



## RE

### Overview

Religious Education at WHGS provides opportunities for pupils to explore big questions about life. It also allows them 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.

There are six key principles that shape our curriculum intent in RE:

**Entitlement** – every pupil has the right to learn all aspects of the curriculum and this links to our rights to freedom of thought and religion.

**Coherence** – learning is built upon term by term, as well as year on year with reoccurring vertical concepts and key questions covering the major world religions.

**Adaptability** – our curriculum is adapted, where necessary, to suit the needs or interests of our pupils and our scheme, R.E. Today has a wealth of relevant links.

**Representation** – a diverse and inclusive curriculum is provided in which pupils see themselves reflected.

**Mastery** – providing depth to learning.

**Education with Character** – opportunities to nurture pupils spiritual, moral, social, cultural (SMSC) needs are created – where possible with a special focus on an annual RE trip or visit from an outside speaker.

- **A Long-Term Plan:** This gives teachers an overview of the areas that are going to ensure National Curriculum coverage.
- **RE Today lesson plans:** To provide a cohesive and progressive curriculum.
- **Knowledge Organisers:** These are focused on the key vocabulary and concepts that will be taught.

### Vertical Concept Overview

Vertical Concept	Definition	Units
<b>Believing</b>	This concept allows the children to explore different religious beliefs, teachings, and sources. It encourages them to question about meaning, purpose and truth. It is important that the children can recognise similarities in beliefs as well as differences between Key Religions and Humanist beliefs	<p><b>Year 1:</b> Who is a Christian and what do they believe?</p> <p><b>Year 2:</b> Who is a Muslim and what do they believe? Who is Jewish and what do they believe? What can we learn from sacred books?</p> <p><b>Year 3:</b> Why is the Bible important for Christians today? What do different people believe about God?</p> <p><b>Year 4:</b> Why is Jesus inspiring to some people?</p> <p><b>Year 5:</b> What would Jesus do? Why do some people believe God exists?</p> <p><b>Year 6:</b> What do religions say to us when life gets hard?</p>
<b>Living</b>	This concept concentrates on religious practices and ways of living and allows the children to explore key questions around values held by different religions and the commitments they practise. Again, it is important that similarities are made clear between Key religions and humanist beliefs	<p><b>Year 1:</b> What does it mean to belong to a faith community?</p> <p><b>Year 2:</b> How should we care for others and the world?</p> <p><b>Year 3:</b> What does it mean to be a Christian in Britain today?</p> <p><b>Year 4:</b> What can we learn from religions about deciding what is right and wrong?</p>

		<p>How do family life and festivals show what matters to Jewish people?</p> <p><b>Year 5:</b> What does it mean to be a Muslim in Britain today? Green religion?</p> <p><b>Year 6:</b> What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)</p> <p>What can be done to reduce racism? Can religion help?</p>
<b>Expressing</b>	<p>This concept allows children to explore religious forms of expression and encourages questions about identity and diversity. Again, focusing on links between Key religions and humanist beliefs.</p>	<p><b>Year 1:</b> What makes some places sacred? How and why do we celebrate special and sacred times?</p> <p><b>Year 2:</b> no expressing concept</p> <p><b>Year 3:</b> Why do people pray? How do people from religious and non-religious communities celebrate key festivals?</p> <p><b>Year 4:</b> Why are festivals important to religious communities? Why do some people think that life is a journey? What significant experiences mark this?</p> <p><b>Year 5:</b> If God is everywhere, why go to a place of worship.</p> <p><b>Year 6:</b> Is it better to express your religion in arts and architecture or in charity and generosity?</p>

## Early Years

	Nursery	Reception	Assessment
Autumn 1	<p><b>Unit:</b> Marvellous Me</p> <p>Begin to make sense of their own life-story and family's history.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Collecting family pictures from Home Visits and families to complete an All About Me collage.</li> <li>Sharing family pictures in class and collages</li> </ul>	<p><b>Unit:</b> Me and My World</p> <p>Name and describe people who are familiar to them.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Building on work done in Nursery but going into more detail about extended family and friends</li> </ul>	<ul style="list-style-type: none"> <li>Individual and group observations</li> <li>Formative assessments through observations or planned activities during every lesson including have a go hedgehog (group work and assessment), verbal interaction, and focus child observations.</li> </ul>
Autumn 2	<p><b>Unit:</b> It's getting Cold out here/Festivals.</p> <p>Know that there are differences between different individuals and families.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Celebrating various festivals: Harvest, Diwali,</li> <li>Christmas and the Nativity story and Hannukah</li> <li>Learning should be reflected in continuous provision.</li> </ul>	<p><b>Unit:</b> My Heroes</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Talk about their celebrations.</li> <li>Build upon work done in Nursery but go into more detail about their personal experiences</li> <li>Learning should be reflected in provision.</li> </ul>	

