
















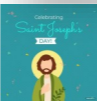


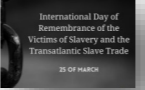



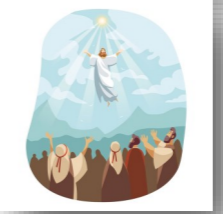





# Liturgical Calendar dates to remember 2023-2024



<p><b>Autumn</b></p> <p>Monday 4th September 2023 to Friday 22nd December 2023 2pm finish</p>	<p><b>Spring</b></p> <p>Thursday 4th January 2024 to Wednesday 27th March 2024 2pm finish</p>	<p><b>Summer</b></p> <p>Monday 15th April 2024 to Friday 19th July 2024 2pm finish</p>
 <p><b>International Day of Peace</b> (Thursday 21st September)</p>  <p><b>Harvest</b> (Sunday 1st to Monday 23rd October)</p>  <p><b>St. Tereza Saint Day</b> (Sunday 15th October)</p>  <p><b>World Values Day</b> (Thursday 19th October)</p>  <p><b>All Saints' Day</b> (Wednesday 1st November)</p>  <p><b>Remembrance Day</b> (Saturday 11th November)</p>  <p><b>St. Cecilia Saint Day</b> (Wednesday 22nd November)</p>  <p><b>Advent</b> (Sunday 3rd-24th December)</p>  <p><b>International Migrants Day</b> (Monday 18th December)</p>	 <p><b>Baptism of the Lord</b> (Sunday 7th January)</p>  <p><b>Martin Luther King Day</b> (Monday 15th January)</p>  <p><b>Epiphany</b> (Saturday 6th January)</p>  <p><b>World Religion Day</b> (Sunday 21st January)</p>  <p><b>International Holocaust Remembrance Day</b> (Sunday 27th January)</p>  <p><b>Shrove Tuesday</b> (Tuesday 13th February)</p>  <p><b>Ash Wednesday</b> (Wednesday 14th February)</p>  <p><b>Lent</b> (Wednesday 14th February to Thursday March 28th)</p>  <p><b>St. Joseph Saint Day</b> (Tuesday 19th March)</p>  <p><b>Annunciation</b> (Sunday 24th March)</p>  <p><b>Holy Week</b> (Sunday 24th to Saturday 30th March)</p>  <p><b>Annunciation</b> (Monday 25th March)</p>  <p><b>Good Friday</b> 29th March &amp; <b>Easter Sunday</b> 31st March</p>	 <p><b>Stephen Lawrence Day</b> (Monday 22nd April)</p>  <p><b>St. George Saint Day</b> (Tuesday 23rd April)</p>  <p><b>Ascension Day</b> (Thursday 9th May)</p>  <p><b>Pentecost</b> (Sunday 19th May)</p>  <p><b>Trinity Sunday</b> (Sunday 26th May)</p>  <p><b>Corpus Christi</b> (Friday 30th May)</p>





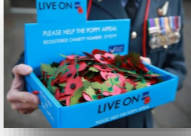
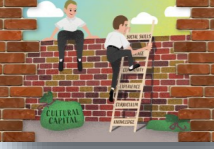





# Nursery Curriculum Map For Religious Education

Christianity	Judaism	Sikhism	Cross Faith
Islam	Hinduism	Buddhism	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>Creation and Harvest: Who Made the Wonderful World?</b>	<b>What is the story of Christmas?</b>	<b>Heroes of the old testament : What stories are in the Bible?</b>	<b>What is special about Easter?</b>	<b>What Values can we learn from Bible stories?</b>	<b>What stories did Jesus tell?</b>
<b>What this unit teaches:</b> 	<p>This unit follows the following objectives:</p> <ul style="list-style-type: none"> <li>To understand what the Earth is</li> <li>To be familiar with the Christian story of creation and the Christian belief that God made the world</li> <li>To know what a harvest is</li> <li>To think about what they are thankful for</li> </ul>	<p>This unit follows the following objectives:</p> <ul style="list-style-type: none"> <li>To name the main characters of the nativity story</li> <li>To sequence the nativity story</li> <li>To talk about how Christians might celebrate Christmas</li> </ul>	<p>This unit follows the following objectives:</p> <ul style="list-style-type: none"> <li>To recall key characters from Old Testament stories</li> <li>To recognise the rainbow as a symbol of hope</li> <li>To use Zones of Regulation to talk about how the different characters might have felt</li> </ul>	<p>This unit follows the following objectives:</p> <ul style="list-style-type: none"> <li>To sequence events of Holy Week</li> <li>To know that Christians believe Jesus died and was resurrected.</li> </ul>	<p>This unit follows the following objectives:</p> <ul style="list-style-type: none"> <li>To recall some stories from the Old Testament</li> <li>To understand the values trust, forgiveness, koinonia, wisdom and justice.</li> <li>To be talk about how the characters showed these values.</li> </ul>	<p>This unit follows the following objective:</p> <p>To recall some of the stories that Jesus told:</p> <ul style="list-style-type: none"> <li>Wise and foolish man,</li> <li>The lost sheep</li> <li>The precious pearl</li> <li>The good Samaritan</li> <li>The prodigal son, the camel and the gate</li> </ul>
<b>SMSC &amp; Social Responsibility Aspects of RE with Suggested Reflections</b> 	<p>⇒ Harvest collection for local food bank</p> 	<p>⇒ Poppy Appeal</p> <p>⇒ 'Reverse Advent Calendar' Instead of receiving a gift, place something in a box to collect for a local food bank</p> 	<ul style="list-style-type: none"> <li></li> </ul>	<p>⇒ Readathon– raising money to buy books for children in hospital</p> 	<p>⇒ Mufi Day to raise funds for local/national/global disaster support</p> 	
<b>Cultural capital</b> 		<p>⇒ Teddy Bear Church</p> <p>⇒ Visit to church for Christmas shop</p> 		Teddy Bear Church—Easter 		
<b>Additional Lesson</b> 		<p>Nativity– incarnation. Retelling the story of Christmas incorporating acting and music</p> 				





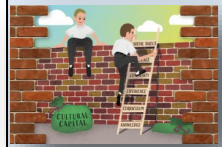





# Reception Curriculum Map For Religious Education

Christianity	Judaism	Sikhism	Cross Faith
Islam	Hinduism	Buddhism	

	Autumn 1	Autumn 2	Spring 1	
<b>Reception</b> <i>Southwark Diocesan Syllabus for Religious Education</i>	<b>Who made the wonderful world?</b>	<b>Diwali</b>	<b>Why do Christians believe Jesus is special?</b>	
<b>What this unit teaches:</b> 	<p>This unit explores the concepts of 'valuable' and 'precious' within the 'our families'.</p> <ul style="list-style-type: none"> <li>It also explores what Christians believe about creation, linking to the Bible story and the natural world. The children begin to understand that each individual person is unique and precious to God and that God created all humans.</li> <li>The unit also links to the Harvest Festival and the school's value of 'Thankfulness' -Harvest as a time of giving thanks and helping others.</li> </ul>	<p>This unit it is an introduction to Hinduism and the festival of Diwali. It covers the following objectives:</p> <ul style="list-style-type: none"> <li>How are all different and have different cultures and religions?</li> <li>Can I make links between my religion and the similarities with Hinduism?</li> <li>What is the story of Rama and Sita and the significance of light (the Diva.)</li> <li>Let's explore food, music and art from other cultures.</li> <li>Can I talk about their own cultures, beliefs and religions?</li> </ul>	<p>This unit explores the concept of Special and who is special to them as children. Christians believe that Jesus: loves everyone. The questions and objectives covered include:</p> <ul style="list-style-type: none"> <li>Why was Jesus a special child? Jesus in the temple story.</li> <li>Why was Jesus a special Human? He is God's son; he was God born as a human, (Incarnation); he works miracles including healing people and teaches people to love others.</li> <li>What is the purpose and meaning of some of the parables?</li> <li>How do these stories link with the Christian Value of compassion?</li> </ul>	
<b>SMSC &amp; Social Responsibility Aspects of RE with Suggested Reflections</b> 	<ul style="list-style-type: none"> <li>How can you show someone that they are precious to you?</li> <li>How does the creation story teach us to look after animals and plants on our planet? What do you do in your life to care for animals or plants?</li> <li>How do you look for the 'details' in nature? What has amazed you when you looked closely at nature?</li> <li>How could you share your enjoyment of nature with others?</li> <li>What is a special quality you notice in your friend? Write it on a reflection note/tell your friend. What quality did your friend say about you?</li> <li>What worries you? How can you help a friend with their worry?</li> <li>How does it make others feel when you say 'thank you'? How do you show thankfulness in your life?</li> </ul> <p>⇒ Harvest collection for local food bank</p> 		<p>⇒ Toy Service– donations to the salvation army</p>  <p>⇒ 'Reverse Advent Calendar' Instead of receiving a gift, place something in a box to collect for a local food bank</p> <p>⇒ Poppy Appeal</p> 	<ul style="list-style-type: none"> <li>How might Christians show Jesus that he is special to them?</li> <li>How do you show your person that they are special to you?</li> <li>How can we show kindness towards <i>all</i> of the children in our class, not just our close friends?</li> <li>In what ways do the people in your family help and encourage you to be brave? How could you encourage others to be brave?</li> <li>What things do you share in your life? How do you feel when you share?</li> <li>Is there a time when you don't want to share? What Christian Value might help you with this?</li> <li>When was the last time you felt 'amazed' by something?</li> <li>How did Jesus show Love for the wounded man? How do you show love for others in your life?</li> </ul>
<b>Cultural capital</b> 		<b>Visiting the Hindu Temple</b> 	<b>Christian Visitor</b> 	
<b>Additional lessons</b> 			<p>Nativity– incarnation. Retelling the story of Christmas incorporating acting and music</p>  	









