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| **Term 1.1**  **Christianity – How and why might Christians use the Bible?** | | |
| Vocabulary | Knowledge | Objectives |
| Source  Authority  View  Moral  Guidance  Decision | This unit investigates how and why Christians use the Bible today and why the Bible is seen as a source of  inspirations and authority by many Christians. Pupils should understand that the Bible I not one book but a  collection of books, written by different people at different times. They should know that the Bible contains two  main sections – the Old Testament (which is the Jewish scriptures) and the New Testament (about Jesus and the  early Church). Pupils should explore the idea that the Bible has authority for Christians because it is ‘the Word of  God’, but that Christians have different views about what this means – some take it as a literal truth, whereas  others take the liberal view that it contains truths about God and how God wants people to live but that the  stories themselves may not be literally true.  Pupils should be able to recognise and use specialist terms such as Gospel, parable, literal and liberal. They should  also develop their skills in reading and interpreting religious texts.  Pupils should also learn about other sources of wisdom and authority that may guide Christians in making moral  decisions. | I can discuss why people might have different views about what is right and wrong – and where  these views might come from  I can describe the different sources of authority that humans might look to when making decisions about how to live their lives explore different Christian beliefs about the Bible as the  word of God  I can explain why the Bible can be described as a library and give examples of the different types  of writings found in the Bible  I can 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  I can explain why Christians might also look to other sources of authority when making  decisions about how to live |
| **Term 1.2**  **Christianity – Is sacrifice important for religions?** | | |
| Vocabulary | Knowledge | Objectives |
| Sacrifice  Lent  Agape  Temptation  Wilderness  Reflected | This unit investigates the person of Jesus through the concept of sacrifice.  This links to prior learning about the principle of Zakat in Islam and also what it means to be a follower of Jesus by exploring how Christians might try to follow the example of Jesus through charity and personal sacrifice.  It enables pupils to consider how Jesus’ sacrifices have provided a model for other Christians to mirror by showing agapé (selfless love for others).  They will have opportunities to reflect on their own values and on what influences their choices | I can consider differing attitudes and responses to the concept of sacrifice (both positive and negative)  I can discuss why many people are willing to make sacrifices for the people they love  I can discuss why some people may be willing to make a sacrifice for someone they don’t even know  I can retell the story of Jesus in the wilderness  I can identify Christian beliefs about Jesus reflected in this story  I can suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus)  I can describe what a Christian might do during Lent and why  I can explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this  I can discuss Christians who have been examples of sacrificial love (eg Oscar Romero) and how they were motivated by their faith  I can give examples of acts of sacrifice that have been done by or for them  I can discuss who or what they would be prepared to make sacrifices for  I can consider the value of sacrifice – as an expression of love and commitment |
| **Term 2.1**  **Isalm – why do Muslims fast during Ramadan?** | | |
| Vocabulary | Knowledge | Objectives |
| Ramadhan  Five pillars  Commitment  Sacrifice  Fast  Demonstrate | This unit enables pupils to examine the structures that underpin Islamic beliefs and practices in greater depth. Through a study of Ramadhan, opportunities are provided for pupils to understand the key values of Islam of submission to Allah and service to God through charitable life and actions. They will consider the role of commitment as part of religious life and reflect on the wider human value of being committed to ideas, to self-improvement or to other people. Pupils will have opportunities to think about their own commitments and the extent to which these have a positive impact on their lives. | I can discuss (with relevant examples) the importance of showing commitment to a belief, value or community  I can consider the role of sacrifice within religion and communities  I can explore Islamic teachings about Ramadan from the Qur’an  I can make links between Islamic values and the beliefs explored so far in their study of Isam  I can use subject specific language to describe how and why Muslims fast at Ramadan  I can explain the importance of Ramadan in the context of the Five Pillars of Islam  I can consider the impact that fasting might have on individuals, families and communities  I can reflect on their own beliefs, values and commitments  I can consider and discuss how they demonstrate their personal commitments |
| **Term 2.2**  **Christianity – What does love your neighbour mean?** | | |
| Vocabulary | Knowledge | Objectives |
| Moral  Neighbour  Modern  Parable  Values  Teachings | This unit investigates the Christian teaching of agape- a selfless love of others.  Pupils will explore how important messages and guidance can be passed on through stories and will focus on Christian teachings contained in the parables that Jesus told to his followers.  They will then discover examples of how modern Christians show a love for their neighbour and reflect on what they message they would want to pass on to future generations. | I can explain (with examples) how and why people might use stories to pass on wisdom and guidance  I can discuss how and why fables might be an important aspect of human history and culture  retell some of the main parables of Jesus  I can explain how and why these might be an important source of guidance for Christians  I can 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  I can explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed  I can discuss examples of wisdom and guidance that they have learnt from stories  I can consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this |
| **Term 3.1**  **Hinduism – What do Hindus learn from Diwali?** | | |
| Vocabulary | Knowledge | Objectives |
| Diwali  Avatar  Festival  Symbolism  Overcoming | This unit gives pupils the opportunity to revisit the story of Rama and Sita (they will have been introduced to this  story in Y3) and to explore the theme of good overcoming evil – just as light overcomes darkness.  Pupils should deepen their understanding of Hindu beliefs about God by learning about Rama as an avatar of  Vishnu. They should be able to connect this with the Diwali theme – Rama is a deity and therefore represents  goodness. As an avatar of Vishnu, it is his role to uphold dharma and fight evil. This is exemplified in the story of  Rama and Sita which is celebrated at Diwali. Pupils should know that Diwali is a popular Hindu festival and be able  to explain the deeper meaning of festival celebrations such as the lighting of diva lamps, fireworks, decorating  homes with rangoli patterns.  They should reflect on the symbolism of light within all human cultures, and consider how light might be a  universal symbol of goodness and hope. | 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  explore teachings about  good and evil in the story of  Rama and Sita  I can describe what moral guidance Hindus might gain from the story of Rama and Sita  I can 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  I can use subject specific language to describe how and why Hindus celebrate Diwali  I can explain the importance of light in the Diwali  celebrations, and how this is a symbol of good  overcoming evil  I can reflect on their own concept of ‘goodness’  I can discuss what gives them hope during difficult times |
| **Term 3.2**  **Buddhism – What are our rules?** | | |
| Vocabulary | Knowledge | Objectives |
| Three Refuges  Five Precepts  Consider  Examine  The Sangha  The Dharma | This unit enables pupils to examine some guidance that shapes daily Buddhist lifestyle.  The content focus is on The Buddha, The Dharma and The Sangha.  Opportunities are provided to explore the Five Precepts and the Three Refuges and to consider how this might relate to what is of value in pupils’ lives. | Use specific vocabulary to **describe** key features of living religious traditions, **recognising** similarities and differences. (LRT)  Begin to **identify** the impact religion has on believers’ lives. (B&V LRT)  **Make links** between believers’ values and commitments and their own(SPM)  **Ask important question** about religions and beliefs, and **compare** to their own experiences. (SHE, B&V, SPM) |