



Curriculum Progression Map

Religious Education – SACRE

Intent

At Brampton Ellis Primary School we believe that children should be given opportunity to develop their spiritual, moral and cultural beliefs. We aim to engage and inspire children, enabling them to grow their knowledge, skills and ability to answer challenging questions. Christianity is at the heart of our religious education curriculum and is celebrated beyond the classroom. Collective Worship is a key part of school life where global issues and current events are studied alongside key Christian figures and festivals.

Implementation

Learning is embedded through the development of knowledge and skills over time. The schemes of work utilised at Brampton Ellis show a clear progression of skills and teachers use a range of assessment techniques to ensure that all children build and develop their knowledge of religion.

Understanding Christianity, a scheme designed and adopted by Sheffield Diocese, is used to teach key Christian principles and encourages reflection and enquiry from Early Years to Y6.

Children are also taught to reflect on other religions such as Hinduism and Islam following the Rotherham SACRE scheme of work.

Impact

Our RE curriculum shows clear progression of skills as children move through school. Children can discuss religion competently and show their consideration towards the beliefs of others. They will also enjoy taking part in active and engaging lessons and at least good progress will be made by all pupils.

	Minimum requirements: Religions to be studied:
Foundation Stage / Reception	Christianity Religions and beliefs represented in the class or school
Key Stage One	Judaism and Christianity (Islam may also be studied)
Key Stage Two	Islam, Hinduism and Christianity

SACRE Progression map EYFS/KS1

	Knowledge	Questions	Impact
<p>EYFS - FS2 Which stories are special and why?</p>	<p>Listen attentively to stories Notice and communicate some of their own feelings linked to the stories they hear Communicate their ideas about which books and objects are special to them Listen attentively to and talk about the story of Muhammad receiving the Qur'an Identify some of their own feelings linked to events in a story they have heard Communicate their ideas about what makes a good messenger. Know some similarities and differences between different religious communities in this country To name and identify features of the Qur'an Know some similarities and differences between different religious communities in this country</p>	<p>What is your favourite story? What do you like about it, and why? What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you about God? What is the holy book for Muslims? Finding out about the Qur'an What are the similarities and differences between different people's special stories?</p>	<p>Identify some of their own feelings in the stories they hear Use new vocabulary to demonstrate understanding of stories they have heard talk about the story of the revelation of the Qur'an Recognise and use some new vocabulary including religious words, e.g. messenger, Muhammad, Angel Identify some of their own feelings in response to events in the story Identify a sacred text e.g. Qur'an know and talk about a similarity and a difference between Islam and another religion</p>
<p>Which people are special and why?</p>	<p>To say what makes others special to them To recall a story about Guru Nanak To talk about how a story presents Guru Nanak as special To listen attentively and with enjoyment to stories, responding with relevant comments, questions</p>	<p>Who is special to you and why? Why are some people special? What story do Sikhs tell about a special person?</p>	<p>Learn and use new vocabulary about religion and beliefs Recall a story about a special person in Sikhism and talk about what can be learnt from it Learn and use new vocabulary about religion and beliefs</p>
<p>Which places are special and why?</p>	<p>That a mosque is a religious building, where Muslims pray Some of the features of a mosque</p>	<p>Where is special to me? Where is a holy place for Muslims to go?</p>	<p>Be aware that a mosque has special meaning for Muslim people</p>

