

Days Lane Primary School



Religious Education

Key Question	Religion/ Worldview	Unit overview	Outcomes
Who is a Christian and what do they believe? Believing	Christianity	This unit enables pupils to begin to understand what Christians believe about God. This unit looks at stories about Jesus and stories that Jesus told.	<ul style="list-style-type: none"> ● Christians believe in God and follow the example of Jesus. ● Recognise some Christian symbols and images used to express ideas about God. ● Talk about some simple ideas about Christian beliefs about God and Jesus.
What does it mean to belong to a faith community? Living	Christianity Judaism Islam	This unit enables pupils to think about belonging. They will learn about how religious people show they belong to their faith community.	<ul style="list-style-type: none"> ● Muslims show that they belong through a variety of symbols. ● Christians show that they belong through a variety of symbols and symbolic objects. ● Jewish people show that they belong through a variety of symbols and symbolic objects.
How and why do we celebrate special and sacred times? Expressing	Christianity Judaism Islam	This unit enables pupils to learn in depth from different religious and spiritual ways of life.	<ul style="list-style-type: none"> ● Identify a special time they celebrate and explain simply what celebration means. ● Identify some ways Christians celebrate Christmas/ Easter /Harvest are celebrated ● Compare differences between Id-ul-Fitr, Easter and Pesach.
Who is Jewish and what do they believe? Believing	Judaism	This unit investigation enables pupils to think about what might be found in a Jewish home and how these objects link to the Jewish way of life.	<ul style="list-style-type: none"> ● Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat). ● Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means. ● Talk about how the mezuzah in the home reminds Jewish people about God.
What makes some places sacred? Expressing	Christianity Judaism Islam	This unit enables pupils to learn in depth from different religious and spiritual ways of life about places of worship for Christians and either Jewish people or Muslims.	<ul style="list-style-type: none"> ● Churches, mosques and synagogues are sacred and holy places for believers. ● There are similarities and differences between churches, mosques and synagogues.
How should we care for others and the world and why does it matter? Living	Christianity Humanists	This unit enables pupils to learn in depth from different religious and spiritual ways of life about caring for other people and for the world.	<ul style="list-style-type: none"> ● Christians believe that everyone is valuable and unique. ● Mother Teresa and Doctor Barnardo's Christian beliefs led them to care for others in exceptional ways. ● The Golden Rule is 'Treat other people as you would like them to treat you.'
What can we learn from sacred books? Expressing	Christianity Islam	This unit enables pupils to find out about sacred books from more than one religion.	<ul style="list-style-type: none"> ● A holy book is sacred and special. It is linked to God and contains God's words. ● The Bible is so important to Christians that there are many different versions so everyone can read it. ● Holy books are treated in special ways; Muslim people keep the Qu'ran safely on a high shelf when it is not being used.
Who is a Muslim and what do they believe? Believing	Islam	This unit enables pupils to learn in depth from Islam, finding out about Muslim ways of life and beliefs, so that pupils can develop thoughtful ideas and viewpoints	<ul style="list-style-type: none"> ● Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. ● Muslims worship in a holy building called a Mosque. ● The Muslim holy book is called the Qu'ran. ● The Qu'ran is a guide to help Muslims live their lives.

