

Intent	<p>Here, at Talavera Junior School, we have a rich heritage of culture of diversity that is ever changing. The aim of Religious Education is to promote the spiritual, moral, and cultural development of pupils and prepares them for the opportunities, responsibilities and experiences of what surrounds them now and for later life. RE also contributes to pupils' personal development and well-being, as well as to community cohesion, by promoting mutual respect and tolerance in a diverse society. By following Hampshire's Living Difference IV syllabus and their enquiry cycle, we lay the groundwork for all of the above.</p> <p>Throughout our curriculum, we focus on Christianity in all years, Buddhism in Years 3 and 4 as well as Islam in Years 5 and 6. We start with a concept, such as neighbour or sacred, exploring what they may mean to the child and to a particular religion. The children are able to describe and explain these concepts. They then evaluate for their own personal development and allowing children to question why these beliefs may be important. Thus recognising the diversity, which exists within and between communities and amongst individuals.</p> <p>To enable all children regardless of previous knowledge or experience to gain a deeper understanding of the religions and concepts we strive to provide important experiences such as visiting places of worship and speaking to people of different faiths or traditions. All lessons are inclusive yet aspirational for all learners and strive for children to be able to present their knowledge in a variety of ways. As a school, we also encourage pupils to celebrate all cultures, religions and worldviews through many different activities, which helps to further their understanding of the community they live in and those they may come across throughout their lives.</p> <p>The same skills are covered in every unit - Following Hampshire's The Living Difference IV, and their cycle of enquiry.</p> <p>Enquire - Find out about the concept, how the child understands the concept so far.</p> <p>Contextualise - Exploring how the concept applies to a particular religion Explore a story or case study for that concept.</p> <p>Evaluate - To explore why it is important for the religions to have the concept and gives the child a chance to form their own opinions about the value of that concept in and out of the religion.</p> <p>Communicate - To further understanding of the concept through an activity or experience.</p> <p>Apply - The children can look at their own and others examples of the concept within their own life.</p> <p>Golden threads across the curriculum are: Special, belonging, love and community</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Double concept in Autumn 2	<p>Warnings (B Concept) CHRISTIANITY</p> <p>What should I do when I hear a warning?</p> <ul style="list-style-type: none"> <li>What is a warning</li> <li>Warnings in the nativity</li> <li>Describe the importance of warnings and the Magi</li> <li>Apply this to my life and when I might get warnings.</li> </ul> <p>Nativity as taught RE. Concept A Sacred Stories</p>	<p>Peace (A concept) BUDDHISM</p> <p>What makes peace so special?</p> <ul style="list-style-type: none"> <li>What is peace?</li> <li>Statue of Buddha and its representations</li> <li>Why is peace important to Buddhism</li> <li>Lotus Flower from Japan.</li> </ul> <p>Plasticine models of Buddha</p> <ul style="list-style-type: none"> <li>Making a Lotus Flower</li> </ul> <p>SPECIAL</p>	<p>Wisdom (A concept) BUDDHISM</p> <p>Do I need wisdom to belong?</p> <ul style="list-style-type: none"> <li>What is wisdom? Art to make</li> <li>Exploring Wisdom in Kisa and The mustard seed</li> <li>Drama on when wisdom was needed in your life.</li> <li>Think about what wisdom means to me.</li> </ul> <p>BELONGING</p>	Double concept in Summer 2	<p>persuasion (A concept) CHRISTIANITY</p> <p>Is a tree important to me? Should we persuade people to follow us?</p> <ul style="list-style-type: none"> <li>What is persuasion?</li> <li>What does it mean to be persuaded?</li> <li>Using Jesus speaking to his disciples as persuasion in Christianity</li> </ul> <p>Tree as a symbol (B concept)</p> <ul style="list-style-type: none"> <li>What is your experience of trees?</li> <li>To explore the tree as a symbol</li> <li>Look at the garden of Eden and the symbol of the tree</li> </ul> <p>BELONGING</p>
