



RE

At Hollin Primary, we follow the [Agreed Rochdale Syllabus for Religious Education](#). Our RE curriculum explores big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.

The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

We want to enable our pupils to:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

Hollin Primary School
R.E Curriculum Overview

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Aims/Strands and Year	<u>Believing</u> <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i>	<u>Expressing</u> <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i>	<u>Living</u> <i>(Religious practices and ways of living; questions about values and commitments)</i>
Nursery	<ul style="list-style-type: none"> • Creative play, make-believe, role play, dance and drama • Dressing up and acting out scenes from stories, celebrations or festivals • Making and eating festival food • Talking and listening to each other; hearing and discussing stories of all kinds • Exploring authentic religious artefacts • Seeing pictures, books and videos of places of worship and meeting believers in class 		<ul style="list-style-type: none"> • Starting to introduce religious terminology • Work on nature, growing and life cycles or harvest • Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet • Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions • Listening to religious music
Reception ELG	Which people are special and why?	Which times are special and why?	What is special about our world and why?
Year 1	Who is a Christian and what do they believe?	What makes some places sacred? <i>Christians, Muslims and/or Jewish people</i>	What does it mean to belong to a faith community? <i>Christians, Muslims and Jewish people</i>
Year 2	Who is a Muslim and what do they believe?	How and why do we celebrate special and sacred times? <i>Christians, Jewish people and/or Muslims</i>	How should we care for others and the world, and why does it matter? <i>Christians, Muslims and/or Jewish people</i>
Throughout the year, Year 1 and 2 to explore major celebrations throughout the year.			
Year 3	What do different people believe about God? <i>Christians, Hindus and/or Muslims</i>	Why do people pray? <i>Christians, Hindus and/or Muslims</i>	What does it mean to be a Christian in Britain today?
Year 4	Why is Jesus inspiring to some people?	Why are festivals important to religious communities?	What can we learn from religions about deciding what is right and wrong? <i>Christians, Jewish people and non-religious responses (e.g. Humanist)</i>
Year 5	Why do some people think God exists? <i>Christians and non-religious (e.g. Humanists)</i>	If God is everywhere, why go to a place of worship? <i>Christians, Hindus and/or Jewish people</i>	What does it mean to be a Muslim in Britain today?
Year 6	Can religions ever justify war? <i>Christians, Muslims and non-religious (e.g. Humanists)</i>	How has the expression of religious belief changed our world? <i>Christians, Muslims, Hindus</i>	How do religions operate in the modern world? <i>Christians, Muslims, Hindus, Jews, Buddhists</i>

