

Religious Education Year One Autumn One

Key Question: Is Everybody Special?

Learning Intention:

- *To explore how and why people choose to belong to groups and religions and to consider the difference that makes to their lives
- *To recognise that everyone is different, but equally of value

Values Explored: community, faith, respect

Key Vocabulary:

What I should already know:

- *What the word 'belonging' means

Community (religious)- a group of people that have beliefs and interests in common

What I will know by the end of this unit:

- * A story about Jesus
- *How people show that they belong to a group
- *Artefacts associated with baptism
- *Why Christians choose to be baptised
- *Ways of showing they belong
- * How it feels to belong

Baptism- a ritual involving water to admit a person into the Christian community

Rules- guidelines for how people should behave

Parable- a story with meaning

The Golden Rule- all about treating others as you wish to be treated and is found in most of the world's major faiths

Stories I will know by the end of this unit:

The Lost Sheep



Matthew 18 12-14, Luke 15 3-7

The Lost Coin

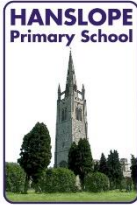


Luke 15 8- 10

Reflection:



What is the best way of showing that someone is special?



Religious Education Year Two Autumn One

Key Question: Who Should You Follow?

Learning Intention:

*To find out about religious leaders and how and why they are followed

*To learn stories about religious leaders and their significance for believers

Values Explored: community, trust, faith, respect

What I should already know:

*Some Old Testament stories and what can be learned from them

What I will know by the end of this unit:

- *A story about a leader in the Bible
- *A leader in society and suggest what makes that person special
- * Reasons why people follow certain leaders
- *What makes someone a good leader
- *Why leaders are needed

Stories I will know by the end of this unit:



Moses leading the Israelites through the desert- Exodus 1-2



Joshua leading the Israelites against Jericho- Joshua- Joshua

Key Vocabulary:

Christianity- the religion based on the person and teachings of Jesus Christ or its beliefs and practices

Judaism-religious and cultural traditions of the Jewish people

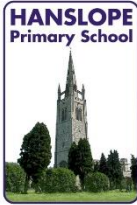
Rabbi- a spiritual leader or religious teacher in Judaism

Vicar- a holy representative of the church. A parish is led by a priest, usually called a vicar or rector.

Reflection:

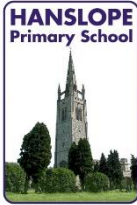


Who do you think are the best leaders?



Religious Education Year Three Autumn One

<p>Key Question: Does taking bread and wine show that you are a good Christian?</p>	
<p>Learning Intention: *To explore the ritual of communion and other ways of belonging to the church</p>	
<p>Values Explored: community, commitment, faith, respect</p>	<p>Key Vocabulary:</p>
<p>What I should already know: *How people show that they belong to a group *Why Christians are baptised *Some stories from The Bible</p>	<p>Commitment- dedicated to a faith</p> <p>Church- a building used for Christian worship</p> <p>Communion (also known as Eucharist/Mass/Lord's Supper-the service of Christian worship where bread and wine are shared</p>
<p>Passages I will know by the end of this unit: 1 Corinthians 11:23-29</p> <div data-bbox="204 817 794 1160" data-label="Image"> <p>For I received from the Lord what I also passed on to you: The Lord Jesus, on the night he was betrayed, took bread, and when he had given thanks, he broke it and said, "This is my body, which is for you; do this in remembrance of me." - 1 Corinthians 11:23-24 -</p> </div>	
<p>What I will know by the end of this unit: *The story of the Last Supper *The ways that some Christians demonstrate their faith *A reason why Christians take communion *The symbols of the Eucharist *Different feelings people may have about communion</p>	<p>Reflection:</p> <div data-bbox="820 1283 995 1447" data-label="Image"> </div> <p>How do you show that you belong?</p>



Religious Education Year Four Autumn One

Key Question: Do Murtis help Hindus understand God?

