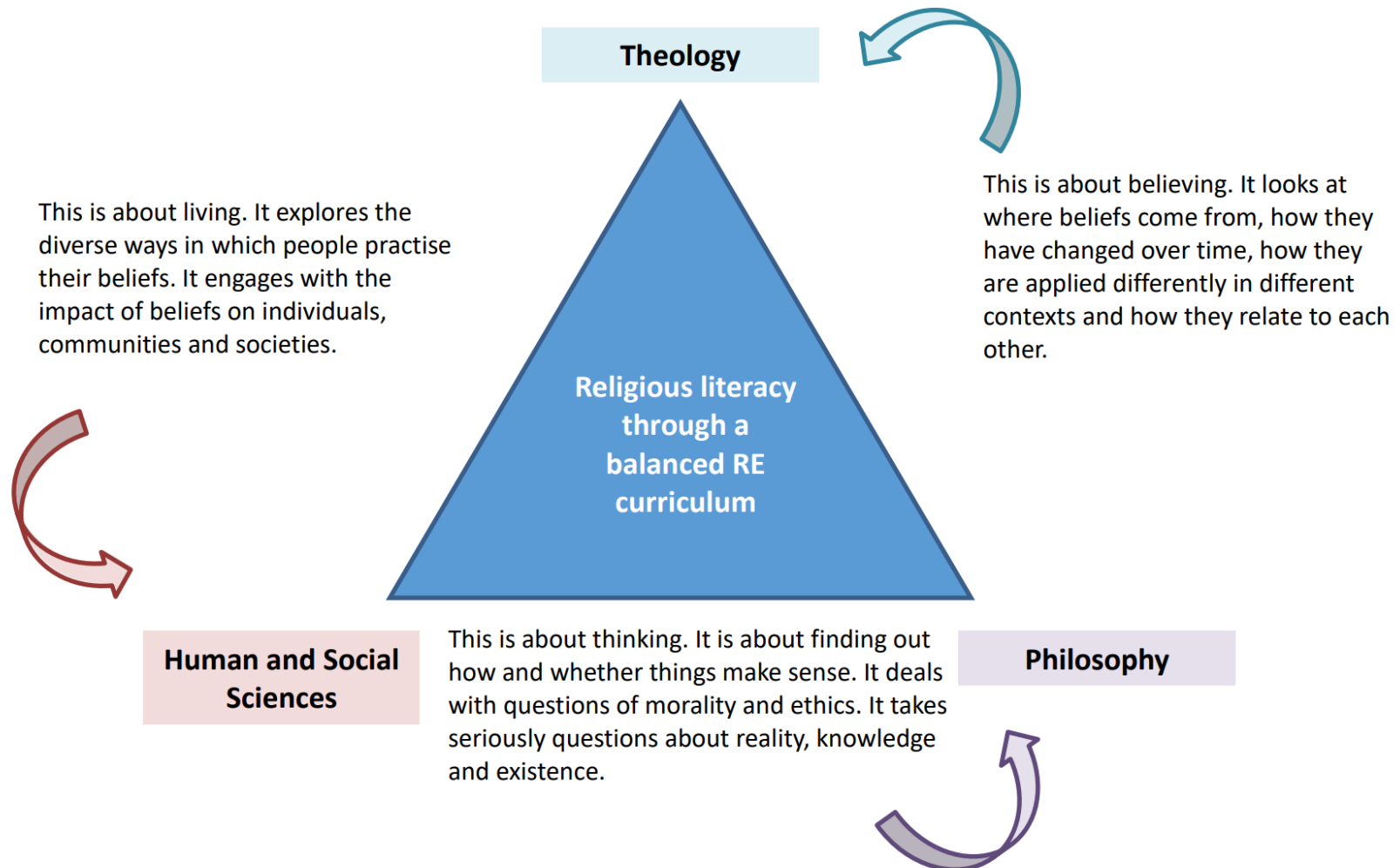


Scartho Junior Academy - RE Four Year Curriculum Overview

Religious Literacy and a Balanced RE Curriculum



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	Overall theme - Theology - Believing/God					
	<p style="text-align: center;">Compulsory Unit</p> <p style="text-align: center;">God – Hinduism</p> <p style="text-align: center;">Theology - Believing</p> <p>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?</p>	<p style="text-align: center;">Compulsory Unit</p> <p style="text-align: center;">God – Islam</p> <p style="text-align: center;">Theology - Believing</p> <p>What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?</p>	<p style="text-align: center;">Compulsory Unit</p> <p style="text-align: center;">God – Christianity</p> <p style="text-align: center;">Theology - Believing</p> <p>How do symbols in the Bible help Christians relate 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?</p>	<p style="text-align: center;">Additional Unit</p> <p style="text-align: center;">Big Questions (<i>including Christianity</i>)</p> <p style="text-align: center;">Philosophy - Thinking</p> <p>What does it mean to live a good life? 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.</p>		
	<p>Y3 Scheme of Work</p> <p>https://drive.google.com/drive/folders/1t2ZR4llrimfzilRobXRFzQRleEZmv4f</p>					
<p style="text-align: center;">Why this? Why now?</p> <p>In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity compare and contrast with and Islam at KS1.</p>	<p style="text-align: center;">Why this? Why now?</p> <p>In this unit, pupils build on their learning about Muslim beliefs about Allah (God) in KS1. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to compare and contrast with Hindu belief about God.</p>	<p style="text-align: center;">Why this? Why now?</p> <p><i>In this unit, pupils build on their learning about Christian beliefs about God in KS1. Here, they explore different ways in which Christians use symbols to articulate beliefs about God, making connections between this and Christian practice/worship. There are opportunities to compare and contrast with Hindu beliefs about Brahman and Muslim beliefs about Allah.</i></p>	<p style="text-align: center;">Why this? Why now?</p> <p><i>In this unit, pupils consider different ways in which religious and non-religious people work out how to live a 'good' life. There are opportunities to use prior learning by considering how beliefs about what God is like might impact on you articulate what it means to live a 'good' life.</i></p>			