	Nursery	Reception	Assessment
Spring Term 1	<p><b>Unit:</b> On the move</p> <p>Talk about members of their immediate family and community.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Talk about siblings, cousins</li> <li>Talk about grandparents</li> <li>Do they have Aunties, Uncles?</li> </ul>	<p><b>Unit:</b> Castles and Knights</p> <p>Understand that some places are special to members of their community.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Look at what buildings are special to their family and community</li> <li>What do they use those buildings for?</li> </ul>	<ul style="list-style-type: none"> <li>Individual and group observations</li> <li>Formative assessments through observations or planned activities during every lesson including have a go hedgehog (group work and assessment), verbal interaction, and focus children observations.</li> </ul>
Spring Term 2	<p><b>Unit:</b> On the farm</p> <p>Continue developing positive attitudes about the differences between people.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Talking about extended family: grandparents, cousins and how they spend their time. Who do they visit, how do they get there?</li> <li>What do they do in their community?</li> <li>Looking at jobs of their family members</li> </ul>	<p><b>Unit:</b> Spring in our step</p> <p>Developing positive attitudes towards people and environment and animals</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Bug hunts – how we look after insects</li> <li>What do Christians and Muslims say about looking after animals</li> </ul>	

	Nursery	Reception	Assessment
Summer Term 1	<p><b>Unit:</b> Once upon a time</p> <p>Continue developing positive attitudes about the differences between people.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Look at the differences/similarities between characters in fairytales and make connections with our families.</li> </ul>	<p><b>Unit:</b> Where we live</p> <p>Continue developing positive attitudes about the differences between people</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Round up of festivals and what they believe in and how their community celebrates them.</li> </ul>	<ul style="list-style-type: none"> <li>Individual and group observations</li> <li>Formative assessments through observations or planned activities during every lesson including have a go hedgehog (group work and assessment), verbal interaction, and focus child observations.</li> </ul>
Summer Term 2	<p><b>Unit:</b> Creatures great and small</p> <p>Look at how different religions say we should care for animals.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Think about how we care for animals.</li> <li>Why it is important to care for animals and what do their family believe</li> </ul>	<p><b>Unit:</b> Science Detectives</p> <p>Look at how different religions say we should look after our environment.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Building upon what is done in the nursery look at how we care for our environment.</li> <li>Share Christian and stories from Islam about how those religions our environment.</li> </ul>	

## Key Stage One

	Year 1	Year 2	Assessment
Autumn Term 1	<p><b>Unit/ Key Question:</b> Who is a Christian and what do they believe?</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Religion and World View taught in this unit:</b> Christianity</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Understand who Christians are and what they believe.</li> <li>Explore some Bible stories/parables.</li> </ul>	<p><b>Unit/ Key Question:</b> Who is a Muslim and what do they believe?</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Religions and Worldviews taught in this unit:</b> Muslims</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Explore stories from Islam</li> <li>Calligraphy and 99 names of Allah</li> <li>Call to prayer</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul>
Autumn Term 2	<p><b>Unit/ Key Question:</b> Who is a Christian and what do they believe?</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Religion and World View taught in this unit:</b> Christianity</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>How they pray</li> <li>How they feel the world was created</li> </ul>	<p><b>Unit/ Key Question:</b> Who is a Muslim and what do they believe?</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Religions and Worldviews taught in this unit:</b> Muslims</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Revelation of holy Qu'</li> <li>Precious objects and their importance</li> <li>Ramadan and Eid</li> </ul>	

	Year 1	Year 2	Assessment
Spring Term 1	<p><b>Unit/ Key Question:</b> What makes some places sacred?</p> <p><b>Vertical Concept:</b> Expressing</p> <p><b>Religions and Worldviews taught in this unit:</b> Christians, Muslims and/or Jewish people</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>Special Places</li> <li>Why people pray</li> </ul>	<p><b>Unit/ Key Question:</b> Who is Jewish and what do they believe?</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Religions and Worldviews taught in this unit:</b> Jewish</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>What is precious to Jewish people?</li> <li>Explore the Shabbat</li> <li>Explore miracles.</li> <li>What does Thanksgiving?</li> <li>Mean to different people.</li> </ul>	<ul style="list-style-type: none"> <li>Formative assessments during every lesson including: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul>

