions/islam/subdivisions/sunnishia\\_1.shtml](https://www.bbc.co.uk/religion/religions/islam/subdivisions/sunnishia_1.shtml)

<https://www.dw.com/en/sufi-islam-what-you-need-to-know/a-41532401>

Summer 2 - What does sacrifice mean? **Fairness Care**

**Multi/Humanist (link UC Salvation)**

Disciplinary focus: Philosophy

Religion/Worldview: **Multi**

Core Knowledge: Christian understanding of sacrifice – Jesus sacrificed himself for humans to forgive our sins. Saints sacrifice themselves for their faith because following the rules set by God is more important than self. Humanists focus on the value of life and it has value without God. They don't recognise an afterlife so there is no need for an 'eternal repayment for sins on Earth. The focus is on 'rights and responsibilities'. Both Christians and Humanists believe in acting to make the world a 'better' place for the people around them and the environment – but it is arguable that the one does it for the glory of God and then other of their 'own initiative'.

Nelson Mandela was a humanist (Link year 2). He sacrificed his freedom for the anti-apartheid cause. Religious orders also sacrifice freedoms to help others as a sacrifice. E.g. Mother Teresa.

Links to Sacrifice in Islam and Hinduism.

Sacrifice is also about duty/submission to God in Islam. They remember the sacrifice of Ibrahim (Abraham) and Hagar and at the end of the Hajj an animal is sacrificed and the wealthy share it with the poor= Qurbani Sacrifice.

Yajna or Sacrificial ritual (or ritual sacrifice) is the oldest continuing practice of Hinduism and constitutes the core of its ritual and spiritual dimensions. Its essential purpose is to make a devotional offering as a sacred duty and an obligation towards God and his creation.

Possible questions: compare ideas and reason why different) Have you had to sacrifice anything? How did it feel? What might be reasons for sacrifice? Is sharing a sacrifice? Is putting others before ourselves a sacrifice? What does it mean to sacrifice in Christianity/Islam/Hinduism? What is the difference in sacrifice in the religions you have covered and humanism? Is sacrifice a good thing? What examples of sacrifice do you know about? What do you recall about the Roman Gods and sacrifices? Why did the Romans perform sacrifices? Is this idea similar or different to the humanist or modern religious attitudes?

Non-statutory ARE: Philosophy Year 4

Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.

Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge

**Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief**

**Give reasons for more than one point of view, providing pieces of evidence to support these views**

Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences

Possible resources:

Some elements UC Salvation (N.B – not a Theological unit)

<http://www.humanismforschools.org.uk/>

Humanist perspectives in Religion pdf.

<https://www.humanappeal.org.uk/news/news-2020/ten-things-to-sacrifice-for-the-sake-of-allah/>