# Reception Curriculum Map For Religious Education

Christianity	Judaism	Sikhism	Cross Faith
Islam	Hinduism	Buddhism	

	Spring 2	Summer 1	Summer 2
<p><b>Reception</b> Southwark Diocesan Syllabus for Religious Education</p> 	<p><b>Why is Easter so Special to Christians?</b></p> <p>This unit explores the events of Holy Week, as celebrated by Christians – the Easter story.</p> <p>Children will learn that :</p> <ul style="list-style-type: none"> <li>Christians believe Jesus died on a cross to show God’s love to the world and that because of Jesus, everyone can be forgiven for their ‘sins’;</li> <li>That Christians believe Jesus rose from the dead;</li> <li>begin to recognise the importance of bread and wine for Christians;</li> <li>How Christians remember what happened at Easter and how they celebrate the festival of Easter.</li> </ul> <p>The children will be able to answer:</p> <ul style="list-style-type: none"> <li>Why was the donkey special?</li> <li>What was Jesus’ special meal with his friends?</li> <li>Why did Jesus go to a special garden?</li> <li>Why is the cross special?</li> <li>What was special about the stone?</li> <li>What is special about Easter?</li> </ul>	<p><b>Who cares for this special world?</b></p> <p>This unit explores how Christians believe God created the world and that we are all borrowing the world from God. The unit teaches that we are custodians of Earth while we are alive on Earth. It explores how everyone can help care for our world by asking the following questions:</p> <ul style="list-style-type: none"> <li>Who cares for the animals. Creation story- who were Adam and Eve? Explore ‘extinction’ of animals because of humans.</li> <li>Who cares for God’s House- The Church. Explore theme of service.</li> <li>Care for God’s World- how can we help look after it?</li> <li>Who cares for our school?</li> </ul>	<p><b>How did Jesus rescue people?</b></p> <p>This unit supports the children reflecting on emotions and what we need to help us. The children think about people who are: hungry, blind, ill, alone, sad and / or afraid and what we can do to help.</p> <p>The children think about people who help us, e.g. doctors, fire-fighters, lifeboat rescuers, teachers, family, friends, etc. Within the unit there are opportunities to links with projects / charities locally, and around the world, which support people who are hungry.</p> <p>The following Bible stories are explored:</p> <ul style="list-style-type: none"> <li>Fish in net</li> <li>Blind beggar lepers</li> <li>Zacchaeus</li> <li>Centurions servant</li> <li>Calming the storm</li> </ul>
<p><b>SMSC &amp; Social Responsibility Aspects of RE with Suggested Reflections</b></p> 	<ul style="list-style-type: none"> <li>What special events do you celebrate in your family?</li> <li>How do you celebrate or remember things that are important to you?</li> <li>What does the Bible teach people about how to treat people who are special to us?</li> <li>Why is it important to say sorry when you have done something wrong?</li> <li>Have you ever given up something that you love for someone that you care about?</li> <li>Can you think of one thing that you can do when you get home to show your family that you love them?</li> <li>Have you ever not been believed? How did this make you feel?</li> <li>Why do Christians feel excited at Easter time? How do you feel when you are excited? How do you show this?</li> </ul> <p>⇒ Lent Appeal ⇒ Readathon– raising money to buy books for children in hospital</p>  	<ul style="list-style-type: none"> <li>Have you ever visited somewhere that made you say WOW? What was special about that place?</li> <li>Where is a special place to you? What could you do to help ‘take care’ of this place?</li> <li>How might Koinonia help us to look after God’s world?</li> <li>What can you do to help look after the animals in our world?</li> <li>What ‘service’ do you give to others? How does this demonstrate the value of Thankfulness?</li> <li>How does giving service to others make you feel? How does it make the other person feel?</li> <li>How can you show thankfulness when other people give service to you?</li> <li>In what ways could we work together as a class to care for our school?</li> <li>What could you do to teach others to care for our world?</li> </ul> <p>⇒ Mufi Day to raise funds for local/national/global disaster support</p> 	<ul style="list-style-type: none"> <li>Lots of people around the world don’t have enough food to eat. Who helps them? What could we do to help them?</li> <li>Our school is raising money to help build a hospital in Sierra Leone. What Christian values are we demonstrating? How will you help? How does this make you feel?</li> <li>Should we only help people that we know? How might you help people that do not live near you?</li> <li>What things in your life might you pray to God to help you with?</li> <li>Why is it important to say thank you when someone helps you?</li> <li>Who are you thankful for? What are you thankful for?</li> <li>What might you say thank you to God for?</li> <li>How do you feel when someone asks you to play with them, or invites you to their house?</li> <li>How can you help someone who is feeling lonely?</li> <li>What do you do when you are afraid? How might God comfort you?</li> </ul>
<p><b>Cultural capital</b></p> 	<p><b>Teddy Bear Church</b></p>  	<p><b>Visit the Church to help clean</b></p> 	<p><b>Visits to local food banks. Visits from ‘people who help us’</b></p> <p>How to support your local foodbank</p> 
<p><b>Additional lessons</b></p> 			






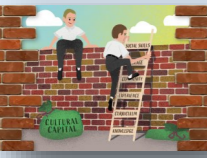


# Year 1 Curriculum Map For Religious Education

Christianity	Judaism	Sikhism	Cross Faith
Islam	Hinduism	Buddhism	

	Autumn 1	Autumn 2	Spring 1
<p><b>Year 1</b> Southwark Diocesan Syllabus for Religious Education</p>	<p><b>What responsibility has God given people about people taking care of creation?</b></p>	<p><b>What is the story of Noah really about?</b></p>	<p><b>Nativity Characters</b></p>
<p><b>What this unit teaches:</b></p> 	<p>This unit explores the Christian story of Creation and the events what happens in it. By the end of the unit the children will know and/or understand :</p> <ul style="list-style-type: none"> <li>Creation refers to animals, humans and the whole of the natural world.</li> <li>Identify how to be good stewards of creation;</li> <li>How creation has changed over the years and by whom;</li> <li>How the Story of Creation affects the way we look at and think about the world;</li> <li>What Christians believe are the Maker's instructions to follow in caring for creation;</li> <li>The chance to think about some interesting and puzzling questions pupils would like to ask God about Creation;</li> <li>What the Biblical phrase "... Made In God's Image" means for a Christian;</li> <li>How the Church cares for God's creation of people;</li> <li>Similarities and differences between Christianity and other faiths.</li> </ul>	<p>This unit explores the different interpretations and understandings of the story of Noah.</p> <p>By the end of the unit the children will understand:</p> <ul style="list-style-type: none"> <li>God chose to cleanse His creation of sin;</li> <li>God gives grace and second chances;</li> <li>God never gives up on his 'plan;'</li> <li>God has made a covenant with His creation.</li> </ul>	<p>This unit explores the Bible's Nativity Story.</p> <p>By the end of the unit the children will know and/or understand:</p> <ul style="list-style-type: none"> <li>What Christians believe about the Nativity;</li> <li>The importance of the Characters, who they were, and how they impacted on the lives of others;</li> <li>Christian living, the Church, ordinary people;</li> <li>Belonging and the importance of love, tolerance, respect and faith.</li> </ul>
<p><b>SMSC &amp; Social Responsibility Aspects of RE with Suggested Reflections</b></p> 	<ul style="list-style-type: none"> <li>Why do we have Eco-Warriors in our school? What can we do to help them?</li> <li>Is looking after God's creations important to you? Why?</li> <li>Does everybody look after creation? How can we help to teach people to value our world?</li> <li>How do you feel to be a part of the world as described in the creation story?</li> <li>We are all God's 'stewards' of creation. What does being a steward mean to you?</li> <li>What three things could you commit to, to help look after creation? Explain your choices.</li> <li>What do you think God would say about respecting other people's rights?</li> <li>What can we do to help people who may not have access to some of their rights, like clean water?</li> </ul> <p>⇒ Harvest collection for local food bank</p>	<ul style="list-style-type: none"> <li>God's covenant was His promise to never send another flood, but to always give humanity the chance to repair things and make them better. How do you make amends and show forgiveness in others in your life?</li> <li>God sent a dove to deliver the message of Hope. What are you hopeful for in your life? In what ways are you hopeful for others?</li> <li>When have you shown grace and given someone a 'second chance'? How did this make you feel? How do you think the other person felt?</li> <li>How can we show Grace to others? What Christian Values might help you with this?</li> </ul>	<ul style="list-style-type: none"> <li>How do Christian Values help you to make good choices?</li> <li>How can you help others to follow Christian Values?</li> <li>What is the 'real joy of Christmas' for you?</li> <li>How can you spread joy to others at this time of year?</li> <li>Why was Herod jealous? Have you ever been jealous? How did you get over this jealousy?</li> <li>How can you help someone who is feeling jealous?</li> <li>Is it okay if we all do not celebrate the same religious occasions? Can we still get along?</li> </ul> <p>⇒ 'Reverse Advent Calendar' Instead of receiving a gift, place something in a box to collect for a local food bank</p> <p>⇒ Poppy Appeal</p> 
<p><b>Cultural capital</b></p> 	<p><b>Visit from church member</b></p> 		<p><b>Visitor from the synagogue</b></p> 
<p><b>Additional lessons</b></p> 	<p>Harvest Art- Remembrance/Advent- Skills focus: painting</p>		<p>Nativity- incarnation. Retelling the story of Christmas incorporating acting and music</p> 



