

Religious Education (R.E.) - Upper Key Stage Two

<u>Pupils should be taught to:</u>	<u>How we do this in Y5</u>	<u>How we do this in Y6</u>	<u>CRM</u>	<u>Vocabulary</u>	<u>Notes and resources</u>
<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<p>Y5 pupils will build on their knowledge from LKS2</p> <p>About Hindu Beliefs. They will explore and understand the cycle of rebirth.</p> <p>Do beliefs in Kamara, samsara and Moksha help Hindus lead a good life?</p>	<p>This is made more challenging in Y6 by:</p> <p>Exploring life and death in Islam and comparing to other religious beliefs including Humanists.</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p>Yr5 Stage 5 Can children compare Christian and Hindus belief in life after death?</p> <p>Yr6 Stage 6 Religious Knowledge he/she can explain how religious sources are used to provide answers to ultimate questions and ethical issues.</p>	<p>All LKS2 vocabulary linked to these 2 religions+</p> <p>Year 5 beliefs, morals</p> <p>Year 6 Akhirah judgement day deeds rights principles Abrahmic dharmic Obligation Janazh prayer, Children should be encouraged to use the above vocabulary during RE lessons</p>	<p>Children should be able to make links between the importance of how Christians, Muslims, Hindus or humanists see death. Compare their beliefs and express and argue for ideas of their own beliefs, in discussions or in writing.</p> <p>Year 5 will need to adapt planning to discuss the beliefs Kamara, Samsara and Moksha-see discovery RE on staff shared-Initial lesson should build on what they know about Hinduism from year 3 and use power point to go over the rites and ceremonies focusing on birth, marriage and death)</p>

			<p>Stage 6 Can children explain how life after death (Akhirah) influences Muslims to lead good lives?</p>		
<p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding</p>	<p>Y5 pupils will meet this learning objective through</p> <p>Why Mary was chosen in the Christmas story.</p> <p>How significant is it that Mary was Jesus' mother?</p>	<p>Y6 pupils will meet this learning objective through their study of</p> <p>Can we compare and contrast religions and how they show commitment?</p>	<p>Yr5 Stage 5 Religious Knowledge he/she can explain how beliefs, symbols and actions</p>	<p>All LKS2 vocabulary linked to Christmas +</p> <p>Yr 5 Trustworthy Dependable Immaculate conception, assumption, Catholic beliefs sin</p>	<p>In year 5 children should understand the importance of Mary being chosen as Jesus' mother because she was free of sin use story from the Bible.</p> <p>By the time children revisit</p>

<p>thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities</p>		<p>Focus on Islam, Buddhism, Humanism and Rastafarianism</p>	<p>impact on the everyday lives of religious individuals.</p> <p>Stage 5 Can children explain the meaning of Christmas to Christians?</p> <p>Yr6 Stage 6 Can children explain why Mary was chosen to be Jesus' mother?</p>	<p>Yr6 Rastafarian Haile Selassie</p>	<p>teachings or stories in year 6 children should understand consider how some texts from the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different traditions.</p> <p>They respond to the ideas found in the texts with ideas of their own</p>
<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>This gives Y5 pupils the chance to enhance their ideas about how Muslims show commitment</p> <p>What is the best way for Muslims to show commitment to Allah?</p>	<p>This gives Y6 pupils the chance to enhance their understanding of commitment and how it the same and different in 3 identified religions</p> <p>Can we compare and contrast religions and how they show commitment?</p> <p>Focus on Islam,</p>	<p>All LKs2 vocabulary linked to</p> <p>YR5 Stage 5 Religious Knowledge he/she can suggest possible reasons for similarities and</p>	<p>All LKs2 vocabulary linked to</p> <p>Yr 5 Beliefs Morals Five pillars</p> <p>Yr6 Rastafarian Haile Selassie</p>	<p>Teachers should encourage children to use religious vocabulary during their answers and be reflective.</p> <ul style="list-style-type: none"> Pupils hear three moral stories, for example from Islam, Buddhism, Humanism or Rastafarianism, and think about whether they are saying the same things about how people should behave. Pupils choose to find out about the symbols of two different religious traditions, looking for similarities between the ways they use common symbols such as light, water, trees or rock