**Reception
R.E Curriculum**

Key Question		Learning Outcomes (assessment)	Suggested Content	Key Questions
Autumn	<p>Marvellous Me! Terrific Tales!</p> <p>Which people are special and why?</p> <p><i>Harvest (October)</i> <i>Bonfire Night (5th November)</i> <i>Remembrance Day (11th November)</i> <i>Christmas (The Nativity)</i></p>	<ul style="list-style-type: none"> talk about people who are special to them say what makes their family and friends special to them identify some of the qualities of a good friend • reflect on the question ‘Am I a good friend?’ recall and talk about stories of Jesus as a friend to others recall stories about special people in other religions and talk about what we can learn from them. 	<ul style="list-style-type: none"> Talk about people who are special to us, whom we admire. Meet a special person that helps them, e.g. crossing guide. ‘Hot seat’ the invited guest. Question the guest about likes and dislikes of their job. Ask how they cope with the difficult aspects. Meet a person with a religious faith, e.g. vicar or a parent. ‘Hot seat’ the invited guest. Ask why he/she believes and what is important in his/her life. Discuss the benefits and responsibilities of friendship and the ways that people care for others. Tell stories from the Bible about friendship and care for others, with a focus on what Jesus did and said, e.g. Zacchaeus (Luke 19); Jesus choosing the twelve disciples (his special friends and helpers) (Matthew 4.17–22); stories of Jesus helping and healing people e.g. Jairus’ daughter (Mark 5.21–43); healing the man at the pool (John 5.5–9); Blind Bartimaeus (Mark 11.46–52). Discuss stories of a key religious leader from another religion and how these are important to people today (e.g. Guru Nanak, Prophet Muhammad, the Buddha). Reinforce this learning through follow-up activities: Role-play the special visitors using appropriate dressing-up clothes. Draw and paint pictures about the visitors. Make thank-you cards for the visitors. Use digital cameras to take pictures of the visitors during the visit and make a book using the photographs. 	<ul style="list-style-type: none"> Who is special to you and why? Why are some people special? What story do Sikhs tell about a special person? What is a good friend like? How did Jesus make some very special friends? What can a Christian learn from actions in a story? What story shows Jesus being a friend and caring for others?
Spring	<p>Amazing Animals! Come Outside!</p> <p>Which times are special and why?</p> <p><i>Chinese New Year (1st February)</i> <i>Valentine’s Day (14th February)</i> <i>Mother’s Day (27th March)</i> <i>Queen’s Birthday</i> <i>Easter</i></p>	<ul style="list-style-type: none"> give examples of special occasions and suggest features of a good celebration recall simple stories connected with Christmas/ Easter and a festival from another faith say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith. 	<ul style="list-style-type: none"> Discuss the importance and value of celebration in children’s own lives Look at reminders (cards, invitations, photos, wrapping paper) of special days, e.g. birthday, wedding, christening, Christmas, mother’s day Consider some major religious festivals and celebrations, e.g. seasonal festivals including Christmas and Easter, and the stories associated with them; Sukkoth; Eid-ul-Adha; Diwali; Use a variety of media to explore ways of celebrating, and how religious believers celebrate festivals and special times. NB Whilst most families will celebrate birthdays not all cultures do, so sensitivity is needed here and teachers’ deep knowledge of children’s cultural backgrounds makes a big difference. 	<ul style="list-style-type: none"> Where is special to me? Where is a special place for Christians to go? Where is a special place for Christians to go? What makes a church special? Where is a holy place for Muslims to go? Where is a special place for Muslims to go? What makes a mosque special? What is important in a church and a mosque? How are holy buildings similar and different? What is needed to make a truly special place of our own?

Summer	<p>Wonderful Water Hollins Heroes!</p> <p>What is special about our world and why?</p> <p><i>Eid (3rd May)</i> <i>Father's Day (19th June)</i></p>	<ul style="list-style-type: none"> • talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • re-tell stories, talking about what they say about the world, God, human beings • think about the wonders of the natural world, expressing ideas and feelings • express ideas about how to look after animals and plants • talk about what people do to mess up the world and what they do to look after it. 	<ul style="list-style-type: none"> • Experience and explore the wonders and beauty of the natural world and life cycles of new life, growth and decay; explore the idea that the world is special and that some people believe it was created by God. • Use art and creative activities to explore natural objects – shapes, pattern, or use micro-hike or listening walk; grow and look after some plants and creatures. • Use stories and poems to talk about creation (e.g. 'God's quiet things' by Nancy Sweetland); explore stories with stilling exercises, acting out stories etc; link with ideas of how special children are (marvel at moving toes, wiggling fingers, listening ears, clever thoughts). • Use a simple child-friendly, but authentic version of the biblical creation story, e.g 'In the beginning' by Steve Turner; explore in mime, express through art; reflect on ways in which the world is 'very good'. • Hear/role-play stories from faiths about care for animals and the world. E.g. From Islam: 'Muhammad and the ant' (talk about caring for animals, looking after pets); 'Muhammad and the thirsty camel' (talk about how the camel felt; whether they have ever done something they are sorry for). • 'Seven new kittens'/ 'The tiny ant' (Muslim stories retold by Gill Vaisey www.booksatpress.co.uk www.articlesoffaith.co.uk) 	<ul style="list-style-type: none"> • What are our favourite things about nature? • Why do some people say the world is special? What do you think is special about the world? • What story do Christians tell about how the creation of the world? • How can we tell the Christian story of creation? • What stories do Muslim people tell about God's creation? • How does Muhammad show Muslims how to behave in the story of Muhammad and the Kittens? • Is our world 'very good'?
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**Year 1
R.E Curriculum**