<https://www.hinduwebsite.com/ritual-aspects.asp>

<https://www.reonline.org.uk/knowledge/hindu-worldview-traditions/vedic-ritual/>

Year 5

Autumn 1 - Is believing in God reasonable? <b>Conflict/ identity/Change</b>
Disciplinary focus: Philosophy
Religion/Worldview: Multi/Humanist
Core Knowledge: Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Knowledge of a religious and humanist philosophers e.g Bertrand Russell (humanist) roots based in Thomas Aquinas ( religious) and Avicenna ( Islamic philosopher – Ibn Sinna) Key: it is not debating - what is God – that is theology and assumes existence. Immanuel Kant is a philosopher who argues it is reasonable to believe in God.
Possible questions: Why do some people not believe in God? Why do some people believe in God? What is reasonable? How can we discuss this without denigrating the opposing view? Do you think that ....argument is logical? Is no proof of existence the same as absence? Why did Bertrand Russell conclude believing in God was not reasonable? What is Kant’s argument?
Non-statutory ARE: Philosophy Year 5 Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence. Explain some of the different ways in which philosophers <i>understand abstract concepts</i> Explain, using a range of reasons, whether a position or argument is coherent and logical Link a range of different pieces of evidence together to form a coherent argument. 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.
Possible resources: <a href="https://www.philosophy-foundation.org/enquiries/age:38">https://www.philosophy-foundation.org/enquiries/age:38</a> – some basics of a range of philosophical approaches <a href="https://humanism.org.uk/?gclid=Cj0KCQjw-O35BRDVARIsAJU5mQWVI2zt7keWCFzE8so6pWlrj3UCDmW8e5E-ujwgWjrzkLrRL3HyTD8aAqVcEALw_wcB">https://humanism.org.uk/?gclid=Cj0KCQjw-O35BRDVARIsAJU5mQWVI2zt7keWCFzE8so6pWlrj3UCDmW8e5E-ujwgWjrzkLrRL3HyTD8aAqVcEALw_wcB</a> <a href="https://www.philosophybasics.com/movements_humanism.html">https://www.philosophybasics.com/movements_humanism.html</a> <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a> <a href="https://www.bbc.co.uk/bitesize/guides/zbkmvk7/revision/1">https://www.bbc.co.uk/bitesize/guides/zbkmvk7/revision/1</a> - GCSE - useful for teacher knowledge

Autumn 2 - How has belief in God impacted on music and art through history? <b>Identity Change</b>
Disciplinary focus: Social Sciences

## Religion/Worldview: Christianity /Islam

Core Knowledge: Typically, though not entirely, **Islamic art** has focused on the depiction of patterns and Arabic calligraphy, rather than human or animal figures, because it is believed by many Muslims that the depiction of the human form is idolatry and thereby a sin against God that is forbidden in the Qur'an. Note Samarkand has examples of animals portrayed on Mosques. Art could be the furniture in a mosque as well as decoration.

Note view of extremists opposed to dance etc – Taliban.

Sufic tradition lots of music. MANY VARIETIES BASED ON CULTURAL DIFFERENCES. The lawfulness of music in Islam is very strongly debated and many think instruments are unlawful but the voice is lawful.

Tradition of Art – frescoes – Giotto; Decoration of religious buildings – triptych/diptychs, Michelangelo, Salvador Dali, Islamic calligraphy and geometric design,.

The psalms are songs and so music is rooted in the bible. Hymn singing, Requiems ( the key sections), Gospel music, sung mass vs spoken symphonies – Haydn's 'Creation' Compare older and more modern traditions – e.g. psalm 23 various versions traditional Crimmond vs Stuart Townsend.

Possible questions: How is the belief expressed in art and music? How is this different for music not based in belief? Why might Muslims consider music to be against the teaching of the Quran? Why do most Muslims think art that shows living creatures/plans is unlawful? Why do Christians use music in their religion? Is the call to prayer music? How do you show the divine in a picture? How does the music/art change over time?

Non-statutory ARE: Social Sciences Year 2

Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief

Recognise different types of writing from within one text

Recognise that some beliefs connect together and begin to talk about these connections

Give different examples of how Christian/Hindu beliefs influence daily life

Possible resources:

Teacher Background

[https://en.wikipedia.org/wiki/Islamic\\_music#:~:text=Instruments,-](https://en.wikipedia.org/wiki/Islamic_music#:~:text=Instruments,-This%20section%20needs&text=Some%20Muslims%20believe%20that%20only,the%20permissible%20kinds%20of%20music.)

[This%20section%20needs&text=Some%20Muslims%20believe%20that%20only,the%20permissible%20kinds%20of%20music.](https://en.wikipedia.org/wiki/Islamic_music#:~:text=Instruments,-This%20section%20needs&text=Some%20Muslims%20believe%20that%20only,the%20permissible%20kinds%20of%20music.)

