



Curriculum plan- Religious Education

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 1 and 2 Cycle A	<p>Christianity- Beliefs about God What do Christians believe about God? Why is the creation story important? How does the bible help Christians to learn about God? Who were the first two people God put on Earth? Why did God save Noah and his family? Can I explain what happened in Moses and the Exodus? What happened in the story of Jonah and the fish? What are the 10 commandments?</p> <p>Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education</p> <p>Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons</p>	<p>Beginnings and Endings How are beginning and endings marked around the world? Why can beginnings and endings be marked in different ways? How do Sikhs celebrate New Year? How are names used and given in Sikhism? How is an Islamic New Year celebrated? How do Muslims celebrate the birth of a baby? How is an ending marked in Judaism?</p> <p>Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education</p> <p>Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons</p>	<p>Buddhism- The life of Buddha What can we find out about Buddha? Who was Siddhartha Gautama? What are the four noble truths of Buddhism? What is the eightfold path? Why do Buddhists meditate? What is life like inside a Buddhist monastery? Who is the Dalai Lama?</p> <p>Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education</p> <p>Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons</p>



	<p>Christianity- The life of Jesus</p> <p>Why is Jesus special to Christians? What does the bible story of the lost sheep teach Christians? What does the bible story of the Prodigal son teach Christians? How does the Nativity story show that Jesus is special? How do Christians celebrate advent? Why is light important at Christmas? Why do Christians give gifts at Christmas?</p> <p>Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education</p> <p>Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons</p>	<p>The importance of light</p> <p>Why is light important in religion? How do Muslims celebrate the festival of lights? Why is the story of Rama and Sita important to Hindus? How is the lantern festival celebrated in China? Why can light be important at Diwali? Why is the story of Hanukkah important to Jews? Why can light be important at Hanukkah?</p> <p>Progression of Skills: -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education</p> <p>Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons</p>	<p>Places of worship</p> <p>What do places of worship look like? What makes a place special? What is it like to visit a Mosque? What is it like to visit a Gurdwara? What is special about the shape of Buddhist temples? Can I compare different places of worship? How might people feel when they are in their place of worship?</p> <p>Progression of Skills: -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education</p> <p>Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons</p>
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<p>Year 1 and 2 Cycle B</p>	<p>Christianity- The Bible</p> <p>Why is the Bible special? Why do you think the bible is important? How do Christians use the bible? What makes a book special? Why is the Lord’s Prayer important to Christians? What is in the bible? What miracles did Jesus perform?</p> <p>Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education</p> <p>Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons</p>	<p>Buddhism- Beliefs</p> <p>How do Buddhists show their beliefs? Where was Buddhism founded? What are the main beliefs held by Buddhists? Which places are special for Buddhists? What happens at a Buddhist festival? What is the Buddhist holy book and what is in it? Can I explain the meaning of Buddhist symbols?</p> <p>Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education</p> <p>Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons</p>	<p>Christianity- Belonging</p> <p>What does it mean to belong in Christianity? How do you show belonging? What does it mean to belong? What does a Christian child wear/do because they belong to a church? What does a child of another faith do to show that they belong? What promises does a Christian make? What happened at special times during the school year that make you feel like you belong?</p> <p>Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education</p> <p>Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about.</p>
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	<p>Caring for others</p> <p>How do we care for each other? How can people look after each other? What does the festival of Raksha Bandhan represent? What does the story of the Good Samaritan teach us? What is a langar meal? What is the message in the story Be My Guest? Can I use the story of The Monkey King to understand different points of view?</p> <p>Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education</p> <p>Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons</p>	<p>Christianity- Easter surprises</p> <p>Why is Easter important for Christians? Why is Palm Sunday important to Christians? Why happened on Maundy Thursday? Why is the cross an important symbol for Christians? What is a surprise? How did the disciples feel on Easter Sunday? How do Christians celebrate Easter?