RE

British Values

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Does God Want Christians to look after the World?	Is it possible to be kind all of the time? Unit Title	Hinduism 1: A Hindu story: Rama and Sita Unit Title	Christianity 1: The family of Jesus Unit Title	Islam 2: Stories of the Prophets	Synoptic overview of two major families in religion. Unit Title
	Does the world belong to God? Should people take care of the world? We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	What can I learn from stories from religious traditions? Should people follow religious leaders and teachings? We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.	Ancient stories. The Ramayana and context The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights) First reference to Vishnu The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light.	Paint a picture of the Roman province of Judea in first century BC. New Testament stories: Jesus's family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah ('the Christ') Symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism (link to Summer 2 Religion) Joseph – a carpenter from the line of Jewish kings (David theme) Mary and the Angel Gabriel (the Annunciation). Mary and the visit to Elizabeth (the Visitation). Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music? Strong emphasis on diverse cultural depictions of Jesus in art. Each cultural setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian, Chinese, Indian as well as European depictions).	Stories from the Qur'an and Muslim tradition, including: Stories of the prophets: Adam, Nuh, Ibrahim, Musa, Suleyman, Dawud The Valley of the Ants What Muslims learn from these stories, both in the past and today. Where these stories can be found and how they have been passed on Continuities and contrasts in stories within different faiths in the Abrahamic tradition	Synoptic overview of the origins of two major families of religion Abrahamic religions (Judaism, Christianity, Islam) and Dharmic religions (Hinduism, Buddhism and Sikhism). Overview: on origins (comparisons of place, culture, stories, time, beliefs) plus one or two issues only (e.g. worship or justice).
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Autumn 2	What gift would I have given to Jesus if he had been born in my town, not Bethlehem?	Why did God give Jesus the World?	Hinduism 2: More Hindu stories	Christianity 2: The birth of Jesus	Islam 3:	Changing religion in Britain over time – Christianity.
	What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	Is God important to everyone? We are learning to reflect on the Christmas story and the reasons for Jesus' birth	Vishnu and his avatars 1 – story of Manu and Matsya the fish Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics (revisit Ramayana) Vishnu's symbols Origins of Hinduism in Indus Valley/Hinduism as a sacred religion Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Git	New Testament stories: birth of Jesus (Matthew and Luke's Gospels) The nativity story The shepherds' story The Wise Men (the Epiphany) Herod and the killing of the infants Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?	Living as a Muslim in contrasting traditions: Five pillars of Islam (Sunni) The ten obligatory acts (Shia) Focus on the hajj and its relationship with stories learned in Islam 2	Christianity – diverse nature of Christianity in modern Britain
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Spring 1	Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday?	Is it true that Jesus came back to life again?	Hinduism 3: Even more Hindu stories. Unit Title	Christianity 3: The life and teachings of Jesus	Christian traditions and practices	Changing religion in Britain over time – The big picture.
	Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs? We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	Is God important to everyone? Are symbols better than words at expressing religious beliefs? We are learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians.	Ganesha stories and their meanings Parvati and Shiva - family in Mount Kailash The festival of Teej - women in Hinduism Puja ceremony Puja in Hindu stories Listening to Hindu people talk about their beliefs and practices. Optional visit to Hindu temple and/or people	New Testament stories: life of Jesus and its meaning for Christians Jesus in the Temple Jesus is baptised and tempted Disciples and Sermon on the Mount Miracles of Jesus Parables of Jesus Transfiguration of Jesus Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?	Christianity around the world: Britain (inc Wales – chapels and churches), Greek Orthodox Christianity (link with work on Byzantine Empire, Constantinople in history), Christianity in South America (links to Brazil in Year 5, Autumn 1, geography). Visits to churches: how to 'read' a church Interviews with Christians from various traditions (Anglican, Baptist, Pentecostal, Catholic) How do art, architecture and music in various cities, towns and villages in Britain reflect the experiences, quests and challenges of these diverse traditions?	Big picture: spread of religions linked to demographic change (recall specific geog knowledge). Then examine religious traditions in two British communities with strong links with two different parts of the world (Turkey, North Africa and/or Pakistan). One London, one Liverpool or Peterborough. e.g. focus could be Islam and Hinduism, or Alevism and Christianity. Final chapters on worldviews beyond (though often connected with) the 6 great religious traditions e.g. humanism, secularism and atheism. <u>Light, overview</u> reference to religious traditions and worldviews existing *beyond* these two families and/or as *offshoots* of these two families
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Spring 2	Was it always easy for Jesus to show friendship?	Does praying at regular intervals every day help a Muslim in their life?	Judaism 1: Abraham, Isaac, Jacob	Christianity 4: The death and resurrection of Jesus	Buddhism 1	Changing religion in Britain over time – Judaism.