	<p>To communicate their ideas about how a believer might feel when visiting a mosque</p> <p>An Arabic greeting and its meaning</p> <p>To recognise and talk about features of mosques</p> <p>To talk about how objects found in a mosque are used and what happens there</p> <p>Notice and communicate some of their own thoughts and feelings about being inside</p>	<p>Where is a special place for Muslims to go? What makes a mosque special?</p> <p>What is important in a church and a mosque? How are holy buildings similar and different?</p>	<p>Talk about the things that are special and valued in a Mosque</p> <p>Learn and use new vocabulary about religion and beliefs</p> <p>Identify some significant features of a mosque</p> <p>recognise a mosque</p> <p>Talk about the things that are special and valued in a Mosque</p> <p>Identify some significant features of a mosque</p>
<p>Which times are special and why?</p>	<p>To begin to know about a Jewish festival.</p> <p>To talk simply about reasons why Sukkot is celebrated.</p> <p>To explore, observe and find out about a festival that matters in</p> <p>To listen to a story and respond with relevant comments and actions.</p> <p>To recall the story of Rama and Sita.</p> <p>To begin to know about a Hindu festival.</p> <p>To explore, observe and find out about a Diwali.</p> <p>That people from different religions have some different celebrations.</p> <p>To begin to know and talk about their own cultures and beliefs and those of other people.</p>	<p>What happens at Sukkot and why? A Jewish celebration – with den making!</p> <p>What story do Hindu people remember at Diwali? What happens at Diwali and why?</p> <p>What can we say about Christmas, Diwali and Sukkot?</p>	<p>Say why Sukkot is a special time for Jewish people.</p> <p>Talk about the lives of other people using simple ideas about how celebrations are valued</p> <p>Talk about information on the festivals of different religious communities of the UK</p> <p>Create work about different festivals, and talk about the meaning of their creations</p> <p>Say why Diwali is a special time for Hindus.</p> <p>Recall a simple story connected with Diwali</p> <p>Talk about the lives of other people using simple ideas about how celebrations are valued</p> <p>Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival.</p>

<p>Where do we belong?</p>	<p>To know how babies are welcomed in Islam. To have a developing respect for the way that their family and other families welcome babies. To ask questions about religious artefacts. To talk about the feelings of themselves and others. To explore, observe and find out about objects that matter in Hinduism.</p>	<p>How is a baby welcomed into the Muslim religion? How do Hindu brothers and sisters show their love for each other at a festival?</p>	<p>Recall simply what happens when a baby is welcomed into the Muslim tradition Hold conversations about special religious signs of belonging, using new vocabulary talk about the lives of other people using simple ideas about the experiences of belonging and community in Islam Share occasions when things have happened in their lives that made them feel special. Talk about information on the ways different religious communities of the UK welcome</p>
<p>What is special about our world?</p>	<p>The story of creation from Genesis 1 To retell to story of creation from Genesis 1 To listen to a story from a religious community with enjoyment To listen with enjoyment to a story from the Muslim community and respond with relevant actions To think and talk about issues of right and wrong, including showing we are sorry and animal welfare To express ideas about how to look after animals in response to a story from a religious tradition To listen with enjoyment to a story from the Muslim community and respond with relevant comments and questions To talk about their own and others behaviour and its consequences, and know that some behaviour is very good</p>	<p>Why do some people say the world is special? What do you think is special about the world? What story do Jewish people and Christians tell about how the creation of the world? What stories do Muslim people tell about God's creation? How does Prophet Muhammad show Muslims how to behave in the story of Muhammad and the Kittens? Is our world 'very good'?</p>	<p>Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings. Talk about their own experiences and feelings about when the world is and is not looked after. Express ideas about how to look after wildlife in response to the story of Muhammad and the Crying Camel. Talk about what the story of Muhammad and the Crying Camel says about God, the world and human beings. Learn and use new vocabulary about religion and beliefs Express ideas about how to look after wildlife in response to the story of Muhammad and the Kittens. Talk about what the story of Muhammad and the Kittens says about God, the world and human beings.</p>

