

Withnell Fold Primary School



RE 2023-2024 Year B

Year 2– how do we respond to the things that really matter?

Autumn 1 Christianity (God) Does how we treat the world matter?	* retell (simply) the Genesis 1 story of creation * suggest why Christians might think it is important to look after the world	* suggest ways that Christians might express their concern for the natural world * describe how and why Christians might thank God for creation at Harvest festivals	* identify ways in which humans use (and abuse) the natural world * about why our planet should matter to all humans – and how this should influence our behaviour	* reflect on their own use of the world's resources * ask questions about what they can do to show that they care about the world	
Autumn 2 Christianity (Jesus) Why do Christians say Jesus is the 'Light of the World'?	* suggest what Christians might mean when they refer to Jesus as 'the Light of the world' * talk about the different titles that might be given to Jesus – Christ/ Messiah/ Saviour/Son of God	* identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carl services, Christingle) – and the symbolic meaning * talk about the different ways that Christians might celebrate Christmas	* identify different ways that humans use light * discuss the importance of light – as a source of comfort, security and hope * talk about how and why light might be an important symbol	* ask questions about the value of sources of light in their own lives * talk about the people who provide comfort, security and hope for them * suggest ways in which they might be a light for others	
	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	

Spring 1 Hindu Dharma How might people express their devotion?	* know that Hindus believe in one God (Brahman) who can be worshipped in many forms * know that these forms (the deities) have different qualities and are portrayed in different ways * suggest why Hindus might believe that it is important to show devotion to the deities	* know that Hindus might worship at a Mandir and/or the home shrine * suggest why worship in the home might be important * describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)	* talk about qualities that make some people special * identify ways in which humans show their gratitude to the people who matter in their lives	* talk about who is special to them and why * reflect on who they should be grateful to and how they might show this in words and actions
Spring 2 Islam Why do Muslims believe it is important to obey God?	• suggest why Muslims believe that it is important to respect God • talk about why Muslims would want to show their gratitude to God • know that submission to God is an important aspect of Islamic life	• identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis • describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat • suggest how making time for the five daily prayers is an act of submission	• talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) • identify ways in which humans show their gratitude	• talk about the things they do on a regular basis as a sign of their commitment and belonging • reflect on who they should be grateful to and how they show this
Summer 1 Christianity (The Church) What unites the Christian community?	• suggest beliefs and values that might unite the Christian community • talk about why some Christians might think it is important to come together to worship God	• identify symbols (images and actions) used in Christian worship • talk about how and why symbols might be used in Christianity • identify and describe features of a church	• identify signs and symbols in the world around them • talk about the school logo – what values it might represent and how it might unite the school community	• ask thoughtful questions about signs and symbols • talk about communities that they belong to – and how they show their commitment to these communities

Summer 2 Judaism What aspects of life really matter?	• retell the story of Moses being given the Ten Commandments • know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father • suggest ways in which the Ten Commandments might influence the life of a believer	• talk about how keeping the Sabbath day holy might influence a Jewish person • talk about how the Sabbath is a way of making time for God and family • know about the Jewish tradition of Friday night dinner	• talk about why some people are particularly special to us • suggest how and why it is important to make time for the people who really matter in our lives	• talk about the people who are special to them and identify the importance of these relationships in their lives • give examples of why it is important to spend quality time with the people who matter	
	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	

Year 4 - How should we live our lives?					
Autumn 1 Hindu Dharma What might a Hindu learn through celebrating Diwali?	* explore teachings about good and evil in the story of Rama and Sita * describe what moral guidance Hindus might gain from the story of Rama and Sita * make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma	* use subject specific language to describe how and why Hindus celebrate Diwali * explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil	* discuss (with relevant examples) the importance of the belief that good overcomes evil * suggest people, words or stories that might be inspiring when trying to overcome difficulties in life	* reflect on their own concept of 'goodness' * discuss what gives them hope during difficult times	
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Autumn 2 Christianity (God) How and why might Christians use the Bible?	* explore different Christian beliefs about the Bible as the word of God * explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible * describe why some Christians might view the Bible as an important source of authority and moral guidance	* explain why Christians might have different views about how to interpret and apply the Bible * explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)	* discuss why people might have different views about what is right and wrong – and where these views might come from * describe the different sources of authority that humans might look to when making decisions about how to live their lives	* reflect on their own understanding of morality and where it comes from * raise questions and discuss responses to different ideas about how to live well	
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Spring 1 Sikhism How do Sikhs express their beliefs and values?	* explore teachings and stories from Sikhism * describe what moral guidance Sikhs might gain from the stories and examples of the Gurus * make links between the beliefs, values and practices of Sikhism Beliefs and values	* use subject specific language to describe how and why Sikhs show their religious commitments and values * explain how clothing and behaviour might be symbolic of beliefs, values and commitments Living religious traditions	* discuss (with relevant examples) the importance of how we view and behave towards others * talk about how our outward behaviour reflects our inner beliefs, values and commitments Shared human experience	* reflect on their own concept of living a good life and how this influences the way that they treat others * discuss own thoughts and feelings about equality and justice Search for personal meaning
Spring 2 Christianity (Jesus) Is sacrifice an important part of religious life?	• retell the story of Jesus in the wilderness • identify Christian beliefs about Jesus reflected in this story • suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) Beliefs and values	• describe what a Christian might do during Lent and why • explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this • Discuss Christians who have been examples of sacrificial love (eg. Oscar Romero) and how they were motivated by their faith Living religious traditions	• consider differing attitudes and responses to the concept of sacrifice (both positive and negative) • discuss why many people are willing to make sacrifices for the people they love • discuss why some people may be willing to make a sacrifice for someone they don't even know Shared human experience	• give examples of acts of sacrifice that have been done by or for them • discuss who or what they would be prepared to make sacrifices for • consider the value of sacrifice – as an expression of love and commitment Search for personal meaning
Summer 1 Islam Why do Muslims fast during Ramadan?	• explore Islamic teachings about Ramadan from the Qur'an • make links between Islamic values and the beliefs explored so far in their study of Islam Beliefs and values	• use subject specific language to describe how and why Muslims fast at Ramadan • explain the importance of Ramadan in the context of the Five Pillars of Islam • consider the impact that fasting might have on individuals, families and communities Living religious traditions	• discuss (with relevant examples) the importance of showing commitment to a belief, value or community • consider the role of sacrifice within religion and communities Shared human experience	• reflect on their own beliefs, values and commitments • consider and discuss how they demonstrate their personal commitments Search for personal meaning