		<p>Buddhism, Humanism and Rastafarianism</p>	<p>differences within different religions.</p> <p>Stage 5 Can children describe some ways Muslims show commitment to Allah and understand how this is important to the faith?</p> <p>YR6</p> <p>Stage 6 Can children compare and contrast how a Muslim, Rasta and a Buddhist show commitment to their faith?</p> <p>Stage 6 Religious</p>	<p><u>Possible questions teachers could ask</u></p> <p>What do these religions have in common with each other?</p> <p>What symbols might be preserved as the same?</p> <p>How can understanding these religions help people of that faith to behave?</p>
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			Knowledge he/she can recognise diversity in forms of religious, spiritual and moral expression, within and between religions.		
B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	<p>Pupils will be taught about ways of living life by considering:</p> <p>Do beliefs in Kamara, samsara and Moksha help Hindus lead a good life?</p>	<p>This gives Y6 pupils the chance to enhance their understanding of practices by considering:</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p>YR5 . Stage 5 Religious Knowledge he/she can explain how religious stories and texts are used within different world religions.</p> <p>YR6 Stage 6 Religious Knowledge</p>	<p>Yr 5 beliefs, morals</p> <p>Yr 6 Eternal Society Deeds Ever lasting</p>	<p>Children need to have a strong understanding find out about what people with different religions and worldviews do about being generous, showing compassion and helping in the community.</p> <p><i>Pupils develop their understanding of beliefs about life after death in two religions and humanism through seeking answers to their own questions and articulating reasons for their own ideas and response.</i></p>


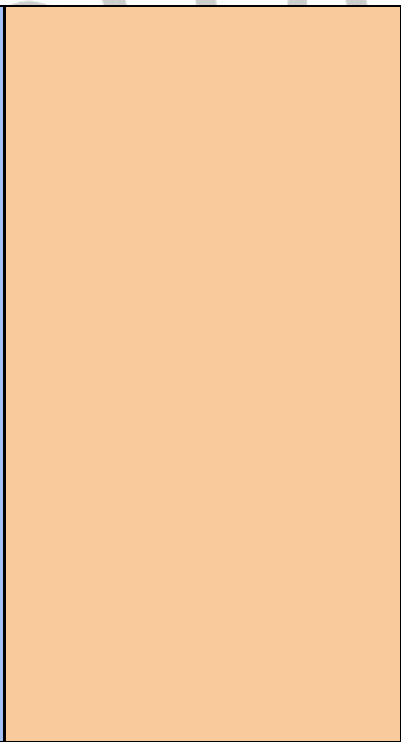
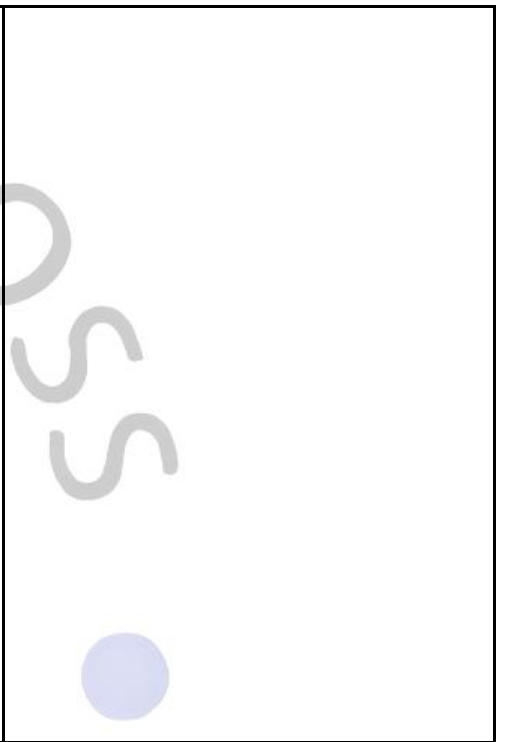
			<p>he/she can ask and suggest answers to important questions about religion and beliefs, making links between his/her own and others'' responses.</p> <p>Stage 6 Can children discuss Christian beliefs and their views on whether anything is eternal?</p>		
<p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both</p>	<p>Children will be taught about</p> <p>What is the best way for Muslims to show commitment to Allah?</p>	<p>Year 6 will extend</p> <p>Can we compare and contrast religions and how they show commitment?</p>	<p>YR5 Stage 5 Religious Knowledge he/she can use his/her increasingly wide religious vocabulary to</p>	<p>All LkS2 vocabulary linked to</p> <p>Yr 5 Beliefs Morals Five pillars</p> <p>Yr 6</p>	<p>Pupils explore the lives of key leaders from Buddhist and Islamic contemporary life, describing the challenges they have faced and the commitments by which they have lived</p> <p>Teachers should continually use</p>