	To express ideas about how to look after animals in response to stories from a religious tradition		
Y1 Unit 1.1 Who am I? Myself and my communities	Pupils will learn about several different religious festivals and acquire new religious vocabulary. They will develop understanding of Jewish and Christian religions as identities held dear by some people, and learn about related symbols, including welcoming a new baby.	How do we show respect for one another? How do we show love/how do I know I am loved? Who do you care about? How do we show care / how do I know I am cared for? How do you know what people are feeling? How do we show people they are welcome? What things can we do better together rather than on our own? Where do you belong? How do you know you be-long? What feels special about being welcomed	A2: re-tell religious stories making connections with personal experiences • A3: recognise what hap-pens at a traditional Christian infant baptism and dedication • B2: observe and recount what happens when a baby is welcomed into a religion (other than Christianity) • C3: Find out more about belonging by asking questions and hearing answers, so that they can share and record occasions when things have happened in their lives that made them feel special
Unit1.3 What festivals do Jewish people like to celebrate?	Pupils will learn simply about annual or weekly celebrations for Jewish people, including Pesach, Hanukkah and Shabbat. They will learn about the songs, worship, celebrations, stories, artefacts and food. Festivals from other faiths can be introduced e.g. Diwali, Eid al Fitr. Skills: Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.	They respond to questions about being generous and being thankful Think and talk about these questions: How can we tell? How can we live together kindly when we are all so different?	Recall and name religious festivals, objects and symbols • Retell a story that lies behind a festival • Suggest a meaning for an object used in the worship of the festival • Ask questions about the meaning of the festival and listen to answers • Respond to some of the experiences and emotions of festivals: e.g. joy, memory, community, faith, sensing God's presence. • Express an idea of their own about why festivals and celebrations

	<p>Key concepts and words Celebration, festival, religion, Jewish, Hanukkah, Pesach, Shabbat, synagogue, Torah.</p>		<p>matter</p> <ul style="list-style-type: none"> • Give an example of a big day in their own lives and talk about what made it special
<p>Unit 1.4: Find out what happens in churches and synagogues</p>	<p>Pupils will learn from visiting and studying churches and synagogues about the use of a place of worship. They will know about worship at a church and a synagogue, including the symbols, artefacts, music, holy books and other things that happen there. They will learn about weddings in Jewish and Christian holy buildings.</p> <p>Skills: Pupils will use and develop their observation and thinking skills, applied to holy buildings. Other holy buildings – mosque or mandir – can be considered too.</p> <p>Key concepts and words Religion, Christian, Jewish, synagogue, church, symbol, ark, Torah, bimah, church, altar, font, Bible, worship, holiness, sacred, God.</p>	<p>Discuss reasons why some people go to synagogues or churches often, but other people never go to holy buildings.</p>	<p>Recall and name key objects from a church and a synagogue</p> <ul style="list-style-type: none"> • Suggest a meaning for some Jewish and Christian symbols • Recognise that holy buildings are connected to beliefs about worshipping God, and talk about these connections • Ask questions about what happens and why in holy buildings • Recount their visit to a holy building, e.g. by talking about photographs taken there. • Express an idea of their own about why some people go to holy buildings • Give an example of a sacred space that is out of doors, and talk about their own ideas of sacred spaces.
<p>Unit 1.5 Jewish Stories of Moses: How and why are some stories important in religions? What can we learn from</p>	<p>Pupils will learn Jewish stories about Moses. They will gain knowledge about the Jewish Bible and the importance of the Torah.</p> <p>Skills: Pupils will use and develop skills of discussion, observation, information</p>	<p>Ask and find out about from where these stories come (The Torah, the Jewish Bible, called the Old Testament by Christians)</p>	<p>Retell a story from the Jewish Bible skilfully</p> <ul style="list-style-type: none"> • Suggest a meaning for the story • Recognise and talk about the role God plays in stories from the Jewish Bible • Ask questions about the stories they study, and suggest answers

