

**Whitehill Junior School Religious Education Curriculum  
Overview and information 2020**

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual’s knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. RE also contributes to pupils’ personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions.

At Whitehill we aim to ensure that all pupils develop their knowledge and understanding of sources of wisdom from different religions and their impact whilst exploring their own personal and critical responses.

	<b>Beliefs and Practices</b>	<b>Sources of Wisdom</b>	<b>Symbols and Actions</b>	<b>Prayer, Worship and Reflection</b>	<b>Identity and Belonging</b>	<b>Ultimate Questions</b>	<b>Human Responsibility and Values</b>	<b>Justice and Fairness</b>
<b>Year Three Christianity and Buddhism</b>	<ul style="list-style-type: none"> <li>• How are the same celebratory events expressed in Christianity and Buddhism? Births, marriages, key religious events Share personal stories of what Children do to celebrate such events (could bring in pictures)</li> <li>• Why do some people value celebrations highly and others not at all?</li> <li>• What is significant about myrrh in at Christmas and Easter?</li> <li>• Why was this an important gift and how does it relate to events in the Christmas and Easter stories?</li> <li>• How are Advent and Christmas, Easter and Lent celebrated around the world?</li> <li>• Which is more important for Christians: Christmas or Easter?</li> </ul>	<ul style="list-style-type: none"> <li>• How do the power of stories impact a follower? Read and look at the life of Siddhartha as a prince See ‘The Buddha; what is important about the Buddha?’ (Y6 Autumn)</li> <li>• What is wisdom? Where does wisdom come from and who decides what is wise?</li> <li>• What does the parable of the Good Samaritan mean today?</li> <li>• Who was Jesus and what does he do?</li> <li>• What can stories and images of the Buddha tell us about the inspiration for Buddhist beliefs? <a href="http://www.buddha-images.com">www.buddha-images.com</a> Look at the different images of Buddha. Draw out what the variety of images collectively show.</li> <li>• How is the Dalai Lama a source of wisdom for many Buddhists?</li> <li>• Why do psalms, poems, hymns and stories affect followers in different ways? How do believers interpret these in different communities?</li> </ul>	<ul style="list-style-type: none"> <li>• How is light symbolic in some religions? Explore the power of light and how it is used to convey meaning in Christianity and Buddhism (meditation)</li> <li>• How and why are the same events celebrated differently within the global Christian family? E.g. Baptism, Christmas</li> <li>• Why are the Buddha, the Dharma and the Sangha seen as the ‘Three Jewels’ for some Buddhists?</li> <li>• What links the Wheel and the Lotus flower?</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the role and place of worship Why does it play a significant part in a religious community?</li> <li>• What did Jesus teach about prayer? Luke 11:1 - 4 and Matthew 6:9 – 13</li> <li>• How does architecture express how a community communicates through prayer, worship and reflection? In the design of Churches and Temples</li> <li>• Is prayer only possible in a sacred place? Why do some believers need to go to a place of worship to pray?</li> <li>• Who hears our prayers and how are they answered?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop imaginative and creative ways of expressing some of their own community commitments.</li> <li>• What does it mean to belong to a faith community?</li> <li>• Considering the Eightfold Path, how do Buddhists try and follow the Buddha’s example?</li> <li>• Can someone be a practising Buddhist and still lead a privileged life?</li> <li>• What are the main Buddhist groups represented in Britain?</li> </ul>	<ul style="list-style-type: none"> <li>• Why do different people have different ideas about God? Link with art/music by creating work which expresses their understanding on questions such as creation, God and heaven.</li> <li>• What do Christians learn from the Creation story?</li> <li>• What different things do people believe about how the world began? Include Christian, Buddhist and Humanistic (Science)</li> <li>• Why are there some questions to life to which we don’t have the answer?</li> <li>• Why don’t we know what happens when we die?</li> </ul>	<ul style="list-style-type: none"> <li>• How do communities work together at times of trouble? Look at response to war, natural disasters, Grenfell etc.</li> <li>• What kind of world did Jesus want? Love thy neighbour, Good Samaritan, forgiveness</li> <li>• What rules do different religious communities follow about caring for the world/each other?</li> <li>• How might religion help people be good?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore stories that illustrate justice and fairness Parable of The Sheep and The Goats</li> <li>• Who decides what is right and wrong?</li> <li>• Does fairness mean that everyone gets the same?</li> <li>• How might Buddhist concepts of desire, suffering and compassion affect moral choices of followers?</li> </ul>