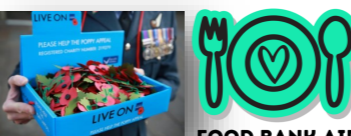






# Year 1 Curriculum Map For Religious Education

Christianity	Judaism	Sikhism	Cross Faith
Islam	Hinduism	Buddhism	

	Spring 2		Summer 1	Summer 2
<b>Year 1</b> Southwark Diocesan Syllabus for Religious Education	<b>Why are Saints' important in Christianity?</b>	<b>Why is Easter the most important festival for Christians?</b>	<b>What do Sikhs believe?</b>	<b>Why did Jesus teach the Lord's Prayer as the way to pray?</b>
<b>What this unit teaches:</b> 	<p>Within this unit the children explore:</p> <ul style="list-style-type: none"> <li>• what a Christian might learn from the stories of saints, listing some of the characteristics of a saint;</li> <li>• the qualities that make someone a saint</li> <li>• apply the idea of being a saint to their own life and the life of those around them.</li> <li>• an understanding of the importance of saints and All Saints Day to Christians, suggesting reasons why saints are important to Christianity;</li> <li>• describe and link Christian beliefs of saints with Christian behaviour.</li> </ul>	<p>Within the In these four lessons the children will learn about the events of the Easter story, as told in the Bible.</p> <p>The stories covered include:</p> <ul style="list-style-type: none"> <li>• Palm Sunday - Jesus' entry into Jerusalem;</li> <li>• Maundy Thursday - The Last Supper;</li> <li>• Good Friday - Jesus' death;</li> <li>• Easter Day - Jesus' resurrection, Looking at the complete story of Easter and using what has been learnt to answer the enquiry question for this unit – Why is Easter the most important festival for Christians?</li> </ul>	<p>This unit gives pupils an introduction to the basic beliefs and practices of the Sikh faith. Pupils are given the opportunity to develop their own understanding of what they believe about belonging and making commitments.</p> <ul style="list-style-type: none"> <li>• Know that Sikhism is one of the main religions of the world.</li> <li>• Reflect on the Sikh statements of belief and compare with those of other faiths.</li> <li>• Know about Guru Nanak and his importance in the Sikh faith.</li> <li>• Talk about what a leader is and their special qualities.</li> <li>• Know the story of the founding of the Khalsa</li> <li>• Talk about the story and ask questions.</li> <li>• Know about the Amrit ceremony.</li> <li>• Be able to talk about important events in their lives and why they take place.</li> <li>• To know the symbolism of the 5 Ks and their importance for Sikhs.</li> <li>• Express some commitments that they have made personally and relate them to what they are learning about Sikh commitments.</li> </ul>	<p>This unit explores importance of prayer to Christians, and in particular, The Lord's Prayer. Children explore and</p> <ul style="list-style-type: none"> <li>• How this prayer is the way that Jesus taught his followers to pray to God;</li> <li>• The meaning of each phrase in The Lord's Prayer: -God the "Father" as a loving and caring figure,</li> <li>• Trust in God for providing daily needs,</li> <li>• Forgiving and forgiveness,</li> <li>• Temptation and God as a guide,</li> <li>• Praise for God;</li> <li>• How The Lord's Prayer is used by Christians worldwide.</li> </ul>
<b>SMSC &amp; Social Responsibility Aspects of RE with Suggested Reflections</b> 	<ul style="list-style-type: none"> <li>• What qualities do you think we will need to be a saint? How can you demonstrate these qualities in your own life?</li> <li>• What lessons can be learnt from our class saint? In what ways can you show these values in your own life?</li> <li>• A saint is a person who loves God and who loves others the way Christians believe God loves us. How do you show the Value of Love in your life?</li> <li>• Why do people think that Saint George was very brave? Have you ever been brave? What helped you to be brave?</li> </ul> <p>⇒ Lent Appeal</p> <p>⇒ Readathon– raising money to buy books for children in hospital</p>	 	<ul style="list-style-type: none"> <li>• Can you explain what symbols are important to you?</li> <li>• What do the qualities of Guru Nanak teach us about how to behave towards other people? How do you show these qualities in your life?</li> <li>• Have you ever stood up for something you believed in, even though it was scary?</li> <li>• What makes a good leader? Who helps you to make good choices?</li> <li>• When did you last make a promise? What helped you to keep your promise?</li> </ul> <p>⇒ Mufi Day to raise funds for local/national/global disaster support</p> 	<ul style="list-style-type: none"> <li>• Does everyone around the world have everything that they need? What can we do to help?</li> <li>• How do you show gratitude for the things that are provided for you in your life?</li> <li>• Why is 'respect' a part of our school code? How do you show respect towards others?</li> <li>• In our school we, 'hear both sides, then decide'. Why is it important to do this?</li> <li>• How do you make amends with a friend after an argument? How does the value of forgiveness help you?</li> <li>• When trying to make a good choice, sometimes I think, 'what would Jesus do?' What or who helps you to make good choices in your life?</li> </ul>
<b>Cultural capital</b> 			<b>Visit the Khalsa Centre Gurdwara</b> 	
<b>Additional Lessons</b> 			<b>Art Link: Chosen saints: St Paul/St Elizabeth – skills focus: Sculpture</b>	


# Year 2 Curriculum Map For Religious Education

Christianity	Judaism	Sikhism	Cross Faith
Islam	Hinduism	Buddhism	

	Autumn 1	Autumn 2	Spring 1
<p><b>Year 2</b> Southwark Diocesan Syllabus for Religious Education</p>	<p><b>Why is it good to listen to and remember the stories Jesus told?</b></p>	<p><b>Why are Saints important in Christianity?</b></p>	<p><b>Where is the light of Christmas?</b></p>
<p><b>What this unit teaches:</b></p> 	<p>This unit asks and explores the following questions:</p> <ul style="list-style-type: none"> <li>• What Are The Ingredients For a Good Story?</li> <li>• Who Helps You When You Are Lost?</li> <li>• What Does Jesus Teach Through The Parable of The Sower?</li> <li>• “Who Is My Neighbour?”</li> <li>• How Often Should I Forgive?</li> <li>• How Does Jesus Use Parables to Teach About The Way To Live and About The Nature of God?</li> </ul>	<p>This unit asks the following question:</p> <p>Why Are Saints Important To Christianity?</p> <p>Within the unit the following aspects are explored:</p> <ul style="list-style-type: none"> <li>• Beliefs, Teachings and Sources;</li> <li>• Practices and ways of life;</li> <li>• Identity and belonging;</li> <li>• Meaning, purpose and truth;</li> </ul>	<p>This unit covers and explores the following objectives and questions:</p> <ul style="list-style-type: none"> <li>• Can you explain why Christians call Jesus the light of the world?</li> <li>• Do you understand that Christians believe that as light can guide them in the dark, Jesus guides believers?</li> <li>• Do you know about the Christingle and what the parts represents?</li> <li>• Can you talk about what symbols might be added to the Christingle and why they would choose that symbol?</li> <li>• Do you know that in Christian art light is used to show holiness / the light of God?</li> <li>• Can you talk about what they like and notice in their peers’ art work that shows the kind of person that Jesus was going to be?</li> <li>• Do you know that the Wise Men were guided by the light of a star so they could visit the new baby king?</li> <li>• Are you able to think / talk and express feelings about the ‘guiding light’ in your lives?</li> </ul>
<p><b>SMSC &amp; Social Responsibility Aspects of RE with Suggested Reflections</b></p> 	<ul style="list-style-type: none"> <li>• How can we work together to protect God’s creatures? What Christian Values can help us with this?</li> <li>• How do you act as a steward of our world?</li> <li>• What lessons did you learn from the stories Jesus told? How do these lessons help you to respect other people’s rights?</li> <li>• How can we use what we have learnt from the stories Jesus told to help those most in need?</li> <li>• How do Jesus’ stories teach us to have Compassion? How do you show compassion towards others?</li> <li>• What influences you to be a ‘Good Samaritan’?</li> <li>• What was the last ‘good act’ you did? What effect did it have on the other person? How did this act of kindness make you feel?</li> </ul> <p>⇒ Harvest collection for local food bank</p>	<ul style="list-style-type: none"> <li>• How can we make sure that we are respecting other people’s beliefs about religion and Saints?</li> <li>• What qualities do you think we will need to be a saint? How can you demonstrate these qualities in your own life?</li> <li>• What lessons can be learnt from our class saint? In what ways can you show these values in your own life?</li> <li>• A saint is a person who loves God and who loves others the way Christians believe God loves us. How do you show the Value of Love in your life?</li> </ul>	<ul style="list-style-type: none"> <li>• How can you make sure that you are respecting other people’s beliefs about religion and Christmas?</li> <li>• Do you celebrate Christmas in your culture? If so, what do your Christmas celebrations look like?</li> <li>• How can we make sure that people of different religions still feel included at Christmas time, even if they do not celebrate Christmas in their religion?</li> <li>• Who is a ‘guiding light’ in your life? In what ways can you be a ‘guiding light’ to others?</li> </ul> <p>⇒ ‘Reverse Advent Calendar’ Instead of receiving a gift, place something in a box to collect for a local food bank</p> <p>⇒ Poppy Appeal</p> 
<p><b>Cultural Capital</b></p> 	<p>Discuss the charity, the Samaritans linking to the parable ‘the Good Samaritan’- children to learn about volunteers that helps others using the Christian value of service.</p> 	<p><b>Visit All Saints’ Church</b></p> 	<p><b>Visitor from the synagogue</b></p> 
<p><b>Additional Lessons</b></p> 	<p>Harvest <b>Art</b>- Remembrance/Advent- Skills focus: painting</p>	<p>Children will think about things in our world that are amazing. They will be shown a variety of photos from around the world as a catalyst for discussion. They will identify some of the features, sights and sounds of our world that make it special. (Planbee)</p> <p>Year 2 will consider the <b>roles and responsibilities of leaders</b> both in school and their local community. They will learn about religious leaders in their communities and those written about in religious texts. (Planbee)</p>	<p>Nativity– incarnation. Retelling the story of Christmas incorporating acting and music</p> 
			<p>Mothering Sunday <b>Art</b>– skills focus: Sculpture</p>