<p>these stories and from the Torah and the Bible?</p>	<p>gathering and remembering. They will use their factual knowledge to suggest what makes ancient stories valuable to some people today.</p> <p>Key concepts and words Religion, Jewish, Humanist, synagogue, symbol, Torah, Bible, courage, persistence, forgiving, Humanist, God, Creator.</p>		<ul style="list-style-type: none"> • Respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create? • Express an idea of their own about some of the big questions the work throws up • Give at least two examples of Bible characters who 'got it wrong' and say what happened
<p>Unit 1.7: Beginning to learn from Islam</p>	<p>Pupils will learn from stories of the Prophet Muhammad and from visiting and/or studying a mosque about the use of a Muslim place of worship. They will know about worship at a mosque, including the symbols, artefacts, holy books and other things that are used there. Consider what happens at the mosque on the festival of Eid Al Fitr.</p> <p>Skills: Pupils will use and develop their observation and thinking skills, applied to religious stories and beliefs and to holy buildings.</p> <p>Key concepts and words Religion, Muslim, Prophet. Muhammad, Qur'an, Mosque, symbol, worship, holiness, sacred, God.</p>	<p>Are their ideas similar or different to what they have been learning?</p> <ul style="list-style-type: none"> • Identify the objects that are most precious to them. Why are they precious? How does it show? • Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important? • Share the experiences of Muslims during the fast of Ramadan and the celebrating of Eidul-Fitr. How and why do Muslims celebrate? 	<p>A1. Recall and name different Muslim beliefs and practices A2. Retell and suggest meanings to some Muslim stories B2. Observe and recount different ways Muslims show they belong to their religion C1. Explore questions about how Muslims find meaning in stories of the Prophet, expressing their own ideas C3. Find out about Muslim ideas about questions of right and wrong and begin to express their own opinions e.g on kindness to animals and to other people</p>
<p>Y2 Unit 2.3 Questions that Puzzle Us:</p>	<p>Pupils will learn about the idea that different religions try to answer life's biggest questions. They will think about</p>	<p>What messages does this story carry? What questions does it answer?</p>	<p>A2. Retell and suggest meanings to some religious and moral stories, B1. Ask and respond to big questions</p>

<p>Questions about God.</p>	<p>what questions count as 'life's biggest'. They will explore simple ways of asking big questions, and they will hear some answers from different religions. They will gain knowledge about what different scriptures teach about life's biggest questions.</p> <p>Skills: Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to suggest what the impact of beliefs about God, life, the universe and everything!</p> <p>Key concepts and words Religion, big questions, diversity.</p>		<p>about life</p> <p>B3. Notice and respond sensitively to some similarities between religions as they suggest answers to big questions</p> <p>C1. Explore questions about belonging, meaning and truth and express their own ideas using words, music, art or poetry;</p> <p>C2. Respond to examples of co-operation between religions.</p>
<p>Unit 2.4 How do we show we care for others? Why does it matter? Christians and Jewish people</p>	<p>Pupils will learn about their uniqueness as a person in a family and community. They will be taught about examples of caring for others and exploring characteristics such as goodness, kindness, generosity, sharing. They will hear and consider religious stories and teachings, e.g. Jesus' story of the Lost Sheep, the Jewish Psalm 23 and infer ideas about</p> <p>Skills: Literacy skills, simple discussion, sharing and expressing their own ideas.</p> <p>Key concepts and words</p>	<p>Who am I? Where do I belong? Who cares for me? Who do I care for? How does it show? How can we tell? How can we live together kindly when we are all so different? What difference do values like love, kindness, sharing and being generous make? Are there (religious and other) stories that carry hidden messages about these ways of living together well for everyone?</p>	<p>Recall and name the main character in a story they have heard</p> <ul style="list-style-type: none"> • Retell a story about caring simply • Suggest a meaning for a symbol, song or artefact from Judaism and Christianity • Ask questions about how we show we care for others • Respond to ideas and values such as care, kindness and generosity with simple ideas of their own • Express an idea of their own about a religious story of caring • Give an example of how a person can show their values