Year 4	<p>Messages (A concept) CHRISTIANITY</p> <p>Is the message of the Good Samaritan important to non Christians?</p>	<p>Worship (A Concept) CHRISTIANITY</p> <p>Does worship have to be the same for everyone?</p>	<p>Good and Evil (A Concept) BUDDHISM</p> <p>Can people only be good or evil?</p>	<p>Ritual (B concept) CHRISTIANITY</p> <p>What makes a ritual special?</p>	<p>Enlightenment (C concept) Buddhism</p> <p>Is enlightenment fair or achievable?</p>	<p>Sacred Places (B concept) CHRISTIANITY</p> <p>How are sacred places special to Christians?</p>

Objective – black    Specific skills - blue    Link to topic/ launches/events etc – red

	<ul style="list-style-type: none"> <li>What is Jesus' message?</li> <li>How did he spread his message?</li> <li>Story of Good Samaritan – how effective was it?</li> <li>Why is it important to Christians?</li> <li>What message would you spread and how would you do it?</li> </ul> <p>LOVE</p>	<ul style="list-style-type: none"> <li>What do we worship and how?</li> <li>What is Christian Worship? <ul style="list-style-type: none"> <li>Christmas service</li> </ul> </li> <li>What worship ways wouldn't a Christian use?</li> <li>Does this change your worship?</li> </ul> <p>Possible David Betts visit to talk about worship at Christmas time?</p> <p>COMMUNITY</p>	<ul style="list-style-type: none"> <li>What is Good and evil</li> <li>Focus on Hera from Hercules, was she good or evil?</li> <li>Core values of Buddhism – Karma</li> <li>Consequences of good and evil. Can people only be good or evil?</li> </ul>	<ul style="list-style-type: none"> <li>What is a ritual?</li> <li>Evaluate other rituals</li> <li>Paschal candle within Christianity</li> <li>Importance of ritual for Christians at Easter.</li> <li>Relate to their own rituals.</li> </ul> <p>SPECIAL</p>	<ul style="list-style-type: none"> <li>What is Enlightenment?</li> <li>Story – The Buddha and the Bonsai tree</li> <li>How do Buddhists celebrate Buddha's enlightenment? <ul style="list-style-type: none"> <li>Wesak festival.</li> </ul> </li> </ul> <p>History link – create a timeline of Buddhas life.</p>	<ul style="list-style-type: none"> <li>Look at sacred places</li> <li>What makes them sacred?</li> <li>Design your own sacred place</li> <li>Would a Christian swap a sacred place?</li> <li>Identify features of a church</li> <li>How can we show respect for sacred places?</li> </ul> <p>Visit Garrison church</p> <p>SPECIAL</p>
Year 5	<p>Creation (B concept) CHRISTIANITY</p> <p>Why do we all think differently about how creation happened?</p> <ul style="list-style-type: none"> <li>Create something in plasticine – what have you created and why?</li> <li>Look at Christian creation story</li> <li>Compare with other creation stories</li> </ul> <p>Discuss why their story is important to Christians.</p>	<p>Belonging (B concept) ISLAM</p> <p>What if we didn't belong?</p> <ul style="list-style-type: none"> <li>What does belonging mean to me?</li> <li>How does belonging make us feel?</li> <li>What does belonging mean?</li> <li>How do Muslims show they belong?</li> <li>Why is belonging important in Islam?</li> </ul> <p>BELONGING</p>	<p>Neighbour (A concept) CHRISTIANITY</p> <p>Who is my neighbour?</p> <p>To explain what the concept of Neighbour means – Jesus and the tax collector</p> <p>To understand the importance of neighbour to Christians.</p> <p>TO give my own opinion of what it means to be a neighbour.</p> <p>To explain how I can use the religious and non religious concept of neighbour in my life.</p> <p>COMMUNITY</p>	<p>Faith (A concept) CHRISTIANITY</p> <p>How is faith special to those who have it?