</p> <p>Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education</p> <p>Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons</p>	<p>Friendships</p> <p>How can I be a good friend? Who are my friends? How can I be a good friend? How can a disagreement be resolved? Which qualities make a good friend? What are the consequences of different actions? Who were Jesus's 12 special friends?</p> <p>Progression of Skills: -Develop knowledge and understanding about religious and non-religious worldviews -Develop critical thinking through skills of analysis and evaluation in relation to questions raised by their learning in Religious Education</p> <p>Skills from the R.E. Syllabus: - Have simple knowledge of some of the beliefs, teaching/stories and practices of specific religions studied, using simple technical vocabulary. - Have simple knowledge of why these beliefs and practices may be important to people. - Have simple knowledge of some of the similarities and differences between and within religious and non-religious worldviews they learn about. - In response to the material they learn about, pupils can raise questions, express their opinions and back them up with simple reasons</p>
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<p>Year 3 and 4 Cycle A</p>	<p>Islam- belief and worship</p> <p>How do Muslims express their faith? How did the religion of Islam begin? What do Muslims believe? What are the five pillars of Islam? What is the holy book of Islam? Where do Muslims worship? What are the festivals of Islam? How do Muslims express their faith? What makes Islam unique?</p> <p>Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about the controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied</p> <p>Skills from R.E. Syllabus:</p>	<p>Christianity- Churches</p> <p>What can we learn about Christian worship and beliefs by visiting churches? Where do Christian's worship? What are the Christian celebrations? What would you find inside a Christian church? Why do Christians visit churches? How do churches around the world differ? How do churches serve their community? What makes Christianity unique? How do Christians express their faith today?</p> <p>Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied</p>	<p>Hinduism- Beliefs</p> <p>What do Hindus believe? Who founded Hinduism and where? How does dharma influence how Hindus live? What are Hindu beliefs about karma, samsara and moksha? Who is Brahman to Hindus? What is the story of Shiva and the Ganges? Can I name and explain the meanings of Hindu symbols?</p> <p>Hinduism-Worship</p> <p>How do Hindus worship? How did Hinduism begin and develop as a religion? What are some of the other important holy texts of Hinduism? Which places are special to Hindus? What are some of the festivals that take place in Hinduism? How do Hindus express their faith today?</p> <p>Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract</p>
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Year 3 and 4 Cycle B	<p>Christianity- The Bible</p> <p>Why is the Bible important to Christians?</p> <p>What makes a text sacred?</p> <p>What is the sacred text of Christianity?</p> <p>Who wrote the Bible?</p> <p>What are the different text types in the Bible?</p> <p>How are stories used in the Bible to teach lessons?</p> <p>How do Christians use the Bible?</p> <p>What is sacred to you?</p> <p>What are the Christian celebrations?</p> <p>Progression of skills:</p> <ul style="list-style-type: none"> - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews 	<p>Christianity- Jesus</p> <p>What do Christians believe about Jesus?</p> <p>Who was Jesus?</p> <p>What is the Holy Trinity?</p> <p>What are the parables of Jesus?</p> <p>How did Jesus change the lives of people he met?</p> <p>What are some of the miracles Jesus performed?</p> <p>Why was Jesus known as the 'Light of the World' and 'The Good Shepherd'?</p> <p>Why did Jesus have enemies?</p> <p>How did Jesus die?</p> <p>Why do Christians celebrate Easter?</p> <p>Progression of skills:</p> <ul style="list-style-type: none"> - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied <p>Skills from R.E. Syllabus:</p>	<p>Religious Places</p> <p>Why do people visit Durham Cathedral today?</p> <p>What is a cathedral?</p> <p>What is the difference between a church and a cathedral?</p> <p>What can you find inside a cathedral?</p> <p>Where is Durham Cathedral?</p> <p>What is the history behind Durham Cathedral?</p> <p>What are some of the statistics behind Durham Cathedral?</p> <p>What opinions do I have of Durham Cathedral after visiting?</p> <p>How does Durham Cathedral compare to other UK Cathedrals?</p> <p>How does Durham Cathedral compare to cathedrals around the world?</p> <p>Progression of skills:</p> <ul style="list-style-type: none"> - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract



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<p>Year 5 and 6 Cycle A</p>	<p>Humanism- Beliefs What do humanists believe? What is a human? How do Humanists find their truth?</p>	<p>Christianity-God What do Christians believe about God? How do Christians believe the world was created? What are the key events of Holy Week? What is freewill and determinism?</p>	<p>Judaism-Beliefs How are Jewish beliefs expressed within the home? Who and where was Judaism formed?</p>



