

Sir John Sherbrooke Religious Education Overview



YEAR 3/4 cycle A:	Unit (topic/theme):	Objectives:	Faith:	Stories and Sacred Texts:	Links to resources:	Vocabulary:
<u>Autumn 1</u>	3.1 CHRISTIAN BELIEFS AND QUESTIONS What does it mean to BE a Christian?	- Understand Bible Stories + practices linked to celebrations of Christmas, Easter, Harvest and Pentecost. - Understand key Christian ideas: incarnation, trinity and holy spirit.	Christianity	The Christmas Story The Easter Story Harvest stories	Possibly Twinkl/Planbee School server under RE	Christmas Easter Spiritual Pentecost Harvest Values Commitment Values
<u>Autumn 2</u>	3.2 POWER OF PRAYER – Religion, Family and Prayer Religious symbols	- Understand meaning/ - practise of 5 daily Islamic prayers. - Learn the meaning/ practise of The Lord's Prayer - Role of mosque + church	Christianity Islam	Prayers The Lords Prayer	Possibly Twinkl/Planbee School server under RE	Religion, Muslim, Islam, mosque, Qur'an, Prophet, Christian, spiritual, ritual, liturgy, prayer, mosque, church, commitment, values.
Autumn BIG QUESTION		How do people celebrate Christmas?			Pages 20 – 27 in Investigating World Views book	
<u>Spring 1</u>	3.3 POWERFUL PLACES – PLACES OF WORSHIP! Worship and Sacred Places	Learn about churches, mosques and mandirs. Understand 4 key terms in relation to each building.	Multi Faith: Christianity Islam Hinduism	None		Worship, church, mosque, mandir, Trinity, Allah, gods and goddesses, spiritual, ritual, liturgy, prayer, sacred, commitment, values.

<u>Spring 2</u>	3.4			Explore lives of key religious people in Jewish, Christian and Muslim stories. Jewish stories of Exodus 10 command-mants.		Spiritual, Prophet, Exodus, Law-giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role-model, commitment, values.
Spring BIG QUESTION		Are there similarities and differences in prayer in different traditions?			Pages 27 – 33 in Investigating Worship book	
<u>Summer</u>	HISTORY V.I.P.s - Inspirational people from the past!	What can we learn from inspiring people in sacred texts and in the history of religions?	Multi-Faith: Christians Muslims Hinduism Non-religious worldviews – Judaism or Sikh Gurus.	Life of Prophet Mohammed Qur'an Great Leaders – Great Lives Stories of Moses Law Giver Jesus – Messiah Muhammed (prophet)		
Summer BIG QUESTION		Where do ideas about God come from?			Pages 20 – 29 in Investigating God book	
<u>Year 3/4 cycle B:</u>	Unit (topic/theme):	Objectives:	Faith:	Stories and Sacred Texts:	Links to resources:	Vocabulary:
<u>Autumn 1:</u>	4.1 THE JOURNEY OF LIFE AND DEATH – Why is life like a journey?	- Learn about baby welcoming ceremonies - Learn about the circle of life and life stages	Multi-Faith: Christians Muslims Hinduism	After Life stories Hinduism The Lion King – Circle of Life refs		Destiny, worship, ritual, soul, spiritual, commitment, values, heaven, paradise Life after death

		– how they are marked • Marriage ceremonies • Life after death concept in 2 religions – keep light – compare and nice stories. • Consider BIG questions – key meaning of life questions – destiny, journeys, why are we here...?		Journey stories and children's books about journeys/life after death and reincarnation concept for Hindus.		Reincarnation
Autumn 2:	4.2. PILGRIMAGES – ARE THEY JUST A NORMAL JOURNEY? Where are we going and why?	• Why do people go on pilgrimages and what is a pilgrimage? A pilgrim? • Study of Hajj (Muslims) Lourdes / Iona / Holy Land (Christians) and Varanasi for Hindus. • Belonging to a pilgrimage community: Expressing spirituality through making memories, stories, music, rituals, emotions and experiences of pilgrimages. How is pilgrimage different to tourism? Some people travel for spiritual reasons e.g. nature, Stone Henge, monuments in history... What is difference when it is a religious	Multi-Faith: Christians Muslims Hinduism – Key area of focus in Y4 – put more 'weight' to Hinduism in this unit!			Worship Prayer Song Meditation Spirituality Pilgrimage Hindu, Christian, spiritual, pilgrim, pilgrimage, ritual, symbol, community, commitment, values.