<p>in the diverse communities being studied and in their own lives.</p>			<p>explain the impact of beliefs on individuals and communities.</p> <p>Stage 5 Can children say how some events in Holy week tell Christians Jesus' destiny?</p> <p>YR6 Stage 6 Can children give an opinion on whether Christianity is a strong religion in the 21st century?</p>	<p>Rastafarian Haile Selassie</p>	<p>the correct religious vocabulary and encourage the children to do so in their explanations.</p>
<p>B3. Observe and consider different dimensions of religion, so that they can explore</p>	<p>Children will have the opportunity to meet this learning objective by:</p> <p>How far would a Buddhist go for his/her religion?</p>	<p>Children will have the opportunity to meet this learning objective by:</p> <p>Can we compare and contrast religions and how they show</p>	<p>Y5 Stage 5 Can children make links with how a Buddhist practises faith</p>	<p>All LKS2 vocabulary linked + Yr 5 Siddhartha Guatama Enlightenment Noble truths</p>	<p>This lends itself to children listing and describing similarities and differences in the ways different traditions express what 'belonging' means to them Pupils should find out about</p>

<p>and show understanding of similarities and differences within and between different religions and worldviews.</p>		<p>commitment?</p>	<p>and the beliefs that underpin it?</p> <p>Y6 Stage 6 Religious Knowledge he/she can describe why people belong to religions.</p> <p>Stage 6 Religious Knowledge he/she can raise questions that cause wonder and take part in a discussion which explore others'' beliefs and ideas.</p>	<p>Eight-fold path precepts Meditation Zen Buddhists Tibetan Buddhists monastic</p> <p>Year 6 Rastafarian Haile Selassie</p>	<p>different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditation</p>
<p>C1. Discuss and present thoughtfully their own and others' views on</p>	<p>Do beliefs in Kamara, samsara and Moksha help Hindus lead a good life?</p>	<p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p>Y5 Stage 5 Can children compare Christian and</p>	<p>All LKS2 vocabulary linked to Hinduism and Islam +</p> <p>Yr 5</p>	<p>Children can discuss and debate reasons why different people have different ideas about God, being , divine, how to live their lives and belonging</p>

<p>challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>			<p>Hindus belief in life after death?</p> <p>Y6 Stage 6 Religious Knowledge he/she can explain how religious sources are used to provide answers to ultimate questions and ethical issues.</p>	<p>Puja, Gayatri Mantra Mantra Vedas Purusharthas Dharma Varnasi</p> <p>Yr6 Akhirah judgement day deeds rights principles Abrahmic dharmic Obligation Janazh prayer,</p>	
<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding</p>	<p>Yr 5 How far would a Buddhist go for his/her religion?</p>	<p>Yr 6 Can we compare and contrast religions and how they show commitment?</p>	<p>Y5 Stage 5 Religious Knowledge he/she can explain how religious stories and texts are</p>	<p>Yr 5 Siddartha Guatama Enlightenment Noble truths Eight-fold path precepts Meditation Zen Buddhists</p>	<p>Children discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules), to compile a charter of their own moral values, applying their ideas to issues of respect for all or discuss how people of a different faith can live together.</p>

<p>thoughtfully to ideas about community, values and respect.</p>			<p>used within different world religions.</p> <p>Y6 Stage 6 Religious Knowledge he/she can ask, and suggest answers to, questions of values and commitments, relating them to his/her own and others' lives.</p>	<p>Tibetan Buddhists monastic</p> <p>Yr6 Rastafarian Haile Selassie</p>	<p>Pupils discover and explore what Jewish people, humanists and Christians teach about how people can live together for the well-being of all.</p>
<p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly</p>	<p>How far would a Buddhist go for his/her religion?</p>	<p>Can we compare and contrast religions and how they show commitment?</p>	<p>Y5 Stage 5 Can children make links with how a Buddhist practises faith and the beliefs that underpin it?</p> <p>Y6 Stage 6</p>	<p>Yr5 Siddartha Guatama Enlightenment Noble truths Eight-fold path precepts Meditation Zen Buddhists Tibetan Buddhists monastic</p>	<p>Linking to Citizenship Education, pupils consider the pillars Of Islam and the Five Precepts (Buddhist), expressing their ideas about right and wrong in the light of their learning.</p>

<p>in response.</p>			<p>Religious Knowledge he/she can describe why people belong to religions.</p> <p>Stage 6 Religious Knowledge he/she can raise questions that cause wonder and take part in a discussion which explore others'' beliefs and ideas.</p>	<p>Yr6 Rastafarian Haile Selassie</p>	
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