Key Question		Learning Outcomes (assessment)	Suggested Content	Key Questions
Autumn	<p style="text-align: center;"><u>Believing</u> <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i></p> <p>Who is a Christian and what do they believe?</p>	<ul style="list-style-type: none"> • Talk about simple ideas about Christian beliefs about God and Jesus. • Retell a story about what Christians think about God - drama, art etc. saying what it means. • Talk about issues of right/wrong, good/bad arising from stories. • Ask some questions about believing in God and offer some ideas of their own. 	<ul style="list-style-type: none"> • Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13). • Describe some of the beliefs that Christians hold about God e.g. all-powerful, loving, close to every person, forgiving. • Look at art and recognise some symbols and images used to express ideas about God. • Listen to pieces of music that express ideas about God. • Talk to Christians about what they believe about God. • Give opportunities for children to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g. responding to the question 'Where is God?' through art. • Using a suitable children's Bible (e.g. The Lion Storyteller Bible or New International Children's Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. • Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives. • Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. • Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. • Explore what the idea of God means for the children themselves. 	<ul style="list-style-type: none"> • Who is a Christian and what do they believe? • What do Christians believe about God? • What does the Bible teach us about God? • Why is Jesus important to Christians? • What do the miracles of Jesus teach us about what is important to Christians? • Why do Christians pray? • Who is a Christian?

Spring	<p>Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i></p> <p>What makes some places sacred? <i>Christians, Muslims and/or Jewish people</i></p>	<ul style="list-style-type: none"> • Identify special objects and symbols found in a place of worship and be able to say what they are used for and what they mean. • Talk about ways stories, objects and symbols are used in places of worship to show what people believe. 	<ul style="list-style-type: none"> • Talk about how the words ‘sacred’ and ‘holy’ are used; what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred? • Talk about why it is important to show respect for other people’s precious or sacred belongings (including the importance of having clean hands or dressing in certain ways). • Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. • Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. • Notice some similarities and differences between places of worship and how they are used. • Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. <ul style="list-style-type: none"> - church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit - synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah - mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin. • Explore how religious believers sometimes use music to help them in worship e.g. Christians singing traditional hymns with an organ or using contemporary songs and instruments to praise God, thank God, say sorry, to prepare for prayer etc; children’s songs to help learn stories; to celebrate at a wedding. 	<ul style="list-style-type: none"> • Where do I feel safe? Where is a sacred place for believers to go? • Which place of worship is sacred for Christians? • Which place of worship is sacred for Jewish people? • Which place of worship is sacred for Muslims? • How are places of worship similar and different? • Why are places of worship important to our community?
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Summer	<p style="text-align: center;">Living <i>(Religious practices and ways of living; questions about values and commitments)</i></p> <p style="text-align: center;">What does it mean to belong to a faith community? <i>Christians, Muslims and Jewish people</i></p>	<ul style="list-style-type: none"> • Recognise and name some symbols for Christians and 1 other religion and suggest what they might mean. • Give an account of what happens at a baptism/marriage and what the symbols mean. • Respond to examples of cooperation between different peoples. 	<ul style="list-style-type: none"> • Talk about stories of people who belong to groups; groups to which children belong, including their families and school, what they enjoy about them and why they are important to them. • Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in children's own lives and experience. • Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. • Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – brit bat or zaved habat; Islam: Aqiqah. • Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding. • Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract). • Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities. • Explore the idea that different people belong to different religions, and that some people are not part of religious communities. • Find out about times when people from different religions work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief or Remembrance on 11th November. 	<ul style="list-style-type: none"> • Do we all belong to something? • How do Christians show they belong? • How do Muslims know that they belong? • How do Jewish people show they belong together as a community? • How do Christians welcome a new baby? How do Muslims welcome a new baby? • How do some people show they belong to one another? •
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Year 2
R.E Curriculum

Key Question		Learning Outcomes <i>(assessment)</i>	Suggested Content	Key Questions
Autumn	<p>Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth</i></p> <p>Who is a Muslim and what do they believe?</p>	<ul style="list-style-type: none"> • Talk about simple ideas about Muslims beliefs about God, making links with some of the 99 Names of Allah. • Retell a story about the life of the Prophet Muhammad. • Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. 	<ul style="list-style-type: none"> • Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. ‘Muhammad and the cat’, ‘The story of the two brothers’, ‘The crying camel’. • Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha; share the words of the Shahadah, listen to the Call to Prayer. • Give children a way to respond to their own big questions e.g writing a class big questions poem or a ‘Where is God?’ poem. • Describe one of the beliefs that Muslims hold about God e.g. tawhid. • Share the story of the revelation of the Holy Qur’an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur’an. • Talk to Muslims about what they believe about God. • Explore what the concept of God means for the children themselves. • 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 a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate? 	<ul style="list-style-type: none"> • What do we think about God? • Who is the Prophet Muhammad and why is he important to Muslims? • What stories of the Prophet do Muslims love to tell? • What makes a place or an object special to us? And to Muslims? • What is a mosque, and what happens at a mosque? • How and why do Muslims pray and worship at the mosque? • Mosques near where we live: What can we find out? • What can we learn from Muslim holy words? • What happens at the celebration of Eid-ul-Fitr, and why? • Who is a Muslim, and what do they believe? Final learning ideas