	Beliefs and Practices	Sources of Wisdom	Symbols and Actions	Prayer, Worship and Reflection	Identity and Belonging	Ultimate Questions	Human Responsibility and Values	Justice and Fairness
<b>Year Four Christianity and Hinduism</b>	<ul style="list-style-type: none"> <li>How are the same celebratory events expressed in Christianity and Hinduism?</li> <li>Births, marriages, key religious events</li> <li>Share personal stories of what Children do to celebrate such events (could bring in pictures)</li> <li>What does it mean to live as a Hindu?</li> <li>Why and how are Saints remembered?</li> <li>Link to Church with St Mary or St Alban</li> <li>What is it like to follow God?</li> <li>Why do Christians call the day Jesus died 'Good Friday'?</li> <li>Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus's death and resurrection opens up a new way for people to be forgiven and close to God.)</li> <li>Why do people make pilgrimages?</li> <li>Make connections between the Kumbha Mela to a journey to a sacred place.</li> </ul>	<ul style="list-style-type: none"> <li>Consider what makes a 'special book' a 'sacred book' and how it should be treated</li> <li>The Vedas</li> <li>See 'special books and sacred texts (Y4 summer)</li> <li>Why and how do religious artefacts help believers understand and connect to their faith?</li> <li>When Jesus left, what was the impact of the Pentecost?</li> <li>What is the Trinity?</li> <li>Can you be a Christian without reading the Bible?</li> <li>How might Bhagavad Gita or Ramajana help to guide many Hindus in their daily lives?</li> <li>Why is it important to have heroes?</li> </ul>	<ul style="list-style-type: none"> <li>What actions might symbolise a believers humility?</li> <li>Genuflexion, foot washing, serving the local community</li> <li>See 'Know some key Christian and Hindu beliefs and practices' (Y4 Autumn)</li> <li>How and why is it important to share food as part of Christian worship?</li> <li>See 'sharing foods as part of religious worship' (Y4 spring)</li> <li>What importance does the Cross have to Christians?</li> <li>How do some Hindus build their relationship with a specific deity?</li> </ul>	<ul style="list-style-type: none"> <li>Explore the words of the Lord's Prayer and the Hindu Gayatri Mantra from the Bhagavad Gita</li> <li>How does the Lord's Prayer help Christians show their commitment to their faith?</li> <li>What other prayers in the Christian canon inspire believers?</li> <li>What is a shrine and what happens in puja (act of worship) in many Hindu homes?</li> <li>See 'What do Hindus teach their pupils about God and Hindu worship?' (Y4)</li> <li>Should prayer be silent?</li> <li>Why is a Church roof in the shape of a boat?</li> </ul>	<ul style="list-style-type: none"> <li>What are the role and duties of religious leaders and the impact on followers?</li> <li>Why are some Christian leaders called 'Father'?</li> <li>Discover how Hindu Diwali brings their religious community together</li> <li>How do you know where you belong?</li> </ul>	<ul style="list-style-type: none"> <li>Explore ways in which religions name and describe the attributes of God</li> <li>Christian belief in God as a trinity (father, son and Holy spirit) and Hindu beliefs about the Trimurti (Brahama/creator Vishnu/preserver and shiva/destroyer)</li> <li>Using the story structure of Adam and Eve, what is the conflict and where do Christians find the solution?</li> <li>What do Hindus believe about the creation of Earth?</li> <li>What do many Hindus believe about God?</li> <li>See 'what do Hindus teach pupils about God (Y4 Autumn)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and apply ideas from different religious codes and worldviews for living to compile a charter of their own moral values</li> <li>See 'rules and how they influence actions (Y3 summer)</li> <li>What might Christians say are the most important values and attitudes that Jesus inspired?</li> <li>What does Jesus teach about the value of forgiveness?</li> <li>Describe the impact of Hindu teaching and harmlessness (ahimsa) and questions about what people eat and how they treat animals, expressing their own ideas.</li> <li>How do humanists show care for others?</li> </ul>	<ul style="list-style-type: none"> <li>'There is always room in the world for more fairness, peace and justice'</li> <li>Discuss these ideas in light of 'How Ganesh got the Elephant Head'</li> <li>Explore stories that illustrate justice and fairness</li> <li>'Zacchus the Tax Collector' and 'The Widow's Mite'</li> <li>Why do Hindus respect animals (especially cows), the environment and other humans?</li> <li>What does Hindu thought teach about equality?</li> <li>What does it say about the differences between people?</li> <li>Discuss Gandhi's statement: 'You must be the change you want to see in the world'</li> </ul>