		pilgrimage and not just a journey.				
Autumn BIG QUESTION		What do different religions believe about how we should treat the environment?			Pages 21 – 26 in Investigating religion and the environment	
<u>Spring:</u>	4.3 SING IT LOUD AND PROUD! MUSIC AND WORSHIP IN CHRISTIANITY.	Different examples of music and creative expression through music in the Christian community. Learn about famous Christian music, Christian rock bands, famous hymns, traditional Christian music and song, Christmas carols and learn for SJS carol productions; The Hallelujah chorus; and contemporary Christian music to worship by (if you are a Christian) Listen to children's Christian songs Compare to known music / pop music etc.... contrast similarities and differences. What music do I find spiritual or uplifting / inspiring and why...? Music appreciation . Record feelings and thoughts / ideas / concepts and images linked to music.	Christianity			Spritual playlist spiritual, worship, devotion, belief, self-expression song music hymn traditional chorus hallelujah
Spring BIG QUESTION		How do Muslims show their commitment in worship and festivals?			Pages 21 – 26 in Investigating How We Live book	
<u>Summer:</u>	4.4 Hindu Families and Festivals!	Key principles and concepts of Hinduism the faith – at least 3-4 lessons. Karma, dharma and Brahman concepts	Hinduism	Rama and Sita Hindu stories from sacred texts	BBC My Life, My Religion Hinduism	Hindu, murtis, gods and goddesses, karma, dharma, spiritual, festivals, ritual, symbol

		Associated stories, symbols and actions connected to Hinduism. Deeper meaning of the Hindu festivals – light/darkness concepts. Hindu festivals and key celebrations. Family life as a Hindu – rituals and practices / traditions. Divali festival and meaning Rama and Sita story Acting/listening/writing and drawing Hindu community – how do Hindu families worship in the Hindu religion? Mandirs and worship – mandir study or visits/trips. Interview a Hindu visitor? Gods/Goddesses.				(including the Aum symbol), community, commitment, values.
Summer BIG QUESTION		How might some Hindus try to follow their dharma?			Pages 21 – 26 in Investigating Good and Evil book	
<u>Year 5</u>	Unit (topic/theme):	Objectives:	Faith:	Stories and Sacred Texts:	Links to resources:	Vocabulary:
<u>Autumn 1:</u>	5.1 Today's World Inspirational People	Inspirational People Study: William Booth – founder of Christian Charity – The Salvation Army – Nottingham City link – Global reach. Martin Luther King – Black Civil Rights founder and leader.	Christianity PSHE: Multi faiths Black Lives Matter concept / Civil Rights history Inclusion			prophet, holiness, spiritual, inspiration, vision, symbol, community, commitment, values. William Booth Martin Luther King