	Religion, Christian, Jewish, Humanist, synagogue, church, symbol God		
Unit 2.6 Leaders – who needs them? Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?	<p>Pupils will learn about examples of the inspiration believers find in the lives of the heroes of their faith. They will learn to think about what makes a good leader, and infer qualities of leadership from stories about Muhammad, Moses or Jesus. They will hear and consider religious stories and teachings gathering information and rich knowledge of these figures whose influence on the world</p> <p>Skills: Literacy skills, simple discussion, sharing and expressing their own ideas. Self expression skills: contributing to a display with clear ideas, good choice of vocabulary and creative imagination.</p> <p>Key concepts and words Religion, Jewish, Muslim, Christian, symbol, God, Patriarch, Prophet,</p>	<p>Why do people follow Jesus today? Why do people who are Muslims like to follow the teaching and example of the Prophet today? What are the differences between the great ancient leaders and the local leaders, for example rabbis, imams or priests??</p>	<p>identify and recall stories about at least three people from religions who are admired as good followers of God</p> <ul style="list-style-type: none"> • identify a belief about a religious leader • ask questions and suggest ideas about how and why some people inspire others • identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves • give simple examples of inspiration, for example, 'Moses/Jesus/Muhammad inspired people to ... by ...' • think, talk and ask good questions about leadership and inspiration • notice and find out about the different ways leaders are admired in different religions • talk about links between the work and the question: who inspires me?

SACRE Progression map – Lower KS2

	Knowledge	Questions	Impact
Y3 Unit Number 3.2 Theme Religion, family, community,	<ul style="list-style-type: none"> ▪ Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Diwali and at 	<p>What is it like to be a Hindu? How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</p>	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • Describe Hindu beliefs about the gods and goddesses

<p>worship, celebration, ways of living Religion: Hinduism</p>	<p>least one other Hindu festival in both India and in the UK,</p> <ul style="list-style-type: none"> ▪ They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life. <p>Skills: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p> <p>Key concepts and words Religion, Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol (including the Aum symbol), community, commitment, values.</p>		<ul style="list-style-type: none"> • Show that they understand what happens at Hindu worship in the home or the mandir • Respond with thoughtful ideas of their own to the ways Hindus celebrate • Express some ‘deeper meanings’ of the festivals they study, giving reasons why particular rituals are important to Hindus • Explain similarities and differences between two Hindu festivals • Explain similarities and differences between a ‘big day’ they celebrate and Hindu festivities
<p>Y4 Unit Number 4.1 Theme Religion, worldviews, family and community: Religions: Christians, Hindus</p>	<p>☑ Learn about examples of Hindu and Christian belief to do with God, the purposes of our lives and what happens when we die, using some original scripture sayings and texts</p> <p>☑ be taught about at least two examples of the ways these beliefs make an impact in practice for Hindus and Christians</p> <p>Skills:</p>	<p>What do different people – Hindus and Christians - believe about God, what matters and what happens when we die?</p>	<p>Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).</p> <p>☑ Describe some of the ways in which Christians and Hindus describe God (A1).</p> <p>☑ Identify beliefs about God that are held by Christians and Hindus (B1).</p> <p>☑ Suggest why having a faith or belief in something can be hard (B2).</p> <p>☑ Identify how and say why it makes a difference in people’s lives to believe in God (B1).</p>