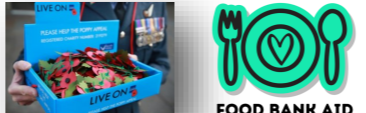




# Year 2 Curriculum Map For Religious Education

Christianity	Judaism	Sikhism	Cross Faith
Islam	Hinduism	Buddhism	

	Spring 2	Summer 1	Summer 2
<p><b>Year 2</b> Southwark Diocesan Syllabus for Religious Education</p>	<p><b>How do Easter symbols help us understand the true meaning of Easter</b></p>	<p><b>What does it mean to be a Sikh?</b></p>	<p><b>Why do Christians make and Keep promises before God?</b></p>
<p><b>What this unit teaches:</b></p> 	<p>This unit explores the following objectives and questions:</p> <ul style="list-style-type: none"> <li>To be able to talk about symbols that are important to them and to others with respect for their feelings.</li> <li>To identify what some symbols stand for, including Christian symbols,</li> <li>To recognise that the cross is the most important symbol for Christians and understand why;</li> <li>To understand how different styles of crosses might help Christians remember what is important to them.</li> <li>To use religious words to explore the cross as a symbol and its meaning for Christians;</li> <li>To compare symbols that influence me with how the symbol of the cross influences a Christian.</li> <li>To understand the importance of water for Christians and how it is used as a Christian symbol, particularly relating its symbolism to Easter;</li> <li>To reflect on how water symbolises a fresh start for Christians and how they can make a fresh start in their life.</li> </ul>	<p>This unit asks: What it means to belong to a community? It covers the following objectives:</p> <ul style="list-style-type: none"> <li>To know and be able to name the Panj Kakke</li> <li>To know the '5 Ks' and explain what they mean to Sikhs.</li> <li>To be able to identify how and why people belong to different groups and what this means to them and others.</li> <li>To know the key teachings of Sikhism.</li> <li>To be able to evaluate the importance of Sikh teachings and link these to other beliefs.</li> <li>To know Sikhs have a special place of worship called a Gurdwara and what happens there.</li> <li>To link the practices that take place in a Gurdwara with Sikh beliefs and their own.</li> <li>To know how Sikhs keep and protect the Guru Granth Sahib.</li> <li>To suggest teachings and beliefs that sustain, inspire and influence Sikhs and think about those which sustain, inspire and influence them.</li> <li>To understand some of the things that are important to Sikhs and how these make a difference to their lives.</li> <li>To be able to give their own and others' understanding about Sikhs, about who they are, why they belong to their faith and how they show they belong to this faith.</li> </ul>	<p>This unit explores the idea and meaning of belonging.</p> <p>The children will discuss and understanding the following ceremonies and objectives:</p> <ul style="list-style-type: none"> <li>Infant Baptism: A Christian ceremony in which parents / carers and godparents promise to bring up a child in the Christian faith;</li> <li>Jesus' Baptism and the Bible Story</li> <li>Christian Wedding – an act of worship in which promises are made to God and each other, what marriage means for Christians;</li> <li>How promises are important in both Christian Baptism and Christian marriage.</li> </ul>
<p><b>SMSC &amp; Social Responsibility Aspects of RE with Suggested Reflections</b></p> 	<ul style="list-style-type: none"> <li>How does learning about religious symbols relate to Article 30: "You have the right to practice your own culture, language and religion"? Do you have symbols that are important to you?</li> <li>Some say the cross is an important symbol of Love—do you agree? What symbol would you use to show Love?</li> <li>Which of the Easter symbols means the most to you? Why?</li> <li>Water is a symbol of being made clean of forgiveness. Is it easy to forgive someone? What might help you to forgive?</li> <li>Water is essential to life. Does everyone around the world have easy access to clean water? What can we do to help those people?</li> </ul> <p>⇒ Lent Appeal</p> <p>⇒ Readathon— raising money to buy books for children in hospital</p>  	<ul style="list-style-type: none"> <li>Sikhs believe in praying, working and giving. Are these qualities important to you? How do you demonstrate them in your own life?</li> <li>Places of worship are special places. What place is special to you?</li> <li>What makes God's Creations special and unique? How can you help to take care of all of God's Creations?</li> <li>In most UK schools today, children learn about all religions, not just one. Why do you think this is? How does learning about other religions help you be a more compassionate person?</li> <li>What do you think would happen if people only learnt about their own religion and were not willing to learn about other religions? What advice would you give those people?</li> <li>Sikhs believe that 'everyone is equal before God'. How do you show the values of Article 2: 'no discrimination' in your life?</li> </ul> <p>⇒ Mufi Day to raise funds for local/national/global disaster support</p> 	<ul style="list-style-type: none"> <li>What does it mean to you to belong to the All Saints' family?</li> <li>Our core values are Koinonia, Love and Compassion. How do you demonstrate these values in your life?</li> <li>We are part of God's family as a church school. Is this important to you? Why?</li> <li>Our school is an inclusive Christian community. How do you welcome people of other faiths to our school?</li> <li>How do you try to include other children in the playground? In the classroom?</li> <li>What promises have you made since starting Year 2? What values help you to keep those promises?</li> <li>Baptism is like starting all over again, a fresh start. Is there anything that you would like a fresh start with in Year 4?</li> <li>How is easy is it for us to forgive people? Is forgiveness important? What helps you to forgive?</li> </ul>
<p><b>Cultural Capital</b></p> 	<p><b>Visit to church- Roger Stanley, Church Warden</b></p> 	<p><b>Visit the Khalsa Centre Gurdwara</b></p> 	
<p><b>Additional Lessons</b></p> 		<p><b>Art Link: Chosen saints: St Catherine / St William – skills focus: Textiles</b></p>	




















Christianity	Judaism	Sikhism	Cross Faith
Islam	Hinduism	Buddhism	

	Autumn 1	Autumn 2	Spring 1
<b>Year 3</b> Southwark Diocesan Syllabus for Religious Education	<b>What is the Bible's 'big story' and what does it reveal about having a faith in God?</b>	<b>How do advent and epiphany show us what Christmas is really about?</b>	<b>What does it mean to be a Buddhist?</b>
<b>What this unit teaches:</b>  	<p>This unit explores the following questions:</p> <ul style="list-style-type: none"> <li>How did the Bible come into being?</li> <li>How did we get The Bible we use today?</li> <li>Does the Bible have many plots or one plot?</li> <li>What does the term 'metanarrative' mean?</li> <li>Why is The Bible sometimes referred to as a map for Christian life?</li> <li>What The Bible teaches about faith, reflection of what faith means to us.</li> <li>What makes a person of faith in The Bible?</li> <li>How Christians have shown faith and show faith today in spreading the 'Good News'?</li> </ul>	<p>The unit teaches about:</p> <ul style="list-style-type: none"> <li>Advent as a time of preparation and looks at the signs in the Bible that point to the birth of Jesus.</li> <li>It looks at the impact of the message of Christmas on the people of God and then the clues to be found in the celebration of Epiphany about Jesus' life.</li> </ul>	<p>This unit explores how Buddhists live their lives through their faith. It covers the following objectives:</p> <ul style="list-style-type: none"> <li>To be able to talk about what is important to them and to other people with respect for their feelings.</li> <li>To use religious words to describe some of the different ways in which Buddhists live their lives.</li> <li>To link things that are important to them and other people with the way they and others think and behave.</li> <li>To use the right religious words to describe and compare what practices and experiences may be involved in belonging to Buddhism.</li> <li>To consider the purpose of life for a Buddhist and think about how this relates to their own life.</li> <li>To use the right religious vocabulary to describe and compare what the way of life would be for a Buddhist belonging to their community and compare this with another person belonging to a different religious community.</li> <li>To think about what it may be like to be a member of the Buddhist community and what impresses them about this religion, identity and community.</li> <li>To explain how religious sources are used to provide answers to important questions about life and mortality.</li> <li>To write some questions about life after death and suggest answers that refer to resurrection and reincarnation.</li> <li>To ask questions about the meaning and purpose of life and suggest answers that I would give and answers that Buddhists might give.</li> </ul>
<b>SMSC &amp; Social Responsibility Aspects of RE with Suggested Reflections</b>  	<ul style="list-style-type: none"> <li>Have you ever used your voice to serve those in need?</li> <li>What do you feel makes the Bible important to Christians? Is the Bible important to you? Why?</li> <li>What does Faith mean to you?</li> <li>Serving God means serving others. How can we show our faith and our service?</li> <li>Why do you think that Trust is such an important value for Christians? How do you demonstrate Trust towards others? How do others know that they can trust you?</li> <li>How do you make sure that you are respecting other people's faith and religion?</li> <li>What influences you to live a good life?</li> </ul> <p>⇒ Harvest collection for local food bank</p> 	<ul style="list-style-type: none"> <li>What do you think is the most important part of Christmas for Christians? What is the most important part of Christmas to you?</li> <li>What do you think we can do to help other at Christmas time? Which Christian Values would we be demonstrating?</li> <li>What are the expectations and hopes of Christians during Advent as they wait for Christmas? Do you have expectations and hopes during this time as you wait for Christmas?</li> <li>What practical things can you do to spread the message of peace, love, joy and hope during Advent?</li> <li>What special gift would you give to baby Jesus?</li> <li>What does your gift represent?</li> </ul> <p>⇒ 'Reverse Advent Calendar' Instead of receiving a gift, place something in a box to collect for a local food bank</p> <p>⇒ Poppy Appeal</p> 	<ul style="list-style-type: none"> <li>How can you make sure that you are respecting Buddhist people's beliefs, even if you do not believe the same things?</li> <li>Do you agree with the Buddhist belief that having material objects is not important? What do you think is most important in life? Do any of your beliefs link to our Christian Values?</li> <li>Buddhists believe that it is important to show kindness towards others. How do you show kindness towards others? How does this link to our Christian Values of Love, Compassion, and Koinonia?</li> <li>Give an example of how you follow one of the eight fold paths in your own life. Why is this important to you?</li> <li>What does 'happiness' mean to you?</li> <li>How are you a good role model to others?</li> </ul>
<b>Cultural capital</b>  			<b>Visit to the Buddhapadipa Temple</b>
<b>Additional Lessons</b>  	<b>Harvest Art on Remembrance/Advent– skills focus: Painting</b>	<b>Part of 'Celebrating our Community' 2 week event</b>  <b>Identity and Belonging (PlanBee x3)</b>  Children will: <ul style="list-style-type: none"> <li>consider how a number of external factors help shape our identity.</li> <li>consider how they &amp; religious communities express themselves by helping others.</li> <li>consider how opinions about what constitutes a 'minority' group varies, and the importance of showing tolerance and understanding</li> </ul> <p>Carol Service performance at All Saints' Church</p> 	Linked to the Spring 1 topic, <b>'Who were ancient Egyptians?'</b>    <b>Israelites in Ancient Egypt (PlanBee X3 lessons)- (Before Geog lessons)</b> Find out about Joseph and how he came to be in Egypt. Children will read the story of Joseph. They will consider how Joseph might have been feeling at this point and think about how Joseph's experiences were affected by his belief in God. They can also consider some more general questions about slavery, beliefs and dealing with family feuds. <b>-(Part of 3rd Geog lesson)</b> To explore the differences in the beliefs of the ancient Egyptians and the Israelites. Children will start by considering what it might be like to live in a foreign country. <b>-(After Geog lessons)</b> Explore what we can learn about Christian and Jewish beliefs in God from the story of the Israelites. Children will think about what the story of the Israelites can teach Christians and Jews about God, and how this can help people in their daily lives.
			<b>Mothers' Sunday Art– skills focus: Sculpture</b>