<https://www.britannica.com/topic/Islamic-arts/The-history-of-Islamic->

[music#:~:text=The%20earliest%20extant%20writings%20on,legendary%20sources%20or%20vague%20traditions.](https://www.britannica.com/topic/Islamic-arts/The-history-of-Islamic-music#:~:text=The%20earliest%20extant%20writings%20on,legendary%20sources%20or%20vague%20traditions.)

<https://ccrma.stanford.edu/~blackrse/islam.html>

<https://muslimheritage.com/music-in-muslim-civilisation/>

<https://www.aljazeera.com/indepth/opinion/2013/11/rise-rise-islamic-music-20131129111134149630.html>

[https://www.metmuseum.org/toah/hd/orna/hd\\_orna.htm](https://www.metmuseum.org/toah/hd/orna/hd_orna.htm) - the nature of Islamic Art

[https://www.bbc.co.uk/religion/religions/islam/art/art\\_1.shtml](https://www.bbc.co.uk/religion/religions/islam/art/art_1.shtml)

<https://www.youtube.com/watch?v=rcRxHWVdUvk> Modern collection music for Ramadan

<https://www.youtube.com/watch?v=mBaNtj0OrSk> Prayer Song (Islamic)

Traditional music and instruments

<https://www.youtube.com/watch?v=Pr5AxN4Mnbs>

<https://www.khanacademy.org/humanities/art-islam/beginners-guide-islamic-world-art/beginners-guide-islamic-art/a/arts-of-the-islamic-world> - variety of examples and explanations

<https://www.youtube.com/watch?v=kYr-L-HTzjo> – clip with a variety of Islamic art

Ted Ed- Islamic art - <https://www.youtube.com/watch?v=pg1NpMmPv48>

Christian tradition - <https://www.youtube.com/watch?v=XKg7YILYBkc>

National Gallery

<https://www.youtube.com/watch?v=9xqReDxxHsY> – Christian symbols in art

[https://www.youtube.com/watch?v=JZbpV\\_3osQg](https://www.youtube.com/watch?v=JZbpV_3osQg) Stuart Townsend Psalm 23

[https://www.youtube.com/watch?v=kbGsIVeKU\\_E](https://www.youtube.com/watch?v=kbGsIVeKU_E) – Crimmond

<https://www.youtube.com/watch?v=IAZN1oVir5A> - Goddall ( Vicar of Dibley)

<https://www.youtube.com/watch?v=R7UwrbjIMow> – Verdi’s requiem

<https://www.youtube.com/watch?v=UnilUPXmipM> -Faure Requiem

[https://www.youtube.com/watch?v=rsSMCq7pl\\_k](https://www.youtube.com/watch?v=rsSMCq7pl_k) – Britten’s War requiem

Any of the hymns they know.

<https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zjqcf4j> how religion can be expressed through art – BBC bitesize.

[Christian Art: History, Characteristics \(visual-arts-cork.com\)](http://Christian Art: History, Characteristics (visual-arts-cork.com)) - History of Christian art through the ages

[The Symbolic Meaning of Key Patterns and Motifs in Islamic Art \(invaluable.com\)](http://The Symbolic Meaning of Key Patterns and Motifs in Islamic Art (invaluable.com))

Spring - What can we learn about the world/knowledge/meaning of life from the great philosophers? **Identity Change**

Disciplinary focus: Philosophy

Religion/Worldview: **Multi (incl Buddhism)**

Core Knowledge: build on Autumn term but not focussed on reasonableness of believing in God.

Aristotle as a basis of western philosophy (build on previous unit). Enlightenment, compassion, suffering, love self-determination, predestination, balance. Possibly Extend – Utilitarianism – J Bentham and JS Mill – ‘Maximum happiness’ principle (link year 6 spring 1). Plutarch’s Ship

Possible questions:

What do we remember about the ideas of Hume, Russell etc? What do you think their ideas about the meaning of life are? What do Buddhist think about the purpose of life? How does this mean people behave/live? How does this compare to how people behave and think if they believe Aristotle, Russell etc are right? What do they have in common? Does choosing ‘fate’/ predestination change the meaning of life? If we follow maximum

happiness what might the outcome be? How does this compare to Buddhist view? Which ideas make most sense to us? Why? Do we have any other ideas? Who am I? When is 'am'?