Learning Intention:

***To explore how Hindus express their beliefs through images of deities and symbols**

Values Explored: community, faith, respect

What I should already know:

*Important symbols and artefacts connected to Christianity and Judaism

What I will know by the end of this unit:

- *Three Hindu deities/murtis and what they reveal about God
- *The correct words to describe four ways in which Hindus use murtis in worship
- *Symbols that Hindus use when they worship at home or in the Mandir
- *Why Hindus choose to worship particular murtis

Key Vocabulary:

God- a supernatural being that is considered divine or sacred

Deity- gods or goddesses

Brahman- believed by Hindus to be the source of all existence and is present in every thing and every place

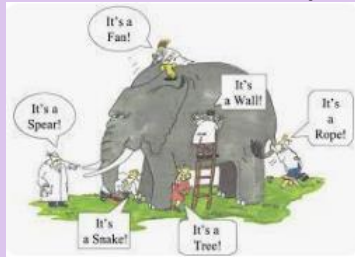
Trimurti- means 'three forms'. In the Trimurti, Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer.

Murtis- a statue of a god or goddess

Avatars- a deity or released soul in bodily form on Earth

Stories I will know by the end of this unit:

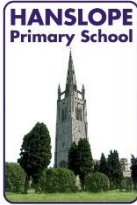
The Blind Men and the Elephant





Reflection:

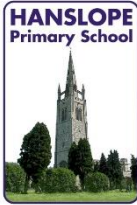


Does it matter that different people have a different view of God?



**Religious Education Year Five
Autumn One**

Key Question: Do Muslims need the Qur'an?	
Learning Intention: *To explore different ways of showing belief with special reference to Islam	
Values Explored: community, faith, respect	Key Vocabulary: Sacred text- a text that is believed to be the word of God Wudu- the practise of ritual washing before daily prayer Hadith- a major source of religious law and moral guidance from the sayings and traditions of the Prophet Muhammad Hafiz- a term used by Muslims for people that have learnt the Qur'an by heart Calligraphy- the art of beautiful handwriting
What I should already know: *The Christian sacred text is The Bible *The Jewish sacred text is The Torah	
What I will know by the end of this unit: *Links between the way the Qur'an is used in a mosque and Muslim beliefs *Three things that Muslims believe in, referring to the teaching of the Qur'an *The impact of the Qur'an on the lives of believers *Ways in which the Qur'an is treated with respect, suggesting reasons *What texts influence your own life and be able to say why *Important questions about your own and Muslim beliefs about Sacred Texts	
I will know a range of stories from The Hadith by the end of this unit: 	Reflection:  Is it valuable to read a sacred text?



Religious Education Year Six Autumn One

Key Question: Are the saints encouraging role models?

Learning Intention:

- *To explore reasons behind the persecution of saints/believers
- *To compare the saints to the person and persecution of Jesus

Values Explored: community, faith, commitment, trust, courage, respect

What I should already know:

- *Believers show commitment to their faith in a variety of ways
- *Jesus was persecuted

I will know by the end of this unit:

- *An understanding of the beliefs of saints and the influence of these beliefs on behaviour
- *The differences between saints and Jesus
- *Similarities between the saints of Christianity and of other religions and none
- *The impact of faith on the lives of believers, particularly in the face of persecution
- *The meaning for reliquaries and compare their use to objects used by other faiths
- *Answers to questions about the choices that saints have made

Key Vocabulary:

Persecution- the bad treatment of a person, or group by another group

Saint- a person who is believed to be especially close to God

Commitment- dedicated to a faith

Martyr- a person that suffers death rather than give up his/ her religion

Faith- belief, trust and loyalty to God

Relics- an object treated with great respect due to its connection to a saint or martyr

Reliquaries- containers that contain relics

I will know a range of stories about saints by the end of this unit:

St Joan



St Francis



St George



Reflection:



**Would you want to make anyone a saint?
If so, why?
If not, why not?**