# Year 3 Curriculum Map For Religious Education






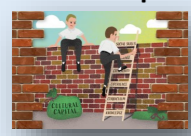


Christianity	Judaism	Sikhism	Cross Faith
Islam	Hinduism	Buddhism	

	Spring 2		Summer 1	Summer 2
<b>Year 3</b> Southwark Diocesan Syllabus for Religious Education	<b>How do Christians Believe Following Jesus New Commandments and His Greatest Commandments Make a Difference</b>	<b>Easter people: who is the most significant person in the Easter story?</b>	<b>What does it mean to be a Hindu?</b>	<b>How does worship and liturgy enable a Christian to express and grow their faith?</b>
<b>What this unit teaches:</b>  	This unit covers the following objectives: <ul style="list-style-type: none"> <li>To understand Jesus' New Commandments</li> <li>To understand the two Greatest Commandments.</li> <li>To begin to understand what they mean to Christians.</li> <li>To reflect on what this could mean in their own life.</li> </ul>	This unit explores and aims to answer the following questions: <ul style="list-style-type: none"> <li>Why did Judas betray Jesus?</li> <li>What does Peter's denial say about the challenges of Christian faith?</li> <li>Why were the women important at the crucifixion and resurrection of Jesus?</li> <li>Who is the most important person in the Easter narrative and why? <i>*other than Jesus</i></li> </ul>	This unit explores: <ul style="list-style-type: none"> <li>Key beliefs of Hinduism</li> <li>How these are applied to daily life for some Hindus.</li> <li>Key practises of the Hindu faith</li> <li>How values and ideals influence and underpin behaviour and attitude.</li> </ul>	This unit explores and aims to answer the following questions: <ul style="list-style-type: none"> <li>What is worship?</li> <li>Educational visit to the parish church / diocesan cathedral;</li> <li>What is liturgy?</li> <li>How is prayer at the heart of worship?</li> <li>How does music enhance Christian worship?</li> <li>Is Christian worship the same all around the world?</li> <li>Planning a liturgy for Collective Worship.</li> </ul>
<b>SMSC &amp; Social Responsibility Aspects of RE with Suggested Reflections</b>  	<ul style="list-style-type: none"> <li>Is Love an important value in any other religions? How do you show love towards others in your life?</li> <li>How would supporting charities like Christian Aid be helping to put Jesus' Commandments/teachings into action? How do you serve others in your own life?</li> <li>How do you try to put Jesus' commandments / own commandments into action in our school community?</li> <li>Which commandments / British Values do you think are important for everyone in the school, town, nation and world to live by? How do you follow these in your life?</li> </ul> ⇒ Lent Appeal 	<ul style="list-style-type: none"> <li>What can you learn from Judas' actions and their consequences? Which Christian Values help you to feel compassion towards him?</li> <li>Have you ever betrayed anyone? What happened? Did you learn anything from this? If so, what did you learn?</li> <li>What Christian Values guide you with your relationships with your friends?</li> <li>After his denial, Peter knew in his heart that God was telling him to make amends and repair the damage he had done. If you have treated a friend badly, how do you make amends? What Values help you with this?</li> <li>Which 'Easter person' has taught you the most about what it means to be a follower/disciple of Jesus and to live a Christian life? Why did you choose that person? What will you try to do in your own life to follow their example?</li> </ul> ⇒ Readathon— raising money to buy books for children in hospital 	<ul style="list-style-type: none"> <li>Love and family is very important to Hindus. How are your family important to you? How do you show your family that they are important to you?</li> <li>How do Christian Values help you to make good decisions when faced with right and wrong choices?</li> <li>Hindus believe in 'Karma' – that every action has a reaction. Does faith have an impact on your actions and reactions? In what ways?</li> <li>Where is an important place to you? Why?</li> <li>How do you think you would feel going on a pilgrimage? Have you ever been on a special journey that was important to you?</li> </ul> ⇒ Mufi Day to raise funds for local/national/global disaster support 	<ul style="list-style-type: none"> <li>What kinds of worship have you experienced or been part of? Is this important to you? How does it make you feel?</li> <li>What communities do you belong to? How does it feel to be a part of these communities? In what ways do you contribute to your community?</li> <li>Liturgy is a Greek word which means the 'work of the people.' How do you think that liturgy is the 'work of the people?' Why should worship be the 'work of the people?' Can you think of some ways that you have contributed?</li> <li>Prayer is a way of connecting with God. Do you ever pray alone or with others? Do you think that this strengthens your faith?</li> <li>Think about prayer in Collective Worship at school. When in the worship does it happen? Why does it happen? How does it make you feel?</li> <li>If you pray, what helps you to pray?</li> </ul>
<b>Cultural capital</b>  		Visit <b>All Saints'-church</b> discuss what happens at Easter and visit the Easter garden window 	Visit to the <b>Shree Ghanapathy Temple</b> 	
<b>Additional Lessons</b>  			<b>Art Link:</b> Chosen saints: St Margaret/ St Mark— skills focus: Drawing	

	Autumn 1	Autumn 2		Spring 1
<p><b>Year 4</b> Southwark Diocesan Syllabus for Religious Education</p> 	<p><b>Who is Jesus?</b></p> <p>This unit explores this main question: 'Who is Jesus?'</p> <p>It covers:</p> <ul style="list-style-type: none"> <li>Why Jesus made statements about himself, describing himself through symbolism;</li> <li>It helps children understand the 7 "I am . . ." statements of Jesus and their meanings to Christians;</li> <li>How the "I am..." statements relate to the personal lives of Christians;</li> <li>Children create an "I am . . ." statement by each pupil for Jesus;</li> <li>Encourages pupils to consider how the meanings behind Jesus' "I am . . ." statements are relevant in their lives.</li> </ul>	<p><b>Why is Remembrance important?</b></p> <p>This unit covers the two following key questions:</p> <ul style="list-style-type: none"> <li>Why is it important to remember?</li> <li>How does remembering help the cause of peace?</li> </ul> <p>The objectives covered include:</p> <ul style="list-style-type: none"> <li>To use religious words to describe some of the ways in which people show their beliefs about remembrance;</li> <li>To link things that are important to them and other people about remembering with the way they think and behave.</li> <li>To express religious beliefs and feelings about peace in a range of styles and words used by believers and suggest what they mean;</li> <li>To ask questions about the moral decisions they and other people make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values about peace.</li> </ul>	<p><b>Is peace the most important message at Christmas?</b></p> <p>This unit covers the following objectives:</p> <ul style="list-style-type: none"> <li>To describe what a Christian might learn about peace from The Bible;</li> <li>To ask important questions about peace and compare my ideas with those of other people.</li> <li>To investigate a question such as "How do we find peace within ourselves?" considering what is the same and different for religious people;</li> <li>To suggest things people do to find peace within themselves.</li> <li>To describe what The Bible teaches us about peace;</li> <li>To express their ideas about peace with reference to The Bible.</li> <li>To make a connection between the Christmas story and religious values.</li> <li>To make links about things that are important to them and other people in the way they think and behave.</li> </ul>	<p><b>What does it mean to be Muslim?</b></p> <p>This unit covers the importance of the 5 Pillars of Islam for Muslims and the commitment to Allah that they give.</p> <p>The following objectives are covered:</p> <ul style="list-style-type: none"> <li>Understand that commitment is part of living as a practising believer;</li> <li>Know what commitment means and be able to identify things that they are committed to.</li> <li>Describe how religious practice shapes the lives and worship of believers;</li> <li>Explain how silence and stillness may aid reflection and prayer;</li> <li>Share about places, times and conditions that are conducive to reflection and, (if appropriate) prayer in their life.</li> <li>Recognise the link between faith and action in individuals and in groups of believers;</li> <li>Recognise the links between beliefs and action in their own life.</li> <li>Explain and compare the impact of faith on individuals and on the community.</li> <li>Offer insights into the faith and religious commitment of others.</li> <li>Explain the impact of faith on individuals;</li> <li>Explain what is important to them.</li> </ul>
<p><b>SMSC &amp; Social Responsibility Reflections</b></p> 	<ul style="list-style-type: none"> <li>What do you think Jesus would say about respecting other people's rights? How do you show respect towards other people's rights?</li> <li>Do you think it is important to take care of each other? How does Jesus take care of us? How do you take care of people that are important in your life?</li> <li>The words of Jesus nourish and sustain Christians. What nourishes and sustains your spirit? Do you take comfort and guidance in Jesus's words?</li> <li>What/who serves as 'light' for you in your life? How do you provide 'light' to others in your life?</li> <li>In what way do we belong to each other, our school, our families, our community, a faith community? How do you contribute positively to your communities?</li> </ul> <p>⇒ Harvest collection for local food bank</p>	<ul style="list-style-type: none"> <li>In WW2, soldiers from countries such as India, Nepal, Jamaica and New Zealand fought with us against the Nazis. How can we show thankfulness for their service?</li> <li>Have you found a peaceful solution when faced with conflict? What helped you to find peace?</li> <li>How does remembering contribute towards peace? What things/people do you like to remember?</li> </ul>	<ul style="list-style-type: none"> <li>'Because Christmas is about Jesus being the Prince of Peace, this Christmas I will...'</li> <li>What do you think the word 'Peace means? How do you show Peace towards others in your life?</li> <li>What do you do to find peace within yourself? What helps you with this?</li> <li>How can you help to turn a situation of conflict into a situation of peace?</li> <li>What signs of peace are there in our school community? In what ways do you contribute towards this peace?</li> </ul> <p>⇒ 'Reverse Advent Calendar' Instead of receiving a gift, place something in a box to collect for a local food bank</p> <p>⇒ Poppy Appeal</p>  	<ul style="list-style-type: none"> <li>How can you make sure that you are respecting Muslim people's beliefs, even if you do not believe the same things?</li> <li>Do you think it is important for children to learn about different religions? Why?</li> <li>When might it be difficult for you to show commitment? What can help you with this?</li> <li>How does our school show commitment to you? How do you show commitment back?</li> <li>Why does a believer have commitment to their faith? What things in your life do you show commitment towards?</li> <li>Silence, reverence and stillness are a common for prayer in all faiths. What places, times and conditions are best for reflection (and possibly prayer) in your life?</li> <li>Why is it important to give to others? Does it always have to be money or material things that are given? Can you think of a time when you gave to others? How did it make you feel?</li> </ul>
<p><b>Cultural capital</b></p> 				<p><b>Visit to the Morden Mosque</b></p> 
<p><b>Additional Lessons</b></p> 	<p>Harvest <b>Art</b> on Remembrance/Advent– skills focus: Collage</p>	<p>Part of 'Celebrating our Community' 2 week event. <b>Building on</b> additional lessons in Y3 Aut 2 Identity &amp; Belonging. <b>Identity and Belonging</b> (PlanBee x3)</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>consider how the place where they live shapes who they are, experiences of refugees. What do religions say about welcoming newcomers?</li> <li>learn what is meant by 'global community'</li> <li>find out what different religions say about sharing, or identify ways in which they help others through charitable activities.</li> </ul> <p>Carol Service performance at All Saints' Church</p> 		<p>Mothers' Sunday <b>Art</b>– skills focus: print/digital media</p>