	What can I learn from religious traditions? Should people follow religious leaders and teachings? We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.	Who do I believe I am? Does it feel special to belong? We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.	How have stories from the Hebrew Bible shaped Judaism? How did the Jews explain what they saw and experienced? Including stories from the Hebrew Bible. Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel Contexts relating to land, kinship, war.	New Testament stories: Jesus rides into Jerusalem (Palm Sunday), Jesus turning over the money changers' tables in the Temple, Last Supper (Maundy Thursday), Crucifixion & Christian understanding of sacrifice* (Good Friday), The Resurrection (Easter Day). *Link back to Exodus and the sacrifice of the Passover lamb, but keep distinction between Jewish and Christian interpretations. Why are these stories important to Christians?	Geographical and historical setting incl story of Siddartha Gotama Suffering and human desire Hindu origins Enlightenment Siddartha, Devadatta and the swan Links to ancient civilisations	Judaism and Jewish traditions in England. How Jewish communities have interacted with other religious and secular communities compared with: (last two lessons) Judaism and Jewish traditions in medieval Muslim Cordoba and Norman Sicily. How and why did Jewish, Muslim and Christian art and architecture come together in the city of Cordoba and in the Royal Palace of the Kings of Sicily? Link to cities theme in history which will include a thread of religious diversity in cities (globally) past and present. Individual liberty. Mutual respect. Tolerance of those of different faiths and beliefs
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Summer 1	Is Shabbat important to Jewish Children?	Does going to the Mosque give Muslims a sense of belonging?	Judaism 2: Joseph, Moses and the Exodus	Christianity 5: The message of Jesus spreads	Buddhism 2	Deepening understanding of religious traditions through religious art, music and literature.
	Are religious celebrations important to people? We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	Does it feel special to belong? Who do I believe I am? We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging	Including the following stories from the Hebrew bible: Joseph in Egypt Moses, Passover and the Exodus (Red Sea and the wilderness and tabernacle) Mount Sinai and 10 commandments Promised Land Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising.	Stories from Acts of the Apostles and Paul's epistles: The Ascension of Jesus and the apostles The Day of Pentecost Paul's conversion and missionary journeys Gentile Christians, the Council of Jerusalem and multi-ethnic nature of the early Church Letters of Paul Spread of Christianity across Mediterranean, into Africa (links with history and empire of Aksum) and Syria into the Greek world. Early Christian Church incl beliefs, worship and practices	Stories of the spread of Buddhism More Buddhist stories incl: King Banyan and the deer The god in the Banyan tree The monkey king and the water demon Buddhist practices including prayer beads, and attitudes towards alcohol, violence, and vegetarianism Buddhism today in UK, Tibet, Thailand.	term-long project to be planned with focus on: 1) traditions ancient and modern in Christian art, music and poetry 2) traditions ancient and modern in Hindu art, music and poetry 3) traditions in Muslim art, music and poetry How do the arts relate to worship in these traditions? Special depth focus on religious change and religious fusions in music: e.g. John Tavener's *Veil of the Temple.* Performed in London for the first time in 2003. Why did Tavener include Rumi and also Hindu chants in a Christian work? Who was this for? How was it received? How did this work musically? What were the influences on Tavener's Christianity? (Greek Orthodox; monastic traditions; mysticism from contrasting traditions). Two other examples: art, drama, literature and/or music with interesting inter-faith dimensions.
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Summer 2	Does celebrating Chanukah make Jewish children feel closer to God?	Does completing Hajj make a person a better Muslim?	Judaism 3: Samuel, Saul, David and the Kingdom.	Islam 1: Ramadan	Sikhism	Deepening understanding of religious traditions through religious art, music and literature. - Continued.
	Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs? We are learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.	Does it feel special to belong? Is God important to everyone? g Behaving We are learning to understand what happens during Hajj and to explore the importance of this to Muslims.	Stories inc. David and Goliath and King David. Solomon and the building of the Temple in Jerusalem Babylonian captivity and destruction of the Temple Babylonian stories, e.g. Daniel in the lions' den, King Nebuchadnezzar	Muhammad's teachings about Sawm and Ramadan Ramadan and the Muslim calendar The meaning and experience of Ramadan to two Muslims living in Britain today – from Turkish and Bangladeshi traditions The festival of Eid ul Fitr – origins, meaning and practices today within differing Muslim traditions	Hindu origins Guru Nanak The Guru Granth Sahib. Comparisons with other sacred texts. Sikh stories incl The Milk and the Jasmine Flower, Duni Chand and the Silver Needle The gurdwara Sikhism today incl communities in Wolverhampton and Sandwell	Summer 1 - continued.
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