Non-statutory ARE: Philosophy Year 5

Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.

Explain some of the different ways in which philosophers *understand abstract concepts*

Explain, using a range of reasons, whether a position or argument is coherent and logical

Link a range of different pieces of evidence together to form a coherent argument.

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.

Possible resources:

Bertrand Russell: The Philosophy Book: Big Ideas Simply Explained' – page 238-239

<https://teachingsofthebuddha.com/what-is-the-purpose-of-life-in-buddhism/>

Kids book of philosophy

Big Ideas for curious minds

Philosophy for kids

[BBC Two - What Makes Me, Me? And Other Interesting Questions, Series 1, What Makes Me, Me?, What makes me, me?](#)

<https://www.youtube.com/watch?v=7DLzXAjScXk> – Ted talk – Philosophy for Kids (teacher resource)

<https://www.youtube.com/watch?v=UHwVypIU3Pg> – Ted talk – Who am I?

Summer 1 - What difference does the resurrection make to Christians? **Identity Care**

**Disciplinary focus: Theology**

Religion/Worldview: Christianity

Core Knowledge: Resurrection, trinity, incarnation, sacrifice, Hope salvation. Confirms to Christian Jesus is incarnate of God and that death is not the end. Life in hope now and after death. Story of the crucifixion. Prophecy. Sacrifice own needs for the needs of others, duty of God – link with animal sacrifice in Judaism, St Paul – suffering is temporary and made up by 'eternal joy'.

Possible questions: Why is Jesus sometimes called the lamb of God? What is incarnation? What is sacrifice? What do Christians understand as Jesus' sacrifice? Why might believing in heaven change your behaviour. What is the sequence of the Easter story? Who 'saw him first? Who needed convincing? Why do you think Jesus revealed himself to Mary first? Does this matter? How do you think the first Christians felt about Resurrection? Is it

the same today? What are the differences in the setting of Jesus' death and resurrection? How does the imagery change? Can you link this to any particular feelings/emotions? How do you think these link to the Christian ideas of hope, duty and sacrifice?

Non-statutory ARE: Theology Year 5

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 how events in history and society have influenced some religious and non-religious worldviews

Describe the connections between different beliefs being studied and link them to sources of authority

Describe some of the key theological similarities and differences between and within religions and worldviews

Describe ways in which beliefs shape the way Christians view the world in which they live and how they view others

Possible resources:

UC Salvation Year 5 and 6 5 as a basis and then extend to how this makes a difference....

<https://www.youtube.com/watch?v=Wnbo2AmS3OI> - bbc teach Easter story

Summer 2 - How do Hindus make sense of the world? **Identity Care**

**Disciplinary focus: Theology**

Religion/Worldview: Hinduism

Core Knowledge: Meaning of Dharma individual duty

Key terms to be investigated – ataman – ( eternal Soul), karma – one's actions samsara reincarnation, moksha liberation from re-birth

Dharma – duty/way of life Ahisma – non violence Kharma – fate (but more cause and effect, because peoples actions are seen as having an impact)

Tension between duty and action Dharma and Karma. Results of action help achieve good or bad karma. Lnks to duty to non-violence and also action ( build on year 4 unit)

Beliefs God has many aspects and these can be worshipped. They are on earth in human form this is their avatar. There are key gods that form the Trimurti, Bramha, Vishnu and Shiva. Creator, Maintainer/sustainer and destroyer

Key ancient text - Ramayana, Upanishads, Puranas, Baagavad Gita – source of beliefs ( and the differences in belief)

Use extracts from texts/prayer sot interpret the beliefs.