# Year 4 Curriculum Map For Religious Education

Christianity	Judaism	Sikhism	Cross Faith
Islam	Hinduism	Buddhism	

	Spring 2	Summer 1	Summer 2	
<p><b>Year 4</b> <i>Southwark Diocesan Syllabus for Religious Education</i></p> <p><b>What this unit teaches:</b></p> 	<p><b>Building on</b> from Autumn 2 Identity &amp; Belonging, but with a focus on Monastic traditions</p> <p><b>What do the monastic traditions with Christianity show us about living in a community?</b></p> <p>This unit covers the following learning points:</p> <ul style="list-style-type: none"> <li>• That there are monastic communities of men and of women within the Church of England;</li> <li>• That living in a monastic community is a particular way of living out the Christian faith, followed by some people;</li> <li>• That there are different models of monastic life, some active, some contemplative;</li> <li>• That living in community with others offers challenges, as well as opportunities;</li> </ul>	<p><b>How does Holy Communion build a Christian community?</b></p> <p>This unit asks and explores the following:</p> <ul style="list-style-type: none"> <li>• What Jesus said and did about Communion and how Christians remember this today;</li> <li>• How and why Christians share in the Body and Blood of Jesus, particularly at Church;</li> <li>• How the act of sharing Communion demonstrates God's Peace;</li> <li>• The legacy of Jesus and how it may help Christians today in their legacy.</li> </ul>	<p><b>How has the Christian message survived for over 2000 years?</b></p> <p>This unit covers the following aspects of the Christian message:</p> <ul style="list-style-type: none"> <li>• How the Christian message has spread in the past;</li> <li>• The Ascension;</li> <li>• What persecution is and why it might inhibit the spread of a message;</li> <li>• Pentecost;</li> <li>• How the Christian Message spread after Jesus' Ascension and the 1<sup>st</sup>. Pentecost;</li> <li>• What Pentecost shows about The Trinity;</li> <li>• How Confirmation contributes to the spread of the Christian message;</li> <li>• How Christians believe that the Holy Spirit equips them to share the Christian message and how the confirmation ritual shows this belief.</li> </ul>	<p><b>What is the importance of symbols, beliefs and teaching in Hinduism?</b></p> <p>This unit covers the key beliefs of Hinduism and how these are applied to daily life for some Hindus.</p> <p>The following objectives are covered:</p> <ul style="list-style-type: none"> <li>• To know about the importance of family in Hinduism.</li> <li>• To understand how family is important to me and to others with respect for different kinds of families.</li> <li>• To use the correct religious vocabulary to compare the values that Hindus and people of other faiths try to live their life by.</li> <li>• To share their own values and beliefs and ask questions about moral decisions they and other people make.</li> <li>• To understand what Karma means to Hindus.</li> <li>• To understand the link between action and possible consequences believed by Hindus.</li> <li>• To identify important areas in a Mandir and understand why the Mandir is important to Hindus.</li> <li>• To show respect in a place of worship.</li> <li>• To share where is important to them and why</li> <li>• To be able to order by order of importance reasons for pilgrimage and explain why Hindus believe pilgrimage to be important.</li> <li>• To share a journey that was important to them and why,</li> <li>• To share what they think pilgrimage is and means to pilgrims.</li> <li>• To be able to see similarities between Hinduism and other faiths, (Christianity).</li> </ul>
<p><b>SMSC &amp; Social Responsibility Reflections</b></p> 	<ul style="list-style-type: none"> <li>◆ Do you think you would like to live in a Monastic community? What makes you say that?</li> <li>◆ What qualities do you think are required for a harmonious community? When do you demonstrate these qualities in your own life?</li> <li>◆ Do you think that Koinonia would be an important value to members of Christian communities? In what ways do you show koinonia in our school community?</li> </ul> <p>⇒ Lent Appeal</p> 	<ul style="list-style-type: none"> <li>• How does it feel to be a part of the All Saints' family? What Christian Values help you to enjoy and be a part of our school community?</li> <li>◆ How do we show at school that we are part of the local Christian Community?</li> </ul> <p>⇒ Readathon – raising money to buy books for children in hospital</p> 	<ul style="list-style-type: none"> <li>◆ Should we stop people from spreading their message if it is a message we do not believe in ourselves?</li> <li>◆ Is it important that people are allowed to hold their own beliefs of what is important to them? Why? Do our British Values of Individual Liberty and Mutual Respect for and Tolerance of Those With Different Faiths and Beliefs, and for Those Without Faith, support this? How?</li> <li>◆ Many people in this world are not as lucky as us and are not allowed to freely voice their beliefs. What could we do to help these people?</li> <li>◆ How can we ensure that everybody's 'message' is heard? What can we do to support someone with a message we might not believe in ourselves?</li> <li>◆ What helps you if and when you are challenged on beliefs that you might hold?</li> </ul> <p>⇒ Mufi Day to raise funds for local/national/global disaster support</p> 	<ul style="list-style-type: none"> <li>• In what ways is your family important to you? How do you show love to the important people in your life?</li> <li>• Many Hindus follow the values of honesty and respect as taught in Hindu scripture. Are these values important to you? How do you demonstrate this in your daily life?</li> <li>• Sometimes in life, we are tempted to make the wrong decision. How can our Christian Values help us to make good choices?</li> <li>• Where is an important place to you? Why?</li> <li>• Hindus believe that actions have consequences, and this is called 'Karma'. Can you think of a time when you regretted something that you did? How did the consequences of your actions help you to avoid making this choice again?</li> </ul>
<p><b>Cultural Capital</b></p> 	<p>Opportunities to encounter Christian scripture thoughtfully and build their cultural knowledge. Pupils will be offered an opportunity for spiritual and moral development in thinking about their own attitudes.</p>	<p><b>Visit to church for Eucharist service</b></p> <p>Opportunities to encounter a range of cultural and religious sources to prompt pupils own spiritual and moral development.</p> 		
<p><b>Additional Lessons</b></p> 	<p><b>Following on</b> from the lesson: What Does It Mean To Live In Christian Community?</p> <p><b>How did Saint Peter learn that 'God has no favourites'?</b> (natre x1/2)</p> <p>Pupils will be challenged to think about the idea that 'God has no favourites' and consider whether racism is a kind of favouritism, a kind of unfairness.</p>	<p><b>Build on</b> from Autumn 2 Identity &amp; Belonging</p> <p><b>Racism: What is it, and why is it unfair? What can we learn from 6 examples?</b> (natre x1/2)</p> <p>Pupils will be challenged to think about sacred texts, their own community and their personal attitudes. Do they take a stand against racism?</p>	<p><b>Art Link:</b> Chosen saints: St Frances / St Richard – skills focus: textiles</p>	







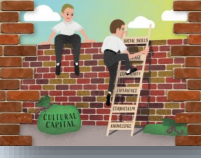


# Year 5 Curriculum Map For Religious Education

Christianity	Judaism	Sikhism	Cross Faith
Islam	Hinduism	Buddhism	

	Autumn 1	Autumn 2	Spring 1	
<p><b>Year 5</b> <i>Southwark Diocesan Syllabus for Religious Education</i></p> <p><b>What this unit teaches:</b></p> 	<p><b>What do the miracles of Jesus teach?</b></p> <p>This unit covers the following:</p> <ul style="list-style-type: none"> <li>• What constitutes a miracle;</li> <li>• Some of the miracles that Jesus performed;</li> <li>• Magic versus miracles – what is the difference?</li> <li>• Who performs miracles?</li> <li>• Consideration of personal response to the miracles of Jesus;</li> <li>• Specific places where people believe miracles happen; The importance of faith for miracles;</li> <li>• Links with Salvation – Jesus’ miracle of the resurrection;</li> <li>• What the miracles of Jesus’ ministry teach Christians about being the people of God;</li> <li>• Comparing and identifying similarities and differences between faiths.</li> </ul>	<p><b>What are the beatitudes and what do they mean to Christians?</b></p> <p>This unit teaches:</p> <ul style="list-style-type: none"> <li>• Where The Beatitudes came from,</li> <li>• What the Beatitudes are and what they mean for Christians.</li> <li>• It asks the pupils to think about the moral decisions that they and (other) Christians make based on The Beatitudes.</li> <li>• Pupils are asked to respond to The Beatitudes using a variety of media.</li> </ul>	<p><b>How do art and music convey Christmas?</b></p> <p>This unit covers the following objectives:</p> <ul style="list-style-type: none"> <li>• To be able to suggest reasons for the similar and different beliefs about Jesus which people hold, and explain how religious sources are used to provide answers to questions;</li> <li>• To ask questions about the meaning and purpose of Christian celebrations and suggest a range of answers;</li> <li>• To ask questions about things that are important to me and to others and suggest answers which relate to my own and other people’s lives.</li> <li>• To identify and express Christian beliefs about Christmas in a range of art styles and suggest what they mean;</li> <li>• To ask questions about the meaning and purpose of Christmas and suggest a range of answers.</li> <li>• To identify, express and explain Christian beliefs about Christmas in the style of a Christmas Carol;</li> <li>• To consider how the Nativity Narrative is expressed in a variety of forms, using a wide religious vocabulary to discuss reasons for the similarities and differences.</li> <li>• To ask questions about the meaning and purpose of Christmas and suggest answers about what they mean to the pupil and to Christians.</li> </ul>	<p><b>Do fame and the Christian faith go together?</b></p> <p>This unit covers these two main themes:</p> <ul style="list-style-type: none"> <li>• About the qualities that Christians hold and the distinctively Christian values that they live by.</li> <li>• How Christian qualities support fame, you can be “famous” and also be a Christian, without having to compromise your faith.</li> </ul>
<p><b>SMSC &amp; Social Responsibility Aspects of RE with Suggested Reflections</b></p> 	<ul style="list-style-type: none"> <li>• How do you make sure that you are respecting other people’s thoughts and opinions? How might the values of peace and friendship help you with this?</li> <li>• What lesson did you learn from this Bible story today? How might you apply this learning in your own life?</li> <li>• The miracles of Jesus give many Christians hope in their lives. Why might this be? What gives you hope in your life?</li> <li>• Can you believe something that you cannot prove? How might faith help us?</li> <li>• Christians believe that God is the creator of natural miracles e.g. the awe and wonder of nature; the miracle / gift of life. How can we show reverence to God’s creations as God’s Stewards of the Earth?</li> </ul>	<ul style="list-style-type: none"> <li>• What can we learn from The Beatitudes about the way we live our life now and in the future?</li> <li>• “Blessed are the merciful, for they will be shown mercy.” Simple Terms: Happy are the people who are kind and forgiving to other people, for they will be shown kindness and forgiveness too. Explain a time in your life where you have shown kindness or forgiveness. How did it help you grow into becoming a better person?</li> </ul> <p>⇒ Harvest collection for local food bank</p> 	<ul style="list-style-type: none"> <li>• How could Christians live their lives like ‘Jesus the man’, as well as ‘Jesus the child,’ as we often think of Him? What can we personally learn from this?</li> <li>• What makes Christmas special to you? How can you help to spread the ‘true’ meaning of Christmas?</li> <li>• Do other religions have certain times of the year that are significant and special to them? How can we show respect for others that may have different beliefs to our own?</li> <li>• Are there any religions where depicting God through art is not permitted? Why might that be? Should we respect this view even when we do not follow this religion?</li> </ul> <p>⇒ ‘Reverse Advent Calendar’ Instead of receiving a gift, place something in a box to collect for a local food bank</p> <p>⇒ Poppy Appeal</p> 	<ul style="list-style-type: none"> <li>• How has and does being a Christian affect what these people have done and do? What motivates you to achieve in life? What Christian Values might help you with this?</li> <li>• Can you think of two Christian Values that you would like to demonstrate more in your daily life. How will you demonstrate them?</li> <li>• Do you think Cristiano Ronaldo demonstrates the Christian Value of Service? How? How do you demonstrate this value in your own life?</li> <li>• C. S. Lewis found it hard to demonstrate the Christian Value of Trust as a young boy. Why do you think this was? Do you find it easy to trust? What helps you?</li> <li>• A lot of the things that we hear famous people say, we hear about through the media and news articles. Why do you think we have to be careful about the sources we Trust when it comes to recounting what someone famous has said?</li> </ul>
<p><b>Cultural Capital</b></p> 				<p>opportunities to encounter inspiring stories of people who have lived – and died – for causes of equality.</p>
<p><b>Additional Lessons</b></p> 		<p>Part of ‘Celebrating our Community’ 2 week event <b>Belief in our Community</b> (PlanBee x3)</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>• read about a teenager’s experiences as a member of a Jewish community. They will also consider some difficulties she might experience as a consequence of her beliefs.</li> <li>• Children will learn about Mo Farah (a Muslim) and Daniel Radcliffe (an atheist) – their achievements, what they have said about faith and beliefs, and their charity work. They will consider how their beliefs may have shaped their lives. Following this, children may research and write about significant and inspirational figures</li> </ul> <p>Carol Service performance at All Saints’ Church</p>		<p>After looking at which Famous Christian Most Inspires You and Why? In the RE unit, look at inspiring people from different religions:</p> <p><b>Anti-racist people from different religions – what can we learn from some examples.</b> (natre x1/2)</p> <p>Pupils will be challenged to think for themselves about equality, love in action and justice through stories from different faiths.</p>