Spring	<p>Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i></p> <p>How and why do we celebrate special and sacred times? <i>Christians, Jewish people and/or Muslims</i></p>	<ul style="list-style-type: none"> Identify ways Christians celebrate Christmas/Easter/Pentecost etc. and ways other faiths celebrate special festivals. Ask questions & suggest answers about stories to do with Christian festivals and a story/festival from another faith. Collect examples of what people do, give, sing at festivals and why they matter to believers. 	<ul style="list-style-type: none"> Consider the importance and value of celebration and remembrance in children's own lives. Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them. For example, from Easter: <ul style="list-style-type: none"> Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. Explore feelings of Jesus and disciples. Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc. Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God). Explore the meaning and significance of Jewish rituals and practices during each festival. Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ulFitr. Talk about what the stories and events means for the children themselves. <p>Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.</p>	<ul style="list-style-type: none"> What do you celebrate and why? What stories do your family tell? What happened at Easter and how does it make people feel? How do Christians celebrate Easter? What matters most at Easter? Why do Jewish people tell the story of Passover (Pesach) every year? What do Muslims celebrate at Id-ul-Fitr?
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<p>Summer</p>	<p>Living <i>(Religious practices and ways of living; questions about values and commitments)</i></p> <p>How should we care for others and the world, and why does it matter? <i>Christians, Muslims and/or Jewish people</i></p>	<ul style="list-style-type: none"> • Retell stories from Bible and other faiths about caring for the world. Identify people who respond to God by caring for others. • Discuss good and bad, right and wrong. • Talk about 'The Golden Rule' and what would happen if people followed it. Express creation story creatively. 	<ul style="list-style-type: none"> • Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6.26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it). • Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5 v.1 –11), four friends take the paralysed man to Jesus (Luke 5 v 17 –26), 'The good Samaritan' (Luke 10: 25 –37). • Consider the idea that we all have special gifts we can use to benefit others. • Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam; tzedekah (charity) in Judaism. • Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica; people known in the local area. • Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity. • Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Make cartoons to show their ideas. • Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees). 	<ul style="list-style-type: none"> • Should we care for everyone? • What do Christians believe about caring for people? • What do some religions say about caring for other people? • How have some people shown they cared? How is the golden rule an encouragement to care? • What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?
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**Year 3
R.E Curriculum**

Key Question		Learning Outcomes (assessment)	Suggested Content	Key Questions
Autumn	<p>Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth</i></p> <p>What do different people believe about God? Christians, Hindus and/or Muslims</p>	<ul style="list-style-type: none"> Describe ways in which Christians and Muslims describe God. Ask questions and suggest some of their own responses to ideas about God. Suggest ways having a faith can be hard. Identify how and say why it makes a difference in peoples' lives to believe in God. 	<ul style="list-style-type: none"> Talk about ways in which we exercise trust and faith in our everyday lives. Find some examples of how we know about something we have not seen or experienced for ourselves. What do people believe about God? Explore some of the ways in which religions name and describe the attributes of God – with a particular focus on how Christians think of God as Trinity – Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer). Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God to find out what they say about God. Explore how ideas about God are shown in stories/narratives: E.g. encounters which help believers to understand God's relationship with people e.g., Moses and the Burning Bush (Exodus 3.1–15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1.9–11); Pentecost (Acts 2. 1–21) and Paul's conversion (Acts 9. 1–19); stories Jesus told which teach about God e.g. the parable of the Forgiving Father (Luke 15.11–32). Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8–9 and 10:21–41; [http://www.asitis.com/7/] or the poem 'Who?' by Sri Aurobindo). Explore stories which help Muslims understand the nature of God e.g. the story of the Night of Power – the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension. Examine similarities and differences between these views of God. Explore the influence believing in God has on the lives of believers. Explore the fact that many people do not believe in God. Reflect on pupils' own questions and ideas about God in light of their learning. Express their own ideas about God through art, music, poetry or drama. 	<ul style="list-style-type: none"> 'Seeing is Believing' – is it? What do I think about believing in God? What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity? What do Muslims believe about Allah? (The Arabic word for God is Allah) What do Muslims believe about the Holy Quran, Allah's gift to humanity? How do Hindu people show what they believe about gods and goddesses? Why are three of the gods of the Hindu way especially important? What difference does it make to life if you believe there is no God? Finding out about Humanism What are the similarities and differences between different ideas about God? What have we learned about ideas of God from Hindus, Christians, Humanists and Muslims? (you may have only studied two or three of these)