<b>Spring Term 2</b>	<p><b>Unit/ Key Question:</b> How and why do we celebrate special and sacred times?</p> <p><b>Vertical Concept:</b> Expressing</p> <p><b>Religions and Worldviews taught in this unit:</b> Christians, Jewish people and Muslims</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• What are key features of a celebration e.g. food, clothes</li> <li>• Easter</li> <li>• Passover</li> <li>• Eid</li> </ul>	<p><b>Unit/ Key Question:</b> Who is Jewish and what do they believe?</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Religions and Worldviews taught in this unit:</b> Jewish faith</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• What is Chanukah?</li> <li>• What are miracles and why they are important to the Jewish religion</li> <li>• How is Chanukah is celebrated?</li> </ul>	
----------------------	--	--	--

	Year 1	Year 2	Assessment
<b>Summer Term 1</b>	<p><b>Unit/ Key Question:</b> What does it mean to belong to a faith community?</p> <p><b>Vertical Concept:</b> Living</p> <p><b>Religions and Worldviews taught in this unit:</b> Muslims, Christians, Sikh and Jewish faith</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Where do they belong?</li> <li>• What is a community?</li> <li>• How do you know you belong to a community?</li> <li>• What does it mean to belong to the Sikh Community?</li> <li>• What festivals and beliefs are unique to Sikhs?</li> <li>• How do you become part of a community. E.g., Baptism</li> </ul>	<p><b>Unit/ Key Question:</b> What can we learn from sacred books?</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Religions and Worldviews taught in this unit:</b> Christians, Muslims, Jewish faith, Sikhism.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• What are sacred texts?</li> <li>• Teachings of Jesus</li> <li>• Stories of Exodus, Black Stone and Jonah</li> <li>• Guru Granth Sahib</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson includes: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul>

**Unit/ Key Question:** What does it mean to belong to a faith community?

**Vertical Concept:** Living

**Religions and Worldviews taught in this unit:** Muslims, Christians and Jewish faith

**Overview**

- What festivals are unique to your community?
- What does it mean to belong to the Sikh Community?
- What festivals and beliefs are unique to Sikhs?
- How do you become part of a community. E.g., Baptism

**Unit/ Key Question:** How should we care for others and the world, and why does it matter?

**Vertical Concept:** Living

**Religions and Worldviews taught in this unit:** Christians and Jewish people

**Overview**

- Focus on Christian and Jewish faiths
- Teaching of Jesus and Good Samaritan
- Charity
- Key figures: Mother Teresa and Dr. Barnardo

## Lower Key Stage Two

	Year 3	Year 4	Assessment
Autumn Term 1	<p><b>Unit/ Key Question:</b> Why is the Bible important for Christians today?</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Religions and Worldviews taught in this unit:</b> Christians</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Overview of special/sacred books from different religions</li> <li>• Look at bible in detail.</li> <li>• Commandments</li> </ul>	<p><b>Unit/ Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Vertical Concept:</b> Living</p> <p><b>Religions and Worldviews taught in this unit:</b> Hinduism</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• What Hindus believe in?</li> <li>• Connections, aims and duties.</li> <li>• Importance of Gandhi</li> <li>• What is Karma?</li> <li>• What is it like to be a Hindu in Britain today.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul>
Autumn Term 2	<p><b>Unit/ Key Question:</b> Why is the Bible important for Christians today?</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Prophecies</li> <li>• Humanity</li> <li>• Creation</li> </ul>	<p><b>Unit/ Key Question:</b> Why are festivals important to religious communities?</p> <p><b>Vertical Concept:</b> Expressing</p> <p><b>Religions and Worldviews taught in this unit are:</b> Christians, Hindus, Jews, Sikh and Muslims</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Importance of Easter</li> <li>• Diwali – Hindu and Sikhs</li> <li>• Ramadan and Eid - Muslim</li> <li>• Pesach – Jewish festival</li> </ul>	