		Black civil rights movement study. How are both these people inspirational? How did the Christian religions of both these inspnal people guide and form them? (William Booth – British methodist preacher) and MLK – Southern Baptist (US Christian Preacher)	Diversity (Rainbow Week pre teaching for spring term.)			Black Civil Rights Baptist Methodist Preacher Leader Global Charity Mission
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Autumn 2:	5.2 “What Matters Most? – Gateway to Christianity” Faith in Christianity	Deeper meanings of Christian beliefs and celebrations. How Christians use the Bible. Key principles of being a Christian. Difference between studying the Bible and reading the Bible. Fruits of the Holy Spirit Concept How the Bible guides and helps Christians live their lives. The code for their lives. God as Father, Son and Holy Spirit The holy Trinity Concepts of fairness/unfairness Concept of forgiveness Understanding of Christmas, Easter, Pentecost or Eucharist as key to Christians.	Christianity	The Graphic Novel – Children’s bible in cartoon form 1x copy per child.	BBC clips I am a Christian (children being interviewed and chatting about what it is to be a Christian)	Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment.
Autumn BIG QUESTION		Worship within religion: what is similar and what is different?			Pages 20 – 33 in Investigating Worship book	
Spring	5.3 The Big Ideas: What matters most to muslims about God?	The main beliefs muslims hold about God. Islam – key study of main beliefs. Study of Muslim text in sensitive and child friendly way. Prophet, Allah, Iman, Akhlaq, God	Islam		BBC and Youtube clips Muslim life of a child My life, my religion – I am a muslim.	5 Pillars, Prophet Allah Iman Zakat Mohammhad (Pbuh) Akhlaq

		The 7 conducts and morals Daily prayer The Zakat (alms giving) What matters to muslims in terms of codes and morals? Is God real and like for muslims? Talk to a muslim and interview them (CJ) (N and A) Mosque visit – learn about the key principles of worship for muslims. How does God impact a muslims life? Key Muslim/Islamic festivals, dates, religious worship and celebration times/periods.				
Spring BIG QUESTION		What do Hindus understand about the idea of a supreme being?			Pages 15 – 19 of Investigating God Book	
<u>Summer:</u>	5.4 The Arts and Architecture in Religion – Creativity and Spiritual Expression!	How are religious and spiritual thoughts and beliefs expressed through the arts and architecture. Mosques Minsters Cathedrals Churches Artwork Images Creative and Sacred spaces and buildings. Positive : charity, community, creativity – all coming together. Mosques – how do they serve their local and global community?	Multi Faith Islam Christianity Islam – key focus area – heavier focus for y5.		To source	Religion, Muslim, Christian, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment Compassion Creativity Sacred space Sacred building Cathedral Mosque Artwork Minster

		Stories, visitors, video... Also in the community and reaching out with charity and fundraising / help for the community ! local and global e.g. Muslim Hands -study of their global reach – creativity and charity. Exploring concept of generosity and charity – link to sjs compassion / integrity.				
Summer BIG QUESTION		What influences how religious and non-religious people choose to dress?			Pages 28 – 33 in Investigating Worldviews book	
<u>Year 6</u>	Unit (topic/theme):	Objectives:	Faith:	Stories and Sacred Texts:	Links to resources:	Vocabulary:
<u>Autumn:</u>	6.1 Judaism What does the Torah say about God ? Words of Wisdom!	What does the Torah teach Jewish people? What does the Torah say about God? The World? Focus on words and sacred texts: Focus on reading and understanding 2 key sacred / holy texts and scriptures and analysing. Deconstruct and compare. What is the value in the jewish text the Torah? Look at Jewish prayer and thought. What is the moral code in the Torah and for the Jewish faith/worshippers? How do Jewish people pray and what is their	Judaism			

		belief system (intro – child friendly and basic as not taught Judaism much before!) What is the Jewish text and what are their values? Beliefs? Synagogue study and facts / information Visit to synagogue in Nottingham in Radford near Lenton. Christianity 10 commandments compared to Torah's moral code. Can we see similarities? How? Explore the holy words and explain the sims with this holy writing. Moral and right/wrong. Codes for the journey of life – appreciate and explain/describe. WISDOM TO LIVE BY - WORDS TO LIVE BY concept.				
Autumn BIG QUESTION		How does what you believe affect what you choose to eat?			Pages 15 – 20 in Investigating How We live	
Spring :	6.2 / 6.3 merged as so similar How does religion contribute to local life in Nottingham? Beliefs in action!	Faith based global study and study of charities that reach out to the community. Learn about world religions and general population versus which faiths are in the world and how they are distributed... Statistics for faith populations in Nottm. National Census stats for charity work and	Islam / Hinduism / Christianity / Judaism		Visit to Synagogue Christian Aid and Save the Children webpages BBC My Life, My Religion : I am a Jewish child	Religion Tolerance Charity Compassion Outreach Inter faith work Religious plurality Harmony Peach