Summer 2 Christianity (The Church) What does 'love thy neighbour' really mean?	• retell some of the main parables of Jesus • explain how and why these might be an important source of guidance for Christians • suggest ways that Christians might put these teachings into action in the 21st century	• describe and explain (with examples) Christian attitudes about how to treat others • explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed	• explain (with examples) how and why people might use stories to pass on wisdom and guidance • discuss how and why fables might be an important aspect of human history and culture	• discuss examples of wisdom and guidance that they have learnt from stories • consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this
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Year 6 - Is life like a journey?				
Autumn 1 Christianity (Church) How do Christians mark the 'turning points' on the journey of life?	• explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian • explain (simply) Christian beliefs about salvation • explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life	• explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) • analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice	• discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others • discuss the importance of saying sorry and forgiveness in maintaining relationships with others	• raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) • reflect on the benefits and difficulties of forgiveness
	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning
Autumn 2 Hindu Dharma Is there one journey or many?	• analyse Hindu beliefs about samsara, karma and moksha and how these are linked • explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life' • explain how belief in reincarnation and the law of karma might affect the way a Hindu lives	• describe and explain the four ashramas (stages of life) in the life of a Hindu • explain how a person might change as they move from one ashrama to the next • consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama	• discuss the special milestones that we might celebrate during a person's lifetime • discuss how our rights, responsibilities and relationships with others might change as we go through life	• ask and respond thoughtfully to questions about their own journey of life • consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future
	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning

Spring 1 Islam What is Hajj and why is it important to Muslims?	• analyse the Five Pillars of Islam and how they are linked • explain how the beliefs and values of Islam might guide a person through life • explain the importance of the Ummah for Muslims and that this is a community of diverse members	• describe and explain the importance of Hajj, including the practices, rituals and impact • explain how a person might change once becoming a hajji consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage	• discuss the various events that might happen on the journey of life and how people might change over the course of their life • consider what support people might need on life's journey	• ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed	
	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	
Spring 2 Christianity (Jesus) Why do Christians believe Good Friday is 'good'?	• retell the events leading up to and including the death of Jesus • explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life	• explain how and why Christian individuals and communities might celebrate the events of Holy Week • use religious vocabulary to describe and explain the Eucharist • explain different Christian beliefs about the Eucharist and its importance	• consider how people might mature and become stronger through overcoming difficulties • consider the value of being part of a community on the 'journey of life'	• raise questions and discuss the extent to which they agree that 'suffering makes you stronger' • discuss own experiences and attitudes towards the importance of having companionship on the journey of life	
	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	
Summer 1 Buddhism What do we mean by a 'good life'?	• analyse Buddhist beliefs and teachings about how to be content • explain Buddhist beliefs and values contained within the story of Prince Siddhartha • Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths	• describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. • consider the importance of daily meditation in Buddhism	• discuss the meaning of contentment – is it the same as happiness, or something different? • raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy?	• ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of • discuss the potential barriers to their happiness and what they can do to overcome these	
	Beliefs and values	Living religious traditions	Shared human experience	Search for personal meaning	

<u>Summer 2</u> Christianity (God) If life is like a journey, what's the destination?	* Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God * Explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism)	* Analyse the importance of Christian rites of passage as an expression of faith and commitment * Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies	* Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life * Consider the value of celebrating landmarks in life – for individuals and communities	* Ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change * Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life	
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