# Year 5 Curriculum Map For Religious Education

Christianity	Judaism	Sikhism	Cross Faith
Islam	Hinduism	Buddhism	

	Spring 2		Summer 1	Summer 2
<p><b>Year 5</b> Southwark Diocesan Syllabus for Religious Education</p> 	<p><b>Should every Christian go on a pilgrimage?</b></p>	<p><b>What happens in the churches during Lent and Easter?</b></p>	<p><b>The journey of life and death</b></p>	<p><b>What does it mean to be a Buddhist? Visit to the Shree Ghanapathy Temple</b></p>
<p><b>What this unit teaches:</b></p> 	<p>This unit asks and explores the following questions:</p> <ul style="list-style-type: none"> <li>• What is a pilgrimage?</li> <li>• What are the different places for pilgrimage?</li> <li>• What is the difference between special and sacred places?</li> <li>• What is the impact of commercialisation of 'sacred' places?</li> <li>• What the experience of a pilgrimage is like for a Christian before, during and after?</li> <li>• What is more important to Christians – the journey or the destination?</li> <li>• The physical and spiritual journey.</li> </ul>	<p>This unit asks and explores the following</p> <ul style="list-style-type: none"> <li>• What happens in Churches during Lent and at Easter?</li> </ul> <p>Particularly at: -</p> <ul style="list-style-type: none"> <li>• Ash Wednesday,</li> <li>• Passiontide,</li> <li>• Passion Sunday and</li> <li>• Palm Sunday;</li> <li>• Maundy Thursday;</li> <li>• Good Friday;</li> <li>• Holy Saturday</li> <li>• Easter Day.</li> </ul> <p>In this unit:</p> <ul style="list-style-type: none"> <li>• Children should develop an awareness and understanding of the expression of Christian beliefs in a range of styles and words within worship;</li> <li>• Understanding of how the living out of ritual in church at Easter inspires and influences Christians;</li> <li>• Reflection about what and who inspires and influences each of us.</li> <li>• A visit to the parish church or the cathedral should form part of this teaching unit.</li> </ul>	<p>This unit involves pupils in investigating beliefs about life and life after death and encouraging them to reflect on and express their hopes for the future.</p> <p>In this unit pupils will have the opportunity:</p> <ul style="list-style-type: none"> <li>• To share their feelings of loss caused by separation;</li> <li>• To learn about how faith can provide believers with answers to life's most challenging and ultimate questions</li> <li>• How faith challenges our attitudes, values and commitments in life.</li> <li>• Consider how important it is to celebrate the lives of those they have lost and how remembering can help the healing process.</li> <li>• The children will examine their attitudes, values and commitments in the light of this learning.</li> </ul>	<p>This unit explores:</p> <ul style="list-style-type: none"> <li>• How Buddhists live their lives through their faith.</li> <li>• How the teachings of Buddhism are arranged through the eight-fold path, four noble truths, symbols and five precepts.</li> <li>• Children will learn: about the sangha (Buddhist community) and Dharma (ultimate truth).</li> </ul>
<p><b>SMSC &amp; Social Responsibility Aspects of RE with Suggested Reflections</b></p> 	<ul style="list-style-type: none"> <li>• A pilgrimage can have a profound effect on Christians. Have you ever been on a journey that inspired and influenced you? If so, how did it affect you and your life?</li> <li>• Taking part in a pilgrimage helps Christians on their faith journey. What journeys have inspired and influenced your life?</li> <li>• Do you think a Christian could feel close to God without going on a pilgrimage? What helps you to feel closer to God?</li> <li>• If you were to go on a pilgrimage, do you think it would be a physical journey, or a spiritual journey? Why?</li> </ul> <p>⇒ Lent Appeal </p>	<ul style="list-style-type: none"> <li>• Worshipping together and experiencing the events and rituals of Easter as a faith community, brings Christians closer together. What parts of our school day make you feel closer to our All Saints' community?</li> <li>• On Ash Wednesday, the Minister might say, "Remember that you are dust, and to dust you shall return. Turn away from sin and be faithful to Christ." What do these words mean to you?</li> </ul> <p>⇒ Readathon– raising money to buy books for children in hospital </p>	<ul style="list-style-type: none"> <li>• What helps you to look forward to better times during times of difficulty?</li> <li>• "No eye has seen, no ear has heard, no mind has conceived what God has prepared for those who love him." 1 Corinthians 2:9 . How might the values of faith and trust help us to understand the afterlife?</li> <li>• People cope with loss in different ways. How might you help someone who is experiencing grief?</li> <li>• How can we show that we respect other people's views on life after death?</li> <li>• In what ways can we celebrate the lives of people who have died? What values might help us with this?</li> </ul> <p>⇒ Mufi Day to raise funds for local/national/global disaster support </p>	<ul style="list-style-type: none"> <li>• What can we learn from the lives of the Buddhist Monks and Nuns? Do they need possessions to make them happy? What can this teach us?</li> <li>• How are your beliefs similar and different to a person who practices Buddhism? What values might you have in common?</li> <li>• Which Buddhist symbol means the most to you? Why?</li> <li>• Think about the Eightfold Path—What eight things would you include if you were going to write eight things that are important to how you live your life?</li> <li>• Do you think it would be easy for a person to reach Nirvana? Why/Why not? What brings you happiness in your life?</li> </ul>
<p><b>Cultural Capital</b></p> 		<p><b>Visit to church</b></p> 		
<p><b>Additional Lessons</b></p> 				