		faith based outreach work – faith in action across UK / The World. Research and explore faith based charities: Faith in action study: How do the Jewish faith (synagogues work) and the Christian faiths promote work and charity in the world? Save the Children Christian Aid Jewish charity work XXXXX How do different religions rub along / get along and belong together in locality? In UK? What does tension and conflict look like? (news for children – faith based conflicts and war – at child friendly level) How can we become a more tolerant and respectful society? Plan some inter faith events for locality (in theory or reality!) Research community peace idea and talk about how to promote inter faith harmony.				
Spring BIG QUESTION		What can we learn from theology and science about how to care for the Earth?			Pages 27 – 33 in Investigation religion and the environment	
<u>Summer:</u>	6.4 SURVIVORS OF HATRED –	Judaism – reflect on the big questions of	Islam / Hinduism /		BBC webpages for children have lots of	Religion Harmony Respect

	BIG QUESTIONS OF HUMAN BELIEF AND BEHAVIOUR	human values and human behaviours. Links to holocaust but not explicit teaching of the slaughter or the genocide perse. Kinder Transport study: Visit to National Holocaust Centre Museum at Tuxford/Retford? Key concepts: Pre war Jewish life Impact of persecution on J people Discrimination – what is it and how were Jews discriminated against in 1930s in Germany? Create a Jewish factsheet with information about the Jewish religion (Judaism) How did Kindertransport provide refuge? Write clear accounts and listen to stories that are child / Y6 friendly. What was life like for a Kindertransportee? What is struggle? What is hatred? What was Nazi hatred towards the Jews? Why is the concept 'never again' SO important?	Christianity / Judaism		information on the kindertransport Twinkl ppt is Y6 friendly (*) BBC link is good (**)	Persecution Prejudice Beth Shalom Remembrance Bystander upstander
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		What do children think they can contribute to the ideas of: Religion Harmony Respect Persecution Prejudice Beth Shalom Remembrance Bystander upstander				
Summer BIG QUESTION		If there is a God, why is there evil and suffering? A philosophical and theological exploration.			Pages 27 – 33 in Investigating Good and Evil book	

Resources

* <https://www.twinkl.co.uk/resource/t2-h-5763-kindertransport-powerpoint>

** <https://www.bbc.co.uk/newsround/46877532>

'Simple Signpost' Document to using / planning from our SJS RE syllabus (RE curriculum)

The SJS RE curriculum document is based on the Notts Agreed Syllabus – this is a legal document that forms the curriculum that we HAVE to study

It is also a requirement that we teach and children study RE for one hour a week! It needs to be timetabled!

You will still need to plan the sequence of lessons and find appropriate resources e.g. relevant stories and sacred texts/extracts, video clips, online clips, film, footage, images, photographs, food, artefacts, religious objects, invite visitors, organise visits, make or source worksheets and writing frames, create Up2s for each lesson! This is a framework for what to plan and when. It does give suggestions!

- The RE lead is happy to teach/support teaching of RE in other classes and year groups if necessary.
- This document is a simple signpost or framework so you know **what you are teaching and what you need to plan for each term, in each year group.**
- It is hopefully clear and less 'text rich' than the NAS – it is simplified down to reference less ideas and suggestions - but still cover what we need to.
- Each topic an engaging title – again to make it explicit and simpler. There is less to 'choose from' and get confused by!
- Across 7-11 age range we **must** deliver / teach a minimum of **3 religions across KS2. One must be Christianity.**
- At SJS we will focus on Christianity, Islam and Hinduism, with aspects of Judaism.
- In Year 6 we will learn about Judaism too.
- Sikhism and Buddhism are major religions BUT will be taught in 11 – 14 age range.
- Some reference to non religious beliefs such as Humanism and general spiritual awareness / global issues and spirituality as a concept will be referenced for equality purposes.