

# Religious Education

## Locally Agreed Syllabus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b> concept: God	<b>God – Hinduism</b>  How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the Mandir?	<b>God – Islam</b>  What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?	<b>God – Christianity</b>  How do symbols in the Bible help Christians related to God? What do symbols in the story of Jesus' baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian beliefs?		<b>Big Questions (including Christianity): What does it mean to live a good life?</b>  Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody	
<b>Year 4</b> concept: Community	<b>Community –Hinduism</b>  How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world	<b>Community – Islam</b>  How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world	<b>Community – Christianity</b>  How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world		<b>Pilgrimage (including Christianity)</b>  [What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage	
<b>Year 5</b> concept: Being Human	<b>Being Human – Hinduism</b>  How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals	<b>Being Human – Islam</b>  What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals	<b>Being Human – Christianity</b>  In what ways does the Bible teach Christians to treat others? How is this expressed in practice? The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals		<b>Expressing Beliefs through the Arts (including Christianity)</b>  How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief, e.g. Muslims? Spirited Arts competition run by NATRE	
<b>Year 6</b> concept: Life Journeys	<b>Life Journey – Christianity/Sikhism</b>  How do Christians show they belong? Rites of passage; include other religions, e.g. Amrit in Sikhism; have looked at how we know whether religious claims are true e.g. that you have to be good because God exists and he wants you to be good Rites of passage; include other religions,		<b>Life Journey – Hinduism/Islam (6weeks)</b>  Hinduism: How do Hindus show they belong? Islam: How do Muslims show they belong? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not.		<b>Big Questions: Do you have to believe in God to be good?</b> Buddhism and Humanists Opportunity to study Humanism/atheism and explore e.g. issues of social justice; opportunity to explore how valid various religious truth claims are e.g. that you have to be good because God exists and he wants you to be good	