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How do family life and festivals show what matters to Jewish people? Living	Judaism	The unit enables pupils to recap their understanding of Judaism from KS1, and explore their daily life and festivals.	<ul style="list-style-type: none"> ● Explore the Jewish New Year Festival. ● Learn the Exodus story and consider the importance of the commandments. ● Compare and consider the value of family rituals in pupils' own lives.
What do different people believe about God? Believing	Christianity Hinduism Islam Judaism	This unit enables pupils to learn in depth from different religious and spiritual ways of life regarding diverse beliefs about God.	<ul style="list-style-type: none"> ● Christian belief of the trinity, and exploring the story of Moses ● The Qur'an guides Muslims in their daily life and teaches them about Allah / God. ● Explore some of the ways in which Hindus express ideas about the Trimurti.
Why is the Bible so important for Christians today? Believing	Christianity	This unit enables pupils explore the importance of the Bibles and key stories that guide Christians	<ul style="list-style-type: none"> ● Recap children's understanding of bible and learn more about its structure ● Learn about what the Bible teaches about the world (creation) ●
Why do people pray? Expressing	Christianity Hinduism Islam Humanists	The unit enables pupils to learn in depth from different religious and spiritual ways of life about prayer.	<ul style="list-style-type: none"> ● Prayer is often described as a conversation or relationship with God. ● Discover and think about the meanings of the words of key prayers in three religions. ● Consider the idea that some people are spiritual but not religious and like to pray in their own way.
Why are festivals important to religious communities? Expressing	Christianity Hinduism Judaism	This unit enables pupils to learn in depth from different religious and spiritual ways of life as shown through festivals and celebrations.	<ul style="list-style-type: none"> ● Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. ● Notice and think about similarities and differences between the way festivals are celebrated.
What does it mean to be a Hindu in Britain today? Living	Hinduism	This unit enables pupils to learn about key aspects of Hindu belief and worship.	<ul style="list-style-type: none"> ● Hindu's have a way of life in which they follow aims and duties. ● Find out about how Hindus show their faith within their families. ● Hindus follow 10 duties (Dharma).
Why do some people think life is like a journey? Expressing	Christianity Judaism Buddhism Humanist	This unit enables pupils to explore the religious metaphor of life as a journey and spiritual ways of life relating to milestones.	<ul style="list-style-type: none"> ● Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a community. ● In Hinduism, life is a journey of birth, death and rebirth.
Who is Guru Nanak and why is he so important to Sikh people? Expressing	Sikhism	This unit enables pupils to learn about the three stories about Guru Nanak and that Guru Nanak was the first of the ten Gurus.	<ul style="list-style-type: none"> ● Guru Nanak taught kindness, peace and that everyone is equally important. ● Sikhs believe in one God who made everything and transcends (surpasses) all religions, races, genders and nationalities. ● Stories of Guru Nanak often show Sikh people how to live by making them think about values and beliefs.
Why is Jesus so inspiring to some people? Believing	Christianity	This unit enables pupils to explore the concept of inspiration and its effect on people.	<ul style="list-style-type: none"> ● Discuss different reasons people might find Jesus inspiring, including his teachings, actions and the story of Holy Week and "Good Friday". ● Children reflect on their own beliefs of who they find inspiring.
What can we learn from religions about deciding right from wrong? Living	Christianity Judaism Humanism	This unit enables pupils to think about guidance that people follow to help them live their lives.	<ul style="list-style-type: none"> ● Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, ● The Golden Rule helps people to be kind and unselfish, used in Christianity, Humanism and Judaism.

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If God is everywhere, why go to a place of worship? Expressing	Christianity Hinduism	This unit enables pupils to learn in depth from different religions.	<ul style="list-style-type: none"> ● Recall and name some key features of places of worship. ● Features of places of worship help worshippers to connect with God, and connect with the community
What would Jesus do? Believing	Christianity	This unit enables pupils to learn in depth from Christianity, considering in a detailed way some teachings of Jesus	<ul style="list-style-type: none"> ● Consider the extent to which Jesus' values and example would benefit today's world, including forgiveness and generosity
Why do some people believe God exists? Believing	Enquiry exploring many viewpoints	This unit enables pupils to learn in depth from different religious and non-religious groups about beliefs in God.	<ul style="list-style-type: none"> ● Enquiry question: discussion based ● Give reasons why a Christian believes in God and one why an atheist does not. ● Find out about how many people in the world and in your local area believe in God using local and global statistics and explore different worldviews
What does it mean to be a Muslim in Britain today? Living	Islam	This unit enables pupils to learn in depth from different religious and spiritual ways of life about being a follower of the Muslim religion.	<ul style="list-style-type: none"> ● Find out how the five pillars of Islam are used by Muslims today ● Many Muslims perform salah (prayer) and how and where they do this. ● Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah and Hadith
How and why should religion communities do more to care for the Earth? Living	Hinduism Christianity Islam Judaism	This unit investigation enables pupils to learn in depth about issues of climate change, environmental protection and the future sustainability of the planet, in the light of teaching and	<ul style="list-style-type: none"> ● Discuss the question of who the Earth belongs ● Explore what 4 different religions think about caring for the environment
What do religions say when life gets hard? Believing	Christianity Humanism Islam Hinduism	This unit enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focusing on exploring death.	<ul style="list-style-type: none"> ● Christians and Muslims believe that God judges us according to the decisions we have made within our life. ● Hindus believe that reincarnation happens when a good life has been lived. ● Christians and Muslims believe that God judges us according to the decisions we have made within our life.
Is it better to express your beliefs in arts and architecture or in charity and generosity? Expressing	Christianity Islam Humanist	This enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship.	<ul style="list-style-type: none"> ● Describe and make connections between examples of religious creativity (buildings and art) ● Islamic art and architecture there are no images of Allah ● Christian buildings are made 'for the glory of God'.
What matters most to Christians and Humanists? Living	Christianity Humanist	This unit enables pupils to learn in depth from Christianity and from Humanism, a non- religious way of life.	<ul style="list-style-type: none"> ● Explore different codes for living – religious and non-religious ● Humanists believe that humans can be 'good without God'. ● Discuss what different people value (Peace: is it more valuable than any money?)