Spring	<p>Expressing (Religious and spiritual forms of expression; questions about identity and diversity)</p> <p>Why do people pray? Christians, Hindus and/or Muslims</p>	<ul style="list-style-type: none"> • Make connections about what people believe about prayer and what they do when they pray. • Describe ways prayer can comfort and challenge believers. • Describe and comment about the similarities and differences between how Christians/Muslims/others pray. 	<ul style="list-style-type: none"> • Discover and think about the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur’an, the Christian Lord’s Prayer and the Hindu Gayatri Mantra. • Learn that Hindus, Muslims and Christians pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers. • Consider the idea that some people are spiritual but not religious and like to pray in their own way. • Consider the idea that some people are atheists who believe it is more use to be kind or to help someone than to pray for them. • Find out about some symbols used in prayers in different religions. • Explore connections between prayer in three different religions. • Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How? • Ask good questions about answered and unanswered prayer and find out some answers to these questions. • Discuss and consider the impact of praying in some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus’ teaching or in the Holy Qur’an. • Make links between beliefs and practice of prayer in different religions. • Weigh up the value and impact of these key ideas for themselves. 	<ul style="list-style-type: none"> • What is prayer? Is prayer helpful? How could we answer this question? • What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life? • How and why do Christians like to pray? • How do Hindus pray and worship at home and in the Mandir? • What is similar and different in the words of three prayers (Muslim, Christian, Hindu) • Reflection: What more can we discover? Does reflection matter to me? • Prayer and me: why do some people pray every day, but others not at all? • What have we learned from Muslims, Hindus + Christians about prayer, symbols and worship? • Concluding activities: ways of recording learning through making up and exploring their own questions
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Living
(Religious practices and ways of living; questions about values and commitments)

What does it mean to be a Christian in Britain today?

- Describe ways Christians show faith through hymns and modern worship songs.
- Suggest 2 ways it may be hard to be a Christian in Britain today & 2 good things about it.
- Discuss links between the ways Christians help others of different faiths.

- Find out about how Christians show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?
- Explore what Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith.
- Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out why Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why?
- Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc

- How do Christians show their beliefs in the home?
- What do Christians do to show their beliefs at Church?
- How and why do different Christians use music in worship?
- How and why do different Christians celebrate holy communion?
- How do Christians make a difference in their local community?
- Why do people stand up against injustice because of their religion?

**Year 4
R.E Curriculum**

Key Question		Learning Outcomes (assessment)	Suggested Content	Key Questions
Autumn	<p style="text-align: center;"><u>Believing</u> <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i></p> <p style="text-align: center;">Why is Jesus inspiring to some people?</p>	<ul style="list-style-type: none"> ▪ Make connections between Jesus' life and the way Christians live today. ▪ Describe how Christians celebrate Holy Week. Identify the most important aspects of Easter Sunday. ▪ Give simple explanations of key Christian terms. 	<ul style="list-style-type: none"> • Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. • Explore creatively some words and actions of Jesus which continue to inspire Christians today e.g parables of the kingdom of heaven (Matthew 13:1–45; sower, mustard seed, pearl etc.); parables of forgiveness (good Samaritan, Luke 10:29–37; two debtors, Luke 7:36–50; unforgiving servant, Matthew 18:21–35); hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils' questions, then find out how Christians interpret these by asking some. • Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; how are the events of Holy Week celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day. • Explore the question: why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms). • Find out about the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others. • Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the 'fruit of the Spirit, Galatians 5:22–23). • Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy) comparing these with what pupils believe to be most important. 	<ul style="list-style-type: none"> • What does the word 'inspiring' mean? Who is inspiring? • What do we know about Jesus' life story? Is his story inspiring for some people? • Was Jesus inspiring because of his actions? • What did Jesus teach? Was he a good teacher? Was he an inspiring teacher? <p>Did Jesus' teachings inspire people? How and why?</p> <ul style="list-style-type: none"> • Who did Jesus say he was? Why is he so important to Christians? • Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day? • Is Jesus still important today? Why? Who to? How does it show? • What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others? • Does being inspired by Jesus make a person stronger? • Who is inspiring for me? Who is inspiring for other children in my class?