Stages of life – ashmas ( the belief rather than the duties – though these may need to be linked)

Aum and its symbol and meaning

Possible questions: compare ideas and reason why different) What is the meaning of..... ( key words). How are gods represented on earth?

Non-statutory ARE: Theology Year 5

**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 how events in history and society have influenced some religious and non-religious worldviews

Describe the connections between different beliefs being studied and link them to sources of authority

Describe some of the key theological similarities and differences between and within religions and worldviews

**Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others**

Possible resources:

<https://www.reonline.org.uk/knowledge/hindu-worldview-traditions/>

Hindu World view /traditions essay from RE online

<https://www.khanacademy.org/humanities/ap-art-history/south-east-se-asia/india-art/a/beliefs-of-hinduism>

<https://www.youtube.com/watch?v=ouB5ffkZd2c> - trimurti

Year 6

Autumn 1 - One narrative many beliefs – why do people interpret things differently? <b>Conflict Change Identity</b>
<b>Disciplinary focus: Theology</b>
Religion/Worldview: Christianity
Core Knowledge: Build on Year 4 – types of denomination. Differences in protestant denominations - Pentecostal, non-conformist, Salvation Army, Quakers. Recap – structures of churches – how some protestant denominations have no hierarchy. Other traditions... Eastern Orthodox and Russian Orthodox. Coptic Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. William Booth – Salvation Army – rise of temperance and poverty / inner city slums etc. George Fox – Quakers - link to conscientious objectors role in WW2 and pacifism (topic link) and role of Quaker families in social reform – e.g. Fry and Cadbury
Possible questions: Why did George Fox want to go back to a pure religion? Why did the Quaker values support social reform? Why did William Booth found the Salvation Army. SA and Quakers are strong on social reform, do they behave in the same way in their religion? Why/not? How are these thinkers different from Catholics? How are the Salvation Army structures like that of mainstream church? How are they different?
<i>Non-statutory ARE: Theology Year 6</i> 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 how events in history and society have influenced some religious and non-religious worldviews Explain connections different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities and differences between and within religions and worldviews Explain and discuss how beliefs shape the way Christians view the world in which they live and how they view others
<i>Possible resources:</i> <i>Bible</i> <i>UC Gospels</i> <i>UC God</i> <a href="https://www.churchofengland.org/our-faith/what-we-believe/apostles-creed">https://www.churchofengland.org/our-faith/what-we-believe/apostles-creed</a> <a href="https://www.youtube.com/watch?v=qXls5M8wxLQ">https://www.youtube.com/watch?v=qXls5M8wxLQ</a> – different denominations – teacher resource <a href="http://request.org.uk/life/church/denominations/">http://request.org.uk/life/church/denominations/</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-worship/zvjv92p">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-worship/zvjv92p</a> - differences in worship <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-christianity/znshvk7">https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-christianity/znshvk7</a> <i>The teacher notes on different churches from 'Old' Essex SACRE are helpful here – as are some of the links</i>

<https://www.youtube.com/watch?v=rE2T2sYTy8s> – clip St Johns Russian Orthodox in Colchester ( old garrison Church)

[https://www.bbc.co.uk/religion/religions/christianity/subdivisions/quakers\\_1.shtml](https://www.bbc.co.uk/religion/religions/christianity/subdivisions/quakers_1.shtml)

<https://www.salvationarmy.org.uk/william-booth>

<https://www.npg.org.uk/collections/search/person/mp00485/william-booth>

[https://www.bbc.co.uk/religion/religions/christianity/subdivisions/salvationarmy\\_1.shtml](https://www.bbc.co.uk/religion/religions/christianity/subdivisions/salvationarmy_1.shtml)