Y4

Overall theme - Social Science - Community/Living

<p>Compulsory Unit</p> <p>Community – Hinduism</p> <p>Social Science - Living</p> <p><i>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 the natural world.</i></p>	<p>Compulsory Unit</p> <p>Community – Islam</p> <p>Social Science - Living</p> <p><i>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.</i></p>	<p>Compulsory Unit</p> <p>Community – Christianity</p> <p>Social Science - Living</p> <p><i>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.</i></p>	<p>Additional Unit</p> <p>Pilgrimage (including Christianity)</p> <p>Philosophy - Thinking</p> <p><i>[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]</i></p>
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Y4 Scheme of Work

<https://drive.google.com/drive/folders/1h4FyGrbhkwSjTPXJVJaUFF6ea5VHpryP>

<p>Why this? Why now?</p> <p>This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</p>	<p>Why this? Why now?</p> <p>This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</p>	<p>Why this? Why now?</p> <p>This unit explores specific celebrations related to a Christian worldview. It builds on learning about worship and celebration from KS1 and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.</p>	<p>Why this? Why now?</p> <p>This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other (e.g. the central Hindu belief in ahimsa [non-violence] and the detrimental impact of the Kumbh Mela pilgrimage festival on the River Ganges).</p>
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Overall theme - Theology - Believing/Being Human

Compulsory Unit Being Human – Hinduism Theology - Believing	Compulsory Unit Being Human – Islam Theology - Believing	Compulsory Unit Being Human – Christianity Theology - Believing	Additional Unit Expressing Beliefs through the Arts (including Christianity) Philosophy - Thinking
<p>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,</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Y5 Scheme of Work

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Why this? Why now? <i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs</i>	Why this? Why now? <i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from the previous term. It focuses on the ways in which religious beliefs impact on individuals' decisions</i>	Why this? Why now? This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from autumn term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.	Why this? Why now? The previous units have focused on ways in which religious people express their beliefs through their decision-making and actions. This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning about celebrations, places of worship and symbols.

	impact on individuals' decisions and actions.	<i>and actions.</i>		
Year 6	Overall theme - Social Science - Living/Life Journey			
	<p style="text-align: center;">Compulsory Unit</p> <p style="text-align: center;">Life Journey – Hinduism/Islam</p> <p style="text-align: center;">Social Science - Living</p> <p>Hinduism: How do Hindus show they belong?</p> <p>Islam: How do Muslims show they belong?</p> <p>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.</p>	<p style="text-align: center;">Compulsory Unit</p> <p style="text-align: center;">Life Journey – Christianity</p> <p style="text-align: center;">Social Science - Living</p> <p>How do Christians show they belong?</p> <p>Rites of passage; include other religions, e.g. Amrit in Sikhism; 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.</p>	<p style="text-align: center;">Additional Unit</p> <p style="text-align: center;">Do you have to believe in God to be good?</p> <p style="text-align: center;">Philosophy - Thinking</p> <p>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.</p>	
	<p>Y6 Scheme of Work</p> <p>https://drive.google.com/drive/folders/1J5O7r8RjiScDL6-jmQkEv0FPuP53Ra80</p>			
	<p style="text-align: center;">Why this? Why now?</p> <p>This unit looks back at the previous term, which focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims. In this unit, pupils ask the fundamental question of whether having ‘proof’ of a truth claim actually matters to religious believers. It explores a range of rites of passage for Hindus and Muslims, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.</p>	<p style="text-align: center;">Why this? Why now?</p> <p>This unit looks back at autumn, which focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims. In this unit, pupils ask the fundamental question of whether having ‘proof’ of a truth claim actually matters to religious believers. It explores a range of rites of passage for Christians, asking whether the value of religion is in its claims about God, humanity and the world, or in the rhythm it provides in a human life: every day, every week, every year, and across a whole lifetime.</p>	<p style="text-align: center;">Why this? Why now?</p> <p>This unit builds on prior learning in Year 3 (‘What is a Good Life?’) by deepening pupils’ understanding of how different religious and non-religious worldviews articulate what it means to be ‘good’. Pupils have the opportunity to explore some of the arguments for and against the existence of God, thinking carefully about the different types of evidence people use to support their beliefs and claims.</p>	

Core Concepts for Core Religions			
Christianity	Hinduism	Islam	Judaism
https://www.lincolndiocesaneducation.com/attachments/download.asp?file=178&type=pdf	https://www.lincolndiocesaneducation.com/attachments/download.asp?file=179&type=pdf	https://www.lincolndiocesaneducation.com/attachments/download.asp?file=180&type=pdf	https://www.lincolndiocesaneducation.com/attachments/download.asp?file=200&type=pdf

Religious Resources for Core Religions			
Christianity	Hinduism	Islam	Judaism
https://www.lincolndiocesaneducation.com/_site/data/files/LAS/Christianity-Resources.pdf	https://www.lincolndiocesaneducation.com/_site/data/files/LAS/Hinduism-Resources-1.pdf	https://www.lincolndiocesaneducation.com/_site/data/files/LAS/Islam-Resources.pdf	https://www.lincolndiocesaneducation.com/_site/data/files/LAS/Judaism-Resources.pdf