Spring	<p>Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i></p> <p>Why are festivals important to religious communities?</p>	<ul style="list-style-type: none"> ▪ Make connections between stories, symbols & beliefs with what happens in at least 2 different festivals. ▪ Ask questions about what matters to believers in festivals. ▪ Suggest and explore ideas about what is worth celebrating and remembering in religious communities and their own lives. 	<ul style="list-style-type: none"> • Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this • Consider the meanings of the stories behind key religious festivals, e.g Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. • Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. • Notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. • Study key elements of festival: shared values, story, beliefs, hopes and commitments. • Consider (using Philosophy for Children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ulFitr; Lent). • Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? • Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? 	<ul style="list-style-type: none"> •
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Summer	<p style="text-align: center;">Living <i>(Religious practices and ways of living; questions about values and commitments)</i></p> <p style="text-align: center;">What can we learn from religions about deciding what is right and wrong? <i>Christians, Jewish people and non-religious responses (e.g. Humanist)</i></p>	<ul style="list-style-type: none"> ▪ Give examples of rules for living and suggest ways they help believers with difficult decisions. ▪ Give examples of inspirational people who have been guided by their religion. ▪ Discuss their own ideas and others' about right and wrong. 	<ul style="list-style-type: none"> • Explore teachings which act as guides for living within Judaism, Christianity, and a nonreligious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1– 22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? • Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4. • Share teachings from different religions that give examples of how to live 'a good life', e.g. Jewish teachings about being thankful (the Talmud teaches that Jews should say thank you 100 times a day! The Siddur prayer book contains numerous 'baruch atah Adonai' prayers - 'Blessed are you, King of the universe'); or Christian teaching from Jesus on the Beatitudes (Matthew 5: 2–13). • Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? If religions say that God inspires their rules for living, where do Humanists look for guidance? • Explore some dilemmas where children have to choose between different actions, where some are clear-cut right/wrong, and others where they are a bit less clear. Explore whether it would be easier for a religious believer to decide. • Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives. • Reflect on the value of love, forgiveness, honesty, kindness, generosity and service in their own lives and the lives of others, in the light of their studies in RE. 	<ul style="list-style-type: none"> • What rules are important? How is the Golden Rule important? • What important messages are in the Ten Commandments? How do they help Jewish people know how to live? • What does Christianity say about how to live a good life? • How can people decide what is right and wrong without God's help? • What do religious stories tell believers about temptation? • How have religious teachings helped to affect somebody's actions?
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**Year 5
R.E Curriculum**

Key Question		Learning Outcomes (assessment)	Suggested Content	Key Questions
Autumn	<p><u>Believing</u> <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i></p> <p>Why do some people think God exists? <i>Christians and non-religious (e.g. Humanists)</i></p>	<ul style="list-style-type: none"> Outline clearly what Christians believe God is like, using examples and evidence. Give examples of ways in which believing in God is valuable to Christians and ways it can be challenging. Express thoughtful ideas and the impact of believing or not. Present different views/ideas of why people believe in God including their own ideas. 	<ul style="list-style-type: none"> Find out about how many people in the world and in your local area believe in God – using global statistics and the 2011 UK census. Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words 'theist' (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god). Set up an enquiry to explore the key question. Ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, in order to make this more manageable. Start by clarifying what Christians believe God is like. Build on learning from Key Question L2.1, and explore some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would 'he' make to the way people live? Make links with prior learning about the Bible and its 'big story' (Key Question L2.2). Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need to use a Creator to explain the existence of the universe and life. Consider ways in which Christians read the Genesis account of creation. Explore why some Christians read it literally; explore how lots of Christians read it as expressing some truths about God and human beings without reading it literally. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander). Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God. Explore what impact believing in God might make on the way someone lives his or her everyday life. Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today. 	<ul style="list-style-type: none"> How many people believe in God? Is God Real? What do Christians think? How do we know what is true? Why do people believe or not believe in God? What do Christians believe about how the world began? Do they all share the same idea? Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist?