## Autumn 2 - How and why does religion bring peace and conflict? **Identity Conflict**

Disciplinary focus: Social Sciences

Religion/Worldview: **Multi**

Core Knowledge: Links to topic WW2 – Holocaust – white Christian ideal. Build on interdenominational – Northern Ireland, Multitude of examples: idea of Jihad and Caliphate modern (could compare to Golden Age in Moorish Spain). Legacy of crusades. Poss link to CS Lewis idea that all good is done in the name of God (illustrated in The Final Battle of Chronicles of Narnia) irrespective of system of belief. Attack on Golden Temple of Amritsar. India and Pakistan and Kashmir. Indian Nationalism as defined through religion. Islam means Peace. Jesus preaches Peace. Hinduism – tensions between Karma and Ahimsa a duty to fight. People of faith can stand together - Examples of Christians and Jews protecting Mosques in UK from reprisals. Muslims protecting Coptic churches in Egypt and also Sri Lanka

Possible questions: Whose side is God on? Why are India and Pakistan always on the ‘edge of conflict’? Why did the Indian Army attack the Sikh Temple? Why do people protect other religions? What is a crusade? Is the conflict based in religion or culture?

Non-statutory ARE: Year 6 Social Sciences

Begin to analyse and evaluate the varying use of the terms: ‘religion’ and ‘belief’ by followers from within a religion or worldview and those from outside it

Recognise some areas of controversy when interpreting and explaining the nature of religion and belief

Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally, and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.

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

Possible resources:

Teacher reading:

<https://www.usip.org/publications/2006/01/religious-contributions-peacemaking-when-religion-brings-peace-not-war>

[https://www.beyondintractability.org/essay/religion\\_and\\_peace](https://www.beyondintractability.org/essay/religion_and_peace)

<https://www.ukessays.com/essays/religion/how-could-religion-cause-violence-religion-essay.php>

<https://www.weforum.org/agenda/2013/09/why-religion-is-important-in-conflict-prevention/>  
<https://www.goodnewsnetwork.org/cameroon-christians-protect-mosques-on-friday-muslims-guard-churches-on-sunday/>

<https://edition.cnn.com/2018/11/06/us/rings-of-peace-toronto-trnd/index.html>  
<https://time.com/4657876/texas-mosque-fire-jewish-christian-communities-help/>  
<https://www.twinkl.co.uk/resources/gcse-ethics-and-philosophy-ks4-religious-studies-key-stage-3-4/religion-peace-and-conflict-gcse-ethics-and-philosophy-ks4-religious-studies-key-stage-3-4/unit-of-work-religion-peace-and-conflict-gcse-ethics-and-philosophy-ks4-religious-studies-secondary> - could be adapted.  
<https://www.bbc.co.uk/bitesize/guides/zbygjxs/revision/4>  
BBC bitesize – crusades <https://www.bbc.co.uk/bitesize/guides/zbj6sg/revision/1>  
Hinduism – war and Peace - <https://www.bbc.co.uk/bitesize/guides/zvfbwmn/revision/4>

Spring - What does it mean to be human? Is being happy the greatest purpose in life? **Identity Justice Care**

Disciplinary focus: Philosophy

Religion/Worldview: Christianity and humanism

Core Knowledge: Aristotle and happiness (recap year 5). Utilitarianism – J Bentham and JS Mill – ‘Maximum happiness’ principle (recap year 5)- good character, developing skills building self-satisfaction Epicurus metaphysical, physical, outcome Nietzsche –no worries = laziness - ephemeral. overcoming adversity = contentment. José Ortega y Gasset convergence between reality and aspiration. Benevolence, altruism, charity Julia Annas (modern British) builds on Aristotlean ideas about moral efficacy and skills. Thomas Aquinas (build on year 5) rational irrational

Possible questions: What is it to be happy? Are there different kinds of happiness – what do you think they are? Which of the philosophers do you think is most like your view? Where is duty in happiness. Why could suffering help us learn happiness? Does this idea link to any of the religions you have studied? Do we all need the same circumstance to be happy? Why not? What is more important? What makes us human? What is a good life? Does this link to the religions you have studied?