</p> <ul style="list-style-type: none"> <li>What is faith? Explore through trust exercises. How are they different?</li> <li>How is faith expressed in the Easter story?</li> <li>Did Jesus have faith?</li> <li>How is faith represented in our lives today? Religious and non-religious</li> <li>Is it a good thing to have?</li> </ul> <p>SPECIAL</p>	<p>Community (B concept) ISLAM</p> <p>How does a sense of community affect our lives and others?</p> <ul style="list-style-type: none"> <li>What does Umma mean?</li> <li>How do Muslims develop a sense of community?</li> <li>What is the value of Umma to Muslims and myself?</li> <li>What are my responses to Umma and community? <ul style="list-style-type: none"> <li>How does a sense of community affect our lives and others?</li> </ul> </li> </ul> <p>COMMUNITY</p>	<p>Justice (A concept) CHRISTIANITY</p> <p>Which of these stories is most just and why?</p> <ul style="list-style-type: none"> <li>Explore the concept of Justice</li> <li>Story of The Lost son and Jonah and the Whale, Are these just?</li> <li>Use the chapter "Mrs Pratchett's Revenge" from Boy by Roald Dahl – discuss rules and how they changed.</li> <li>Which of these stories was most just and why?</li> </ul>
Year 6	<p>Imagery (B concept) CHRISTIANITY</p> <p>Do I agree that angels always represent love?</p> <ul style="list-style-type: none"> <li>What do images portray? How would you like to be seen?</li> <li>Are images always real? <ul style="list-style-type: none"> <li>Discuss challenging stereotypes through images</li> </ul> </li> <li>Discuss angels and how they are used through Christian Christmas story</li> <li>Evaluate the importance of imagery of angels.</li> </ul> <p>LOVE</p>	<p>Pilgrimage (B concept) CHRISTIANITY</p> <p>Is pilgrimage important to my beliefs? Where would I go and why?</p> <ul style="list-style-type: none"> <li>What do we mean by pilgrimage?</li> <li>When and why do Christians pilgrimage? Three wise men</li> <li>What is the value of pilgrimage to Christians and to me? <ul style="list-style-type: none"> <li>What is my response to pilgrimage?</li> </ul> </li> <li>How might others respond to the ideas of it and why?</li> </ul>	<p>Identity (A concept) Sacrifice (B concept) JUDASIM – PONDERING TIME</p> <p>What would I sacrifice for my beliefs?</p> <ul style="list-style-type: none"> <li>What is identity?</li> <li>How do different religions identify themselves?</li> <li>Should the Jews have been made to wear the star of David?</li> <li>Look at Jewish festivals of Hanukah</li> <li>Explore what happened to Jews in 1939</li> <li>Look at sacrifice – Abraham and Isaac story, Genesis 6, 1-8 and Noah's ark. Why would God have made these sacrifices?</li> </ul> <p>Link to World War topic</p>	<p>Power (A concept) CHRISTIANITY</p> <p>What power do I have as a Year 6 student?</p> <ul style="list-style-type: none"> <li>What do we mean by power?</li> <li>What does power mean to Christians? David and Goliath</li> <li>What is the value of power to Christians and what is the value to me? Powerful Biblical people</li> <li>What is my own response to power and what might others think of it?</li> </ul>	<p>Moral Code (B concept) ISLAM</p> <p>Why should I follow a moral code?</p> <ul style="list-style-type: none"> <li>Identify and explore misconceptions of Islam</li> <li>How does the press show bias on Islam?</li> <li>How would you feel being judged by others actions? <ul style="list-style-type: none"> <li>Five pillars of Islam</li> </ul> </li> <li>Explore differences between Christianity and Islam</li> </ul> <p>Link to transition and making judgements before you know people.</p> <p>COMMUNITY</p>	<p>Jihad (C concept) ISLAM</p> <p>What should I think when someone says Jihad?</p> <ul style="list-style-type: none"> <li>To explore the meaning of Jihad</li> <li>How do Muslims interpret Jihad?</li> <li>What is the value of Jihad to Muslims?</li> <li>What are my responses to jihad?</li> <li>How does Jihad affect our lives and others.</li> </ul>



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