	<b>Beliefs and Practices</b>	<b>Sources of Wisdom</b>	<b>Symbols and Actions</b>	<b>Prayer, Worship and Reflection</b>	<b>Identity and Belonging</b>	<b>Ultimate Questions</b>	<b>Human Responsibility and Values</b>	<b>Justice and Fairness</b>
<b>Year Five – Christianity and Judaism</b>	<ul style="list-style-type: none"> <li>• What does it mean to live as a Jew in Britain today?</li> <li>• What are the same thematic celebrations expressed differently in religions?</li> <li>• E.g. weddings, religious milestones (such as Bar Mitzvah etc)</li> <li>• Make connections between the pilgrimage to Lourdes or the 'Holy Land'</li> <li>• Why do people make spiritual journeys?</li> <li>• What is the difference between the sacred and secular Christmas?</li> <li>• What are the foundations of the Eucharist?</li> <li>• What are the significant points in the Church year?</li> <li>• How might humanists mark rites of passage?</li> <li>• Birth, marriage, death</li> <li>• How might the Sabbath be a precious gift?</li> <li>• Is Christmas only for Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• Why and how is the Torah considered a cherished source of wisdom and guidance of living?</li> <li>• What did Jesus do to save humans?</li> <li>• See 'celebrations related to key figures' (Y5 Autumn)</li> <li>• What is the meaning and significance of the Lord's Prayer?</li> <li>• Who are the key figures in Jewish religion?</li> <li>• Why are they regarded as sources of wisdom?</li> <li>• The Shema, a prayer central to Judaism means 'listen'. What might it ask Jews to hear?</li> </ul>	<ul style="list-style-type: none"> <li>• How is religious faith expressed in stain glass windows?</li> <li>• 14 stations of the cross lesson</li> <li>• What themes do Passover and Easter have in common?</li> <li>• What connects Passover to freedom?</li> <li>• Why is salt water symbolic?</li> <li>• 'And you shall bind them as a sign' (Deuteronomy 6:8) how and why are the tallit, tejjilir and kippah used as signs and symbols in Jewish prayer?</li> <li>• How might wine have a powerful symbolic place in some faiths yet not be permitted in others?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore stillness and light in Christianity and Judaism</li> <li>• Hanukah</li> <li>• Explore different prayers</li> <li>• Write some prayers suited to Hanukah and Christmas.</li> <li>• Does prayer make a difference?</li> <li>• See 'ideas about God' (Y6 summer)</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and compare lives of key leaders from Jewish and Christian life</li> <li>• Describe the challenges they face and the commitments by which they live</li> <li>• Why is it important to have personal heroes?</li> <li>• What qualities so authority figures/religious leaders need to have?</li> <li>• See 'Leaders in religious communities (Y5 summer)</li> <li>• What are the main Christian groups represented in Britain?</li> <li>• How does faith affect the way some Christians live their lives today?</li> <li>• Being Kosher and observing Shabbat are important laws kept by some Jewish people. What are the challenges by modern Jews to follow them?</li> <li>• Explore how a Mezuzah is a declaration of identity and faith.</li> <li>• What might be the most difficult aspect of being Christian/Jewish/Humanist in Britain today?</li> <li>• What are the main Jewish groups represented in Britain?</li> <li>• Who am I? What defines us and what is our purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss different perspectives on questions about beginnings of life on Earth.</li> <li>• Describe different ways humanists, Christians and Jews treat questions of origin</li> <li>• Debate and discuss reasons why people have different ideas about God</li> <li>• See 'Ideas about God (Y6 summer)</li> <li>• What do Jews believe about life after death?</li> <li>• If God made the world, why isn't it perfect?</li> <li>• Where is God? Everywhere, inside the heart or far beyond this world?</li> </ul>	<ul style="list-style-type: none"> <li>• Use local and national census statistics to develop accurate understanding of the religious plurality of Hitchin and Britain.</li> <li>• What rules about caring for the world do religious communities follow?</li> <li>• How do Jewish values impact the lives of some Jews?</li> <li>• Explore the Jewish concept 'Tikkun Olam' (repairing the world)</li> <li>• Why might some people think the world is broken?</li> <li>• See 'human responsibility for the environment' (Y6 summer)</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the 10 commandments</li> <li>• Introduction to the Holocaust</li> <li>• Link with the Silver Sword</li> <li>• Learn about lives of children caught up in the early events of the Holocaust</li> <li>• Humanitarian Kindertransport Operation: explore prejudice, courage and faith and reflect on choices people make.</li> <li>• Explore Hebrews 13V6 (Christianity) and Tenakh Micah 6V8 (Judaism) as responses to justice and fairness</li> <li>• Explore practice of giving Tzedekah</li> <li>• 'Deliver us from evil.' Why is there evil in the world?</li> <li>• Why do 'good' people do 'bad' things?</li> <li>• See 'suffering and happiness (Y6 summer)</li> </ul>