	Year 3	Year 4	Assessment
Spring Term 1	<p><b>Unit/ Key Question:</b> What does it mean to be a Christian in Britain today?</p> <p><b>Vertical Concept:</b> Living</p> <p><b>Religions and Worldviews taught in this unit:</b> Christianity</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• How Christians express their beliefs at home</li> <li>• How they express their beliefs at church</li> <li>• Explore place of music in worship</li> <li>• Holy communion</li> <li>• How do Christians contribute to the community</li> <li>• How do Christians fight for their religion</li> </ul>	<p><b>Unit/ Key Question:</b> Why is Jesus inspiring to some people?</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Religions and Worldviews taught in this unit:</b> Christianity</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Importance is a miracle.</li> <li>• How is Jesus important today?</li> <li>• How does Jesus make Christians strong?</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul>



Spring Term 2	<p><b>Unit/ Key Question:</b> What do different people believe about God?</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Religions and Worldviews taught in this unit:</b> Christians, Hindus, or Muslims</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• How Christians express their religion at home</li> <li>• How they express it in their church</li> <li>• How they express it through music</li> <li>• Special events: Holy communion</li> <li>• How/why Christians fight for their religion.</li> </ul>	<p><b>Unit/ Key Question:</b> What can we learn from religions about deciding what is right and wrong?</p> <p><b>Vertical Concept:</b> Living</p> <p><b>Religions and Worldviews taught in this unit:</b> Christians, Jewish people, non-religious people (e.g., Humanist)</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Concept of Golden Rules</li> <li>• 10 Commandments</li> <li>• Humanist view</li> <li>• Temptation</li> </ul>	

	Year 3	Year 4	Assessment
Summer Term	<p><b>Unit/ Key Question:</b> Why do people pray?</p> <p><b>Vertical Concept:</b> Expressing</p> <p><b>Religions and Worldviews taught in this unit:</b> Hindus, Christians, and Muslims</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• What prayer is and is it helpful?</li> <li>• Islamic prayer</li> <li>• Christian prayer</li> <li>• Hindu prayer</li> <li>• Reflection</li> <li>• Compare and contrast all.</li> </ul>	<p><b>Unit/ Key Question:</b> How do family life and festivals show what matters to Jewish people?</p> <p><b>Vertical Concept:</b> Living</p> <p><b>Religions and Worldviews taught in this unit:</b> Jewish people</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• What do Jewish people celebrate weekly?</li> <li>• Rosh Hashanah</li> <li>• Yom kippur</li> <li>• Pesach</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul>
	<p><b>Unit/ Key Question:</b> How do people from religious and non-religious communities celebrate key festivals?</p> <p><b>Vertical Concept:</b> Expressing</p> <p><b>Religions and Worldviews taught in this unit:</b> Christians, Jewish, Sikh and non-religious worldviews</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• How people celebrate key festivals and why</li> <li>• Focus on Christmas</li> <li>• Focus on at least 2 Sikh festivals and compare them to other Key festivals.</li> </ul>	<p><b>Unit/ Key Question:</b> Why do some people think that life is a journey? What significant experiences mark this?</p> <p><b>Vertical Concept:</b> Expressing</p> <p><b>Religions and Worldviews taught in this unit:</b> Christians, Hindus and/or Jewish people</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• What is a journey?</li> <li>• Baptism</li> <li>• Marriage</li> <li>• Compare journeys of Hindus, Christians and Jews.</li> </ul>	

## Upper Key Stage Two

	Year 5	Year 6	Assessment
Autumn Term 1	<p><b>Unit/ Key Question:</b> What does it mean to be a Muslim in Britain today?</p> <p><b>Vertical Concept:</b> Living</p> <p><b>Religions and Worldviews taught in this unit:</b> Muslim</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• What helps Muslims through the journey of life</li> <li>• Key Beliefs</li> <li>• Prayer</li> </ul>	<p><b>Unit/ Key Question:</b> What can be done to reduce racism? Can religion help?</p> <p><b>Vertical Concept:</b> Living</p> <p><b>Religions and Worldviews taught in this unit:</b> Sikhism, Christians, Hindu, Muslim, and non-religious worldviews.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• What is racism and study examples.</li> <li>• Religious scriptures from all key religions (including Sikhism)</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul>
Autumn Term 2	<p><b>Unit/ Key Question:</b> What does it mean to be a Muslim in Britain today?</p> <p><b>Vertical Concept:</b> Living</p> <p><b>Religions and Worldviews taught in this unit:</b> Muslim</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Overview Charity</li> <li>• Fasting</li> <li>• Pilgrimage</li> </ul>	<p><b>Unit/ Key Question:</b> What can be done to reduce racism? Can religion help?</p> <p><b>Vertical Concept:</b> Living</p> <p><b>Religions and Worldviews taught in this unit:</b> Christians, Hindu, Muslim, and non-religious worldviews.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Promote kindness and justice</li> <li>• What can we learn from Colston and Wesley – stories and statues</li> <li>• How we can be more tolerant</li> </ul>	