	<p>They will think reasonably about questions of belief, community and sources of wisdom</p> <p>Key concepts and words Belief, faith, devotion, symbol, God, Trinity Trimurti, murtis, atheist, agnostic, diversity.</p>		<p>☑ Identify some similarities and differences between ideas about what God is like in different religions (B3).</p> <p>☑ Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>☑ Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1)</p>
<p>Unit Number 4.3 Theme Religion, worldviews, beliefs, values and moral choices</p>	<p>Pupils will learn facts about Hindu and Christian examples of pilgrimages</p> <ul style="list-style-type: none"> ▪ They will be taught about at least two examples of the ways Hindus and Christians worship in Mandir and Church. <p>Skills: They will think reasonably about questions of beliefs, worship, pilgrimage and community.</p> <p>Key concepts and words Pilgrim, spiritual journey, Varanasi, Kumbh Mela, Jerusalem, the 'Holy Land', worship, Aarti ceremony, the Lord's Prayer.</p>	<p>Enquiry Questions Worship, pilgrimage, belonging and community: What matters most to Hindus and to Christians? Religions / worldviews: Hindus, Christians</p>	<p>Identify some practices of worship and pilgrimage which matter to Hindus and to Christians (A2).</p> <ul style="list-style-type: none"> • Describe what Hindus and Christians experience when they go on a pilgrimage and when they worship (A2). • Suggest ideas about why Hindus and Christians find pilgrimage and worship valuable, making links with beliefs and spiritual ideas (B3). • Suggest reasons why worship and pilgrimage are challenging, but popular aspects of religious practice, offering different points of view (B2). • Give examples of similarities and differences between Hindu and Christian worship and pilgrimage (B3). • Apply ideas about the significance of worship and pilgrimage for themselves in the light of their learning (C2).

			<ul style="list-style-type: none"> Express their own ideas about spiritual journeys in a creative way, drawing on the ideas of others they
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SACRE Progression map –Upper KS2

	Knowledge	Questions	Impact
<p>Y5 Year 5 Unit Number 5.2 Theme Religion, family, community, worship, celebration, ways of living</p> <p>Religion: Islam</p>	<p>Pupils will gain knowledge about Muslim worship and celebration, including detailed information about each of the 5 Pillars</p> <ul style="list-style-type: none"> They will learn about Muslim worship, ritual and devotion at home and at the mosque, examining beliefs and values expressed in stories, festivities and worship and learning from community life. <p>Skills: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p> <p>Key concepts and words Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after</p>	<p>Enquiry Question How do Muslims practice the 5 Pillars of Islam?</p>	<p>A1. Describe and make connections between different features of the Muslim religion discovering more about the Five Pillars in order to reflect thoughtfully on their ideas;</p> <ul style="list-style-type: none"> A2. Describe and understand links between stories of the Prophets and the 5 Pillars, responding thoughtfully to beliefs and practices of Islam B1. Observe and understand varied examples of Islamic practice so that they can explain, with reasons, their meanings and significance to Muslims in our community; B2 Understand the challenges of commitment

	<p>death, destiny, soul, inspiration, role-model Muslim, Islam, Allah, Prophet, mosque, Qur'an, moon and star, paradise.</p>		<p>to a community of faith or belief expressed in keeping the 5 Pillars</p> <ul style="list-style-type: none"> • C1. Discuss and present thoughtfully their own and others' views on challenging questions about what the 5 Pillars teach regarding belonging and meaning in life; • C2. Consider and apply ideas about ways in which Muslim communities can live together with others for the well being of all in the UK;
<p>Unit Number 5.3 Theme Religion, family, community, worship, celebration, ways of living</p> <p>Religion: Islam</p>	<p>Pupils will gain knowledge about Muslim worship and community life including detailed information about the life and practice of a mosque</p> <ul style="list-style-type: none"> ▪ They will learn about Muslim worship, ritual and devotion at home and at the mosque, examining beliefs and values expressed in stories, festivities and worship and learning from community life. <p>Skills: Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.</p>	<p>Enquiry Question Why are there now more than 200 mosques in Yorkshire?</p>	<p>A1. Describe and make connections between different features of the Mosque as a place to pray;</p> <ul style="list-style-type: none"> • A2. Describe and understand links between what happens at a mosque and Muslim belief and history in the UK. • B1. Observe and understand varied examples of Islamic practice so that they can explain, with reasons, their meanings and significance to Muslims in our community; • B2 Understand the challenges of commitment to being a member of a Mosque • C1. Discuss and present thoughtfully their own and others' views on