Non-statutory ARE: Philosophy Year 6

Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence

Begin to analyse and evaluate different ways in which philosophers understand abstract concepts

Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion

Use well-chosen pieces of evidence to support and counter a particular argument.

Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.

Possible resources:

Kids book of philosophy

Big Ideas for curious minds

Philosophy for kids

<https://www.youtube.com/watch?v=7DLzXAjscXk> – Ted talk – Philosophy for Kids (teacher resource)

<https://www.youtube.com/watch?v=UHwVypIU3Pg> – Ted talk – Who am I?

<https://www.pursuit-of-happiness.org/history-of-happiness/aristotle/>

[https://charleskenny.blogspot.com/weblog/files/kenny\\_chapter\\_1.pdf](https://charleskenny.blogspot.com/weblog/files/kenny_chapter_1.pdf) - teacher resource

[https://philosophynow.org/issues/80/Being\\_Human](https://philosophynow.org/issues/80/Being_Human) teacher resource

<https://www.theguardian.com/commentisfree/belief/2012/feb/27/thomas-aquinas-what-does-it-mean-to-be-human>

Summer 1 - Creation or science: conflicting or complementary? **Identity Conflict**

**Disciplinary focus: Theology**

Religion/Worldview: Christianity/ Atheism/Agnosticism

Core Knowledge: creationism/ intelligent design, Darwinism. Big Bang, theory of evolution, Dawkins – atheist, Agnosticism, Theistic evolution

Possible questions: Who was Charles Darwin? Why did he build his theory on the origin of the species? What is an Atheist? Who is Richard Dawkins? What does he say about religion and science? What does Theistic evolution mean? Can you believe in the bible and the theory of evolution? Do other religions have the same 'conflict'? What is atheism? What is the theory of evolution? Are all religious people creationists? What is an agnostic? Why do some people take this view? What about other faiths you have learnt about?

*Non-statutory ARE: Theology Year 6*

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 how events in history and society have influenced some religious and non-religious worldviews

Explain connections different beliefs being studied and link them to sources of authority using theological terms

Explain the key theological similarities and differences between and within religions and worldviews

Explain and discuss how beliefs shape the way Christians view the world in which they live and how they view others

Possible resources:

UC Creation

<https://www.youtube.com/watch?v=q3MWRvLndzs>

<https://www.livescience.com/43126-creationism-vs-evolution-6-big-battles.html>

<http://request.org.uk/issues/ultimate-questions/science-faith/>

<https://www.bbc.co.uk/bitesize/guides/zx7634j/revision/4>

[https://www.bbc.co.uk/religion/religions/christianity/beliefs/creationism\\_1.shtml](https://www.bbc.co.uk/religion/religions/christianity/beliefs/creationism_1.shtml)

For teacher subject knowledge:

<https://www.theguardian.com/uk/2006/mar/21/religion.topstories3> Archbishop says teach the Science

<https://www.theguardian.com/world/2006/mar/21/religion.uk> transcript of an interview with Rowan Williams

<https://www.theguardian.com/news/2017/sep/24/big-issue-no-mystery-science-and-religion-cannot-be-reconciled>

<https://biologos.org/articles/famous-christians-who-believed-evolution-is-compatible-with-christian-faith>

<https://biologos.org/common-questions/how-have-christians-responded-to-darwins-origin-of-species>

Summer 2 – How do beliefs shape identity for Hindus? **Identity**

Disciplinary focus: Social Sciences

Religion/Worldview: Hinduism

Core Knowledge: Originally Hindu meant Indian ( whole peninsula) Persian ‘Sindhu’ (both come from Indus – the river) and did not need further definition til the arrival of Islam and there were many sects that began to identify as ‘Hindu’ when faced with British Raj ( link to ideas of invasion) Hindu nationalists in 20<sup>th</sup> century began to link the idea of being Indian with being Hindu and included all linked religions – Jainism and Buddhism but exclude Islam and Christianity - core to partition and also modern day Indian Nationalism (link justice). There are many sects in Hinduism whose life is linked to worship of particular gods. For example: Vaishnavism – Vishnu, Shaivism – Shiva, Shaktism – Shakti.