	Year 5	Year 6	Assessment
Spring Term 1	<p><b>Unit/ Key Question:</b> If God is everywhere, why go to a place of worship?</p> <p><b>Vertical Concept:</b> Expressing</p> <p><b>Religions and Worldviews taught in this unit:</b> Christians, Hindus, Sikh and Jewish people.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• What are places of worship</li> <li>• Compare Christian places</li> <li>• Look at Hindu temples</li> <li>• Jewish synagogues</li> <li>• Sikh Gurdwara</li> <li>• How all these places help us to connect with God</li> </ul>	<p><b>Unit/ Key Question:</b> What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p> <p><b>Vertical Concept:</b> Living</p> <p><b>Religions and Worldviews taught in this unit:</b> Christians, Muslims, Sikh and Hindus.</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Key beliefs from key religions including Sikhism</li> <li>• Muslim belief of Ummah</li> <li>• Hindu belief of Ahimsa</li> <li>• Jesus's teachings of forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul>

Spring Term 2	<p><b>Unit/ Key Question:</b> What would Jesus do? Can people live by the values of Jesus in the twenty-first century?</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Religions and Worldviews taught in this unit:</b> Christianity</p> <p><b>Overview</b> What would Jesus do?</p> <ul style="list-style-type: none"> <li>• Explore Jesus’s teaching</li> <li>• Consider Christian ideas about love</li> <li>• Explore parables of forgiveness</li> <li>• Jesus’s teachings of justice and fairness</li> </ul>	<p><b>Unit/ Key Question:</b> What do religions say to us when life gets hard?</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Religions and Worldviews taught in this unit:</b> Christians, Hindus, Sikhs and non-religious responses (e.g. Humanists)</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Different views of death</li> <li>• Hindu Karma and reincarnation</li> <li>• Christian beliefs</li> <li>• Sikh beliefs</li> </ul>	

	Year 5	Year 6	Assessment
Summer Term 1	<p><b>Unit/ Key Question:</b> Why do some people believe God exists?</p> <p><b>Vertical Concept:</b> Believing</p> <p><b>Religions and Worldviews taught in this unit:</b> Christian, Sikh and Humanists</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• What do Christians think?</li> <li>• How do we know what is true?</li> <li>• Creation</li> <li>• Why do some people believe God does not exist?</li> </ul>	<p><b>Unit/ Key Question:</b> Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p><b>Vertical Concept:</b> Expressing</p> <p><b>Religions and Worldviews taught in this unit:</b> Christians, Muslims, and non-religious, e.g., Humanists</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• What makes a place sacred</li> <li>• How Muslims express Islamic beliefs in art, calligraphy, and poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments during every lesson include: Review, verbal feedback, a range of questioning techniques and mini whiteboard tasks.</li> </ul>
Summer Term 2	<p><b>Unit/ Key Question:</b> Green religion? How and why should religious communities do more to care for the Earth?</p> <p><b>Vertical Concept:</b> Living</p> <p><b>Religions and Worldviews taught in this unit:</b> Hindus, Christians, Muslims, Sikhs and Jewish people</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• Who earth belongs to</li> <li>• Muslim View</li> <li>• Christian View</li> <li>• Hindu View</li> <li>• Jewish View</li> <li>• Sikh view</li> </ul>	<p><b>Unit/ Key Question:</b> Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p><b>Vertical Concept:</b> Expressing</p> <p><b>Religions and Worldviews taught in this unit:</b> Christians, Muslims, and non-religious, e.g., Humanists</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>• How Christians express their beliefs in art etc</li> <li>• Debate: which is more important: art/architecture or generosity and charity</li> </ul>	

<b>Useful Resources for Supporting Your Child at Home:</b>	<b>Homework ideas:</b>
<p>These websites have video and information about all world religions that your child will be studying.</p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/z7hs34j">https://www.bbc.co.uk/bitesize/subjects/z7hs34j</a></p> <p><a href="http://www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/">http://www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8">https://www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8</a></p>	<ul style="list-style-type: none"><li>• Children could contribute to the RE floor book by bringing in photos celebrating certain festival or carrying out traditions linked to their religion.</li><li>• Set research for them to complete at home.</li><li>• They could do a video clip of a special/sacred place they visit.</li><li>• They could bring in a special artefact to talk about.</li></ul>