<p style="text-align: center;">Spring</p>	<p>Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i></p> <p>If God is everywhere, why go to a place of worship? <i>Christians, Hindus and/or Jewish people</i></p>	<ul style="list-style-type: none"> • Make connections between how believers feel about places of worship in different traditions. • Select and describe the most important functions of a place of worship in the community. • Give examples of how places of worship provide support at difficult times and explain why this matters to believers. • Present ideas about the importance of people in a place of worship for the community. 	<ul style="list-style-type: none"> • Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; masjid; differences between an Orthodox and a Reform synagogue. • Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places? • Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places? • Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide. • Learn about the destruction of the Jewish temple, the 'house of God', in 70 CE. Find out what purpose modern synagogues serve in the absence of a 'house of God'. • Consider these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the key question in light of these definitions. • What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the 'body of Christ', mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don't like institutions, hierarchies, crowds! Why do Christians worship in different ways? • Find out about alternative forms of Christian communities, e.g. www.freshexpressions.org.uk Consider the appeal of these to some Christians. 	<ul style="list-style-type: none"> • What is a place of worship? What is it for? • What is a Christian place of worship? What is it for? • What is a Hindu place of worship? What is it for? • What is a Jewish place of worship? What is it for? • Are people more important than the place? • What is a place of worship? What is it for? • What does a place of worship mean to believers?
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Summer	<p style="text-align: center;"><u>Living</u> <i>(Religious practices and ways of living; questions about values and commitments)</i></p> <p style="text-align: center;">What does it mean to be a Muslim in Britain today?</p>	<ul style="list-style-type: none"> • Make connections between 5 Pillars of Islam -& Muslim practice & their beliefs about God and the prophet Muhammad (pbuh) • Describe and reflect upon the significance of the Qur'an to Muslims. • Describe the forms of guidance a Muslim uses and compare them to pupils' lives. • Make connections between the key functions of a mosque and the beliefs of Muslims 	<ul style="list-style-type: none"> • Find out what pupils already know about Islam (e.g. from key question 1.2); how many Muslims do they think there are in Britain and in your local area? Find out and talk about the information from the 2011 Census. • Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime? • Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils' lives. • Talk about the Shahadah ('There is no god except Allah') and use the 99 names of Allah to explore the attributes of God. Make links with belief in tawhid. Explore Islamic art, looking at shape, pattern, colour and calligraphy. Ask: what is their significance for Muslims, in the context of tawhid? (NB link with Key Question L2.1.) • Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17 (the Prophet's Night Journey). Find out about people who memorise the Qur'an and why (hafiz, hafiza). • Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). • Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims. • Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs 	<ul style="list-style-type: none"> • What helps you through the journey of life? What helps Muslims through the journey of life? • What is the key belief of Muslims? How does this affect their life? • Why does prayer matter to Muslims? • How is charity important to Muslims? How is charity important to you? • Why do Muslims fast? • Why do Muslims want to go on pilgrimage? • Where do people get advice and guidance from? • What is a special place for Muslims? • Can you think of similar commitments to the five pillars in your life? What matters to Muslims?
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**Year 6
R.E Curriculum**