Veda= sacred ancient texts. Stories/texts to share how to live: Ramayana, Upanishads, Puranas, Baagavad Gita ( beliefs link to year 5)

There are diverse beliefs – link to the story of the blind man and the elephant.

Investigate how families prepare for Divali, Ganesh Chaturthi or Navaratri and celebrate. Link to stories told with them.

Role of family in teaching about Hinduism. Use of scriptures at ceremonies.

Mandir Temple, home shrines, puja arti – offerings and prashad – blessed food.

Tilaks – Use and how they show belonging

Orthopraxy –the rituals you must follow in daily life ( as opposed to orthodoxy – what you must believe)

Rituals for daily prayers – links to how year 5 explore the important beliefs and how this theology drives practice of worship.

Food – not eating beef – fasting and vegetarianism as a religious imperative.

Symbolic action in worship: removing shoes, folding hands, bowing/lying prostrate and making offerings

Possible questions: What feelings and emotions connect to festivals? What is like to celebrate with family and friends? How does the Hindu tradition differ from the Christian or Moslem festivals? How do families celebrate? What do they wear? What stories do they tell? How families are central to the way Hinduism is shared and taught? What are the ways of showing you are respectful and ready for prayer? Is this similar to other religions? What items of dress or jewellery/adornment show that one is Hindu – been to a festival? How does being a part of a festival make you feel? How does a religious festival make Hindus feel?

Non-statutory ARE: Year 6 Social Sciences

Begin to analyse and evaluate the varying use of the terms: 'religion' and 'belief' by followers from within a religion or worldview and those from outside it

Recognise some areas of controversy when interpreting and explaining the nature of religion and belief

**Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally, and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.**

**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**

Possible resources:

[https://www.bbc.co.uk/news/world-asia-india-](https://www.bbc.co.uk/news/world-asia-india-35650616#:~:text=The%20caste%20system%20divides%20Hindus,the%20Hindu%20God%20of%20creation.&text=The%20main%20castes%20were%20of)

[35650616#:~:text=The%20caste%20system%20divides%20Hindus,the%20Hindu%20God%20of%20creation.&text=The%20main%20castes%20were%20of](https://www.bbc.co.uk/news/world-asia-india-35650616#:~:text=The%20caste%20system%20divides%20Hindus,the%20Hindu%20God%20of%20creation.&text=The%20main%20castes%20were%20of)

[urther,based%20on%20their%20specific%20occupation.](https://www.bbc.co.uk/news/world-asia-india-35650616#:~:text=The%20caste%20system%20divides%20Hindus,the%20Hindu%20God%20of%20creation.&text=The%20main%20castes%20were%20of)

<https://philosophy.lander.edu/oriental/caste.html>

[https://kids.kiddle.co/Ganesh\\_Chaturthi#:~:text=Ganesh%20Chaturthi%20is%20the%2010,and%20ends%20on%20Anant%20chaturdashi.](https://kids.kiddle.co/Ganesh_Chaturthi#:~:text=Ganesh%20Chaturthi%20is%20the%2010,and%20ends%20on%20Anant%20chaturdashi.)

<https://www.indiatvnews.com/news/india/interesting-facts-about-ganesh-chaturthi-27581.html>

<https://www.britannica.com/topic/Navratri>

<https://zestysouthindiankitchen.com/navarathri-navaratri-and-recipes/>

<https://en.wikipedia.org/wiki/Navaratri>

<https://www.tell-a-tale.com/navratri-stories-the-story-of-all-the-9-goddesses/>

Lots of the Ramayana on YouTube

Teacher knowledge - REOnline pdf – Hindu worldview traditions <https://www.reonline.org.uk/knowledge/hindu-worldview-traditions/>