	<p>Key concepts and words Religion, spiritual, commitment, Mosque, migration, prayer, ritual, symbol, community, worship, devotion, belief, Muslim, Islam, Allah, Prophet, Qur'an,</p>		<p>challenging questions about why there are over 200 mosques in Yorkshire; • C2. Consider and apply ideas about ways in which Muslim communities can live together with others for the wellbeing of all in the UK;</p>
<p>Y6 Unit Number 6.1 Theme Religion, worldviews, family and community:</p> <p>Religions: Christianity, Islam, Also non-religious examples of global development charity could be studied in this unit.</p>	<p>▪ Pupils will gain a rich knowledge of the work of two faith based charities ▪ They will be taught about the ways in which the charities express the religious beliefs in justice, compassion and community.</p> <p>Skills: They will think reasonably about questions of global poverty, justice and community. They will be asked to analyse how beliefs have an impact in action. They will be asked to apply values of fairness, justice and 'changing the world' for themselves.</p> <p>Key concepts and words Religion, charity, compassion, justice, fairness, aid and development, liberation, global change</p>	<p>Enquiry Questions Christians Aid and Islamic Relief: can they change the world?</p>	<p>Identify some beliefs about why the world is not always a good place and how faith can make a difference • make links between religious beliefs and teachings and why people try to make the world a better place • make simple links between teachings about how to live and ways in which people try to make the world a better place • describe examples of how charities make the world a better place • make links between some commands for living for the good of all from religious traditions, non-religious worldviews and pupils' own ideas • express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views</p>
<p>Unit Number 6.2 Theme Religion, worldviews,</p>	<p>Pupils will learn about examples of Muslims and Christians who might be Inspirational followers of their faith and consider how and why they are inspiring.</p>	<p>Enquiry Questions Who is inspiring to Muslims and to Christians?</p>	<p>Explain the impact of beliefs from religion on the lives of inspiring people from different religions. • Connect up beliefs about God, justice and humanity with the work of these</p>

<p>family and community:</p> <p>Religions: Christianity, Islam</p>	<ul style="list-style-type: none"> ▪ They will be taught about at least two examples from each religion and consider connections to the origins and scriptures of the faith. <p>Skills: They will think reasonably about questions of inspiration, living the human life for others and virtues in different religions.</p> <p>Key concepts and words Religion, inspiration, submission to Allah, following Jesus, respect, moral values, spirituality, changing the world for the better.</p>		<p>inspiring leaders linked to teaching from religious sacred texts</p> <ul style="list-style-type: none"> • Consider varied answers to questions about what makes a person an inspiration to others • Explain thoughtfully their own ideas about inspiration to live our best lives. • Apply the ideas of inspiration and changing the world for themselves • Explain what matters about peace, respect and harmony to themselves and in
<p>Unit Number 6.3 Theme Religion, worldviews, family and community:</p> <p>Religions: Select from Christianity, Islam, Hinduism, Judaism. Also non-religious examples should be studied in this unit.</p>	<p>Pupils will learn statistics of world religions in the local area, the county, region, nation and world.</p> <ul style="list-style-type: none"> ▪ They will be taught about at least two examples of inter faith co-operation. <p>Skills: They will think reasonably about questions of community harmony and inter faith work.</p> <p>Key concepts and words Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality</p>	<p>Enquiry Questions What will make Rotherham a more respectful place? What contributions do religions make to local life in Rotherham?</p>	<p>Explain the impact of beliefs about communities on people from different religions.</p> <ul style="list-style-type: none"> • Connect at least two viewpoints about whether our communities can be more harmonious to teaching from religious sacred texts • Consider varied answers to questions about building peaceful families and communities • Explain thoughtfully their own ideas about communities – why they matter, and how they can become stronger. • Apply the ideas of tolerance and respect to some tensions or problems in community relations

			<ul style="list-style-type: none">• Explain what matters about peace, respect and harmony to themselves and in our community.
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