Key Question		Learning Outcomes (assessment)	Suggested Content	Key Questions
Autumn	<p>Believing <i>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth)</i></p> <p>Can religions ever justify war? <i>Christians, Muslims and non-religious (e.g Humanists)</i></p>	<ul style="list-style-type: none"> Express ideas about how and why religion can help believers in times of war. Outline Christian/Muslim/non-religious beliefs about peace and conflict. Explain similarities and differences about beliefs about peace and conflict. Explain some reasons why Christians and Humanists have different views on peace and conflict. 	<ul style="list-style-type: none"> Use stimulus material to encourage pupils to ask questions about forgiveness and reconciliation. Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc. Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why? Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. Introduce the idea that, while most religious traditions teach about forgiveness and reconciliation, religious people can sometimes feel that war is justified. Learn some arguments for and against the concept of pacifism. Discuss these arguments in the context of current political and social injustices e.g. the war in Ukraine, Black Lives Matter. Look at the role of religious (e.g. The Red Crescent) and non-religious (e.g. The United Nations) organisations that work for peace and/or to initiate change in global situations. Reflect on the idea of religions with fundamentally different ideologies working together to bring about peace. Read and respond to quotations and passages from religious texts that justify/condemn war/retaliation, and think about the questions that arise from them. Reflect on and express clearly their own ideas, concerns and possibly worries about war and conflict in today's world. 	<ul style="list-style-type: none"> What questions have you got about what happens when we die? What do some people think carries on after we have died? What is our soul? Do some people believe that you come back to life as a different thing? What is reincarnation? Do you get to heaven if you do things wrong? What do Christians think happens when we die? What do people who don't believe in God think happens when we die? What different ideas are there about what happens when we die? What do I think?

Spring	<p>Expressing <i>(Religious and spiritual forms of expression; questions about identity and diversity)</i></p> <p>How has the expression of religious belief changed our world? <i>Christians, Muslims, Hindus</i></p>	<ul style="list-style-type: none"> • Describe how religion has adapted to global changes and challenged the status quo. • Show an understanding of the central tenets of various religions and how they have been applied to perceived injustices. • Express understanding of religious, social and political issues in modern times. • Suggest how the religious beliefs of significant people of faith made a difference to the lives of others. 	<ul style="list-style-type: none"> • Find out about the lives of people of faith of global renown and how their faiths motivated them to act. • Discuss notions of violent and non-violent protest and reflect on whether the former is ever justified. • Consider significant moments of political unrest in recent history and how specific aspects of these moments conflict with or are motivated by religious beliefs. • Apply their understanding of outcomes of significant historical moments in the analysis of current events. • Weigh up the positive and negative points of colonialism; reflect on the motivations of the colonisers and the impact on the colonised. • Learn how colonisation has spread religions around the world and consider the development of multi-religious societies. • Discuss the concept of fundamentalism and evaluate its role in an ever-changing world. Consider its attractions as well as its well-documented harms. • Learn about the concept of miracles across various religions and evaluate certain events in terms of miracle or coincidence • Consider people's actions from different viewpoints; examine the concept of freedom fighter versus terrorist • Consider whether a person committing religiously-motivated acts is capable of doing evil things and whether those acts can or should be forgiven. 	<ul style="list-style-type: none"> • What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place? • How do mosque buildings express Islamic beliefs and values? What makes a fine mosque? • Muslim calligraphy, painting and poetry: what is inspiring? • How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art? • Can a Christian place of worship be a building for the 'glory of God'? What does this mean? • How and why do Muslim charities try to change the world? • How and why does Christian Aid try to change the world? • What matters more to Christians & Muslims: art and architecture or generosity and charity? What matters more to you?
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Summer	<p style="text-align: center;"><u>Living</u> <i>(Religious practices and ways of living; questions about values and commitments)</i></p> <p style="text-align: center;">How do religions operate in the modern world? <i>Christians, Muslims, Hindus, Jews, Buddhists</i></p>	<ul style="list-style-type: none"> • Describe how ancient values are adapted and applied in modern scenarios. • Describe the values of major religions simply. • Describe own ideas about moral concepts & compare with others they've studied. • Suggest reasons it may be helpful to follow a moral code & why it may also be difficult. 	<ul style="list-style-type: none"> • Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive. • Talk about how having a 'code for living' might help people to be good. • Look at a Humanist 'code for living', e.g. Be honest; Use your mind; Tell the truth; Do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like? • Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? • Explore the ongoing conflict between Israel and Palestine, discussing the situation in moral, political and religious terms. • Compare the viewpoints of all major religions in a range of areas of modern life: diet, sexuality, freedom of expression etc. • Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them? • Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves? 	<ul style="list-style-type: none"> • Do rules matter? Why? What is a code for living? • Who is a humanist? What codes for living do non-religious people use? • What can we learn from discussion and drama about good & bad, right & wrong? • What codes for living do Christians try to follow? • What can we learn from a Values Game? • Peace: is it more valuable than any money? <ul style="list-style-type: none"> • Can we create a code for living that would help the world?
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