	<p>How do Humanists work out what is right or wrong? What do Humanists believe about life and death? How do Humanists celebrate different life events? What are Humanists' goals for society? What famous Humanists can we learn from? Can I play an essay on Humanism? Can I write an essay on Humanism?</p> <p>Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied</p> <p>Skills from R.E. Syllabus: - Have a more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of</p>	<p>Was Jesus' life all part of a plan? What evidence from the bible supports your argument? What does atonement mean? How can I relate the idea of a life plan to my own life?</p> <p>Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied</p> <p>Skills from R.E. Syllabus: - Have a more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews - Have a more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews</p>	<p>What are the main Jewish beliefs? Which places are special to Jews? What are the special Jewish festivals? What is the Jewish Holy Book and how is it used? What are Jewish symbols and why are they important?</p> <p>Judaism- Moses Why is Moses important to Jewish people? Who was Moses? Why is Moses important within the Jewish faith?</p> <p>Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas,</p>
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	<p>authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews</p> <ul style="list-style-type: none"> - Have a more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews - Have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them. - In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up - Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints 	<ul style="list-style-type: none"> - Have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them. - In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up - Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints 	<p>practices and opinions in relation to material studied</p> <p>Skills from R.E. Syllabus:</p> <ul style="list-style-type: none"> -Have a more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews - Have a more detailed knowledge and understanding of how these concepts connect to form a framework for understanding religious and non-religious worldviews - Have knowledge of the diversity of religious and non-religious worldviews in the local, national and global context, and show understanding of similarities and differences between them. - In response to the material they learn about, pupils can raise controversial questions, express their opinions and use sound reasons to back these up - Pupils show appreciation of different perspectives, recognising the reasons given to support these viewpoints
<p>Year 5 and 6 Cycle B</p>	<p>Religions- Diversity What can we learn about religious diversity in our area? Which religions are prominent in our locality? What are the key beliefs of the most prominent religion? What are the key beliefs of the second most prominent religion?</p>	<p>Religion-Environment How and why do people care about the environment? What do Christians believe about the environment? What do Jews believe about the environment? What do Christians believe about the environment?</p> <p>Justice and Freedom- Different Religious Perspectives</p>	<p>Christianity- Concepts What do we now know about Christianity? Why is the bible important to Christians? Who is important within the Christian faith? Which Festivals do Christians celebrate? What is the holy trinity? Where would Christians go on pilgrimage? What are the main Christian denominations?</p>



	<p>Who are key religious figures within our local religious communities? Can I formulate a set of thoughtful questions to ask a local religious leader?</p> <p>Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied</p> <p>Skills from R.E. Syllabus: -Have a more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews</p>	<p>What does justice and freedom mean to different world religions? What is freedom? What is justice? Exploring stories 1. What is justice? Exploring stories 2. What are human rights? What is the non-violent protest movement? What is more important: justice or freedom?</p> <p>Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied</p> <p>Skills from R.E. Syllabus: -Have a more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of</p>	<p>Progression of skills: - Increase knowledge and understanding of specific religious and non-religious worldviews, knowledge becomes deeper, more complex and more comprehensive - Understand how religion can be defined and understood in a coherent way, how concepts can connect to form a framework of understanding religion, what is meant by the term 'worldview' - Increased knowledge and understanding of religious diversity and similarities and differences within and across religious and non-religious traditions - Use specialist vocabulary in a way that becomes increasingly technical, unfamiliar, theological, conceptual and abstract - Extend knowledge and understanding of the significance and influence of religious and non-religious worldviews on individuals, communities and societies, including recognising divergences of opinion about controversial nature of religious and non-religious worldviews - Increase their ability to ask sophisticated questions, analyse and evaluate a range of ideas, practices and opinions in relation to material studied</p> <p>Skills from R.E. Syllabus: -Have a more detailed knowledge and understanding of the concepts (beliefs, teachings, sources of authority, expressions of belief and the impact of beliefs on the lives of individuals and communities) across several religious and non-religious worldviews - Have a more detailed knowledge and understanding of how these concepts connect to</p>
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