# Year 6 Curriculum Map For Religious Education

Christianity	Judaism	Sikhism	Cross Faith
Islam	Hinduism	Buddhism	

	Autumn 1	Autumn 2	Spring 1
<b>Year 6</b> <i>Southwark Diocesan Syllabus for Religious Education</i>	<b>How did belief in God affect the actions of people in the Old Testament?</b>	<b>What can we learn from Wisdom?</b>	<b>How would Christians advertise Christmas? What does Christmas mean today?</b>
<b>What this unit teaches:</b> 	<p>Within this unit, the children will cover the following objectives:</p> <ul style="list-style-type: none"> <li>To show and understanding of how the story of the Judgement of Solomon can have an impact on Christians today.</li> <li>Describe a situation where they have had to make a difficult choice and what inspired them to make the 'right' choice.</li> <li>Describe the similarities and differences between the way Jonah and Daniel reacted to God's command;</li> <li>To suggest some answers to 'why' questions about the motives and reactions of Jonah and Daniel.</li> <li>To make links between David's faith in God and his ability to overcome the doubts of others;</li> <li>To describe something they find spiritual and inspiring in a painting.</li> <li>To use the evidence from the Bible to show they understand how Ruth showed her devotion to God;</li> <li>To apply the idea of self-sacrifice to their own actions.</li> <li>To describe similarities and differences between the story of Jonah and Moses and the Burning Bush.</li> <li>To apply the concept of 'vocation' and 'job' to you own dreams and aspirations.</li> <li>To show how Abram's decision to follow God impacted on him and his family and imagine Sarai's reservations about leaving Ur and suggest Abram's answers;</li> <li>To ask questions about the moral decisions they and other people make and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values.</li> </ul>	<p>This is a short unit delivered prior to the build up to Christmas. In the unit the children explore the following:</p> <ul style="list-style-type: none"> <li>Why is wisdom important?</li> <li>What wisdom can you offer and from where does this wisdom come?</li> </ul> <p>The objectives are covered:</p> <ul style="list-style-type: none"> <li>To make links between the teachings and sources of Christians and other religious groups and show how they are connected to believers' lives.</li> <li>To ask important questions about life and compare their ideas with those of other people.</li> <li>To make links between the wisdom of Christians and other religious groups and show how they are connected to believers' lives.</li> <li>To ask questions about the meaning (and purpose) of life and suggest a range of answers which might be given by them as well as members of different religious groups or individuals.</li> </ul>	<p>This unit explores how the meaning and central belief of Christmas is shown in secular advertising, the biblical narrative and in the life of the church. The following objectives are covered:</p> <ul style="list-style-type: none"> <li>To consider how the meaning of Christmas is expressed in a variety of advertisements, using a wide religious vocabulary to discuss reasons for the similarities and differences.</li> <li>To ask questions about the values that different Christmas advertisements promote and suggest answers about what they might encourage in different people.</li> <li>To compare different Christian beliefs about the birth of Jesus, drawing upon the different Gospel accounts and being aware of how different accounts have come about.</li> <li>To ask questions about the real meaning of Christmas and suggest what this says to people about the purpose of life.</li> <li>To analyse and express Christian beliefs about Christmas in a range of styles of Church advertisements.</li> <li>To ask questions about Christmas and evaluate how they are answered and Christmas is presented through church advertisements of Christmas.</li> <li>To express the Christian festival of Christmas to share the meaning, central beliefs and concept of it.</li> <li>To ask questions about the aspects of Christmas that their Christmas advertisement features, thinking about what these might teach someone about meaning, purpose and truth in life.</li> </ul>
<b>SMSC &amp; Social Responsibility Aspects of RE with Suggested Reflections</b> 	<ul style="list-style-type: none"> <li>Which of our Christian Values guide you at school when having to make difficult decisions?</li> <li>How do you use your voice to serve others and speak up for what is fair and right?</li> <li>Deuteronomy 15:7-11 says, "You shall open wide your hand to your brother, to the needy and to the poor, in your land." Find this verse and read it completely. What does this scripture mean to you? How have you given service to others?</li> <li>What important lessons have you learnt from some of the stories in the Old Testament? How can you apply this in your own life?</li> <li>What lessons have you learnt from the Old Testament about Faith and Trust in God?</li> <li>Christians believe God stands by them in all situations and gives them wisdom when they pray. Are there times in your life when you might feel the comfort of God's presence? How do you give comfort to others?</li> <li>In what ways do you make positive contributions to our school community?</li> </ul>	<ul style="list-style-type: none"> <li>Can we gain wisdom from faiths that are not our own? Where does your wisdom come from? Is it important to you to share your wisdom with others? How might you do this?</li> </ul> <p>⇒ Harvest collection for local food bank</p> 	<ul style="list-style-type: none"> <li>Many people give up time over the Christmas period to help out in homeless shelters. Why do you think they do this? What could you do to give service to others this Christmas?</li> <li>How does our school community come together to celebrate Christmas? Which of our celebrations do you enjoy the most? How do you demonstrate the values of Koinonia, Love and Compassion at this time of year?</li> <li>If you were to make a Christmas advert yourself, what Christian values would you choose to promote? How might you show this?</li> <li>Where do you find your beliefs and ideas of what Christmas is about? How can you spread this message to others?</li> </ul> <p>⇒ 'Reverse Advent Calendar' Instead of receiving a gift, place something in a box to collect for a local food bank</p> <p>⇒ Poppy Appeal</p> 
<b>Cultural Capital</b> 			Visit from church member 
<b>Additional Lessons</b> 		Part of 'Celebrating our Community' 2 week event <b>Belief in our Community</b> (PlanBee x2) Children will consider how members of religious communities are also a part of many other, nonreligious communities too. Look at difficulties in communities, consider how their beliefs may help & how they can support people from different communities.	Carol Service performance at All Saints' Church  
			<b>What does it mean to be a Jew?</b>
			<p>This unit explores what it means to be a Jewish person. The following objectives are covered:</p> <ul style="list-style-type: none"> <li>To know that God chose Abraham as the founder of the Jewish faith.</li> <li>To reflect on Abraham's relationship with God and our relationship with God.</li> <li>To know that the Jewish faith believes in One God.</li> <li>Understand the importance of The Shema.</li> <li>To understand how religious practices can influence everyday life.</li> <li>To know how God saved His people from the Egyptians.</li> <li>Understand the significance of Passover to Jewish people.</li> <li>To consider the importance of celebrating joys and remembering challenges in life and how these influence us.</li> <li>To know how the Seder meal teaches young Jews about their past</li> <li>To be able to consider what the Seder meal teaches Jews about their relationship with God.</li> <li>To know the roots and significance of The 10 Commandments to Jewish people.</li> <li>To apply this learning to their own rules for life by writing their own 10 commandments to live by.</li> <li>To understand why events in the life of Moses are important to Jews.</li> <li>To think about why promises are important and what they mean to us.</li> </ul>
			<ul style="list-style-type: none"> <li>How does learning about different religions, like Judaism, help you to demonstrate the Christian Values of Friendship and Love?</li> <li>Do you agree with all of the 10 Commandments that God gave? Are there any extra Commandments that you would add?</li> <li>Do you think it is important for children to learn about different religions? Why?</li> <li>Have you got relationships where there is trust that doesn't need an agreement or contract? How do you honour trust to special people in your life?</li> <li>Consider the difficult decisions you have to make. What influences you in making those decisions? What values might guide you?</li> <li>What joyful times can you remember from your life and how have those times helped make you the person that you are?</li> <li>What challenging times can you remember from your life and how have those times helped make you the person that you are?</li> </ul>
			Visit to the synagogue Opportunities to explore some social and religious history in ways that enrich pupils' awareness of issues of race and justice.

# Year 6 Curriculum Map For Religious Education

Christianity	Judaism	Sikhism	Cross Faith
Islam	Hinduism	Buddhism	

	Spring 2	Summer 1	Summer 2
<p><b>Year 6</b> Southwark Diocesan Syllabus for Religious Education</p> <p><b>What this unit teaches:</b></p> 	<p><b>How Do 'Bishops in Action' Help Lead The Anglican Church In The Christian Faith Today?</b></p> <p>This unit explores How each Church of England school is part of a parish which belongs in an Anglican Diocese and is overseen by a bishop.</p> <p>It explores the following:</p> <ul style="list-style-type: none"> <li>The structure and workings of the Church of England, including the role of an Anglican bishop;</li> <li>How the Church of England is part of an international Anglican communion, a group of national churches which originally derived from the Church of England, and that this is part of the worldwide Christian Church;</li> <li>Develops knowledge of the role and work of bishops in the Anglican church;</li> <li>Supports understanding of Christian teaching associated with the role of bishops, e.g. apostolic authority, spiritual leadership, Biblical images of 'being a shepherd' and offering pastoral care.</li> </ul>	<p><b>How does the Christian Festival of Easter Offer Hope?</b></p> <p>This unit intends to explore the following questions about the festival of Easter?</p> <ul style="list-style-type: none"> <li>How Do Christians believe the Easter Story helps people when they do wrong?</li> <li>How are forgiveness, hope and salvation shown in the Easter Story and what does this mean for Christians?</li> <li>"Clean slate" and forgiveness, forgiving others and The Stations of the Cross;</li> <li>How does the Easter Story relate to God's plan of salvation? - Salvation and resurrection;</li> <li>How do the accounts of the resurrection of Jesus Christ give hope?</li> </ul>	<p><b>Belief in our Community</b></p> <p>This unit builds on from Aut 2 Y5 &amp; 6, using the children's knowledge to take a deep dive into their own community It explored the following key questions:</p> <ul style="list-style-type: none"> <li>What can we discover about the faiths and beliefs in our class and school?</li> <li>What can we discover about the faiths and beliefs in the local community and your borough?</li> <li>How have faith and belief communities in your borough changed over the past 50 years?</li> <li>What are the reasons for changes in these communities in your borough?</li> <li>How do faith groups work in partnership with each other and the local community?</li> <li>How has life in your borough been enriched by the diversity of the faiths and beliefs that make up the borough?</li> </ul>
<p><b>SMSC &amp; Social Responsibility Aspects of RE with Suggested Reflections</b></p> 	<ul style="list-style-type: none"> <li>What qualities do you think are needed to make a good leader? How do you demonstrate these qualities in your everyday life?</li> <li>What does being a part of a faith school mean to you?</li> <li>What leaders influence you in your life? What can you learn from your leaders?</li> </ul> <p>⇒ Lent Appeal</p> 	<p>Mufi Day to raise funds for local/national/global disaster support</p>  <p>⇒ Readathon— raising money to buy books for children in hospital</p> 	<p><b>Bridging Unit: Who Decides?</b></p> <p>Implications of rules and responsibilities for belonging to communities and, in particular, of belonging to a faith community.</p> <p>Through this unit pupils will consider the implications of rules and responsibilities for belonging to communities and, in particular, of belonging to a faith community. Children will consider rules in religions and other sources of authority.</p> <p>Through this unit, pupils will focus on key questions:</p> <ul style="list-style-type: none"> <li>What is a rule?</li> <li>Why do we have rules?</li> <li>Who makes the rules?</li> <li>Where are they found?</li> <li>When are rules / laws difficult to follow?</li> <li>What rules or guidelines for living do we have? What are our responsibilities?</li> </ul>
<p><b>Cultural Capital</b></p> 		<p><b>Visitors from a variety of faiths</b></p> <p>Opportunities to encounter aspects of British democratic culture and a range of religious cultures, building cultural capital. It provides a spiritual and moral challenge to pupils: what could their contribution to a society in harmony be? <a href="https://www.un.org/WCAR/exhibit.htm">https://www.un.org/WCAR/exhibit.htm</a> is the web reference for the UN's 'Art against Racism' project'</p>	<p>Encounter ideas about the universality of the obligation to kindness and goodness, based on our own ideas of what is food for us all. SMSCD in action. It builds cultural capital to recognise that the 'Golden Rule occurs in very many belief systems, religions and worldviews. The painting by Norman Rockwell from 1961 and associated learning activities would be good example of RE adding to cultural capital. Rockwell also made a mosaic on the same theme.</p>
<p><b>Additional Lessons</b></p> 	<p>Linked to the Spring 1 topic, 'Atlantic Slave Trade'</p> <p><b>What can we learn from the stories of two statues in Bristol? Colston &amp; Wesley (natre x1/2)</b></p> <p>Pupils will be challenged to consider how racism can be confronted and prejudice reduced.</p>	<p>Linked to the Art Unit: <b>Art against Racism' project</b> which is part of our Summer 1 topic, 'Our Local Community'</p> <p><b>How can I express my own vision for justice and equality?</b> (natre x1/2)</p> <p>Pupils will be challenged to confront their own assumptions about our human unity and diversity.</p>	<p><b>The Golden Rule &amp; Silver Rule: what are they and why are these rules found in so many religions? Can following the Golden Rule reduce racism?(natre x1/2)</b></p> <p>Pupils will be challenged to recognise that mutuality is good for the wellbeing of all – everyone needs each other.</p>