	Beliefs and Practices	Sources of Wisdom	Symbols and Actions	Prayer, Worship and Reflection	Identity and Belonging	Ultimate Questions	Human Responsibility and Values	Justice and Fairness
Year Six – Christianity and Islam	<ul style="list-style-type: none"> <li>• What does it mean to live as a Muslim in Britain today?</li> <li>• Make connections between Hajj (pilgrimage to Mecca) and pilgrimage to Lourdes</li> <li>• Why aren't all Christians baptised?</li> <li>• Develop understanding of annunciation, incarnation, temptation, resurrection, salvation and ascension.</li> <li>• How can God be different things to different people?</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret what the 1st Surah in the Qur'an and 1 Corinthians 13 in the Bible teaches and respond with ideas of their own.</li> <li>• What do the miracles of Jesus teach Christians today?</li> <li>• What do Muslims believe about the origins and authority of the Qur'an?</li> <li>• How does the life of Muhammad affect the lives of most Muslims today? See Y3 autumn</li> <li>• Why were all the sacred texts written so long ago and are they still relevant?</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils consider how religious faith is expressed in poetry, art, film and drama</li> <li>• Look at Islamic art</li> <li>• What does submission to Allah mean for some Muslims in everyday life?</li> <li>• How do our actions reflect our values?</li> <li>• How might silence be considered an action?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the words of key Muslim prayers</li> <li>• Write prayers of their own related to Eid and other Muslim occasions</li> <li>• Do Christians need to worship in a Church to connect to God?</li> <li>• Why do dome Muslims pray five times a day and others not?</li> <li>• Explore how the 5 pillars guide and support many Muslims in their daily lives? (5 potential lessons) See 'what rules do Muslims follow' (Y3 summer)</li> <li>• If we have multi-faith prayer spaces, can we be people of a multi-faith?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and compare lives of key leaders from Christian and Muslim life. Describe the challenges they face and commitments by which they live</li> <li>• What meanings and significances are attached to special places including a Masjid (Mosque) and the Musulla (prayer space)? See 'special places' (Y3 summer)</li> <li>• Who am I? What defines us and what is our purpose? Potential good first RE lesson</li> <li>• Is it really possible to change into a different faith from the one in which you were born?</li> <li>• 'One world, one love.' How can people with different beliefs live in harmony together?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of beliefs about life after death in religious and non-religious settings through seeking answers to their own questions.</li> <li>• What might heaven look like?</li> <li>• Why do some artists represent Jesus as a person from their own culture?</li> <li>• If theological ideas such as God, prayer or life after death are rejected, how do people decide what is true? Where do non-religious people find answers to difficult questions?</li> <li>• What do Muslims believe about the creation of Earth?</li> <li>• How can belief help in understanding what happens when someone dies?</li> <li>• What is meant by a 'soul'?</li> </ul>	<ul style="list-style-type: none"> <li>• What do Muslims teach about how people can live together for the well-being of others?</li> <li>• How do communities choose who they will help?</li> <li>• What is God's plan?</li> <li>• Should religious buildings be sold to help world poverty?</li> </ul>	<ul style="list-style-type: none"> <li>• How does the work of a Christian charity link with the life and teaching of Jesus?</li> <li>• Explore responses to justice and fairness through: Christianity (Hebrew13V6) and Islam (Qur'an 16:90)</li> <li>• How do people with non-religious world views decide what is a good life?</li> <li>• Are we responsible for each other? Does helping others mean we should expect something in return?</li> </ul>