

## **Whole school progression in R.E. at Shirley Heath.**

### **Hinduism**

#### **Year 3**

Autumn 1 – Hindu beliefs retelling religious stories.

Children look at how celebrating Diwali in the home and the community bring a feeling of belonging to a Hindu child. They focus on how Diwali is celebrated and learn the sequence of the story of Rama and Sita.

Spring 1 Hindu Beliefs and practises

River Ganges – This unit builds on what the children learned in Autumn 1 where they previously looked at Rama and Sita who are Hindu deities. They look at other Hindu Gods and Goddesses, symbols, how Hindus Pray and asks why Hindus go on a pilgrimage?

#### **Year 5**

Summer 1 Hindu beliefs and moral values

Children briefly recap their learning from Year 3 then this unit focuses on Hindus beliefs in Karma, Samsara and Moksha which is the Hindu belief about of the continuous circle of birth, life and death. Consequences happen immediately after a behaviour (PSHE – rules) Hindus believe that if they are good in this life the next life will be better.

### **Judaism**

#### **Year 4**

Autumn 1 – Jewish beliefs and practises

Children look at the history of Judaism and discuss how special the relationship that Jewish people have with God is. Important people like Abraham and Moses are studied and how they influenced Judaism.

Spring 1 Passover

This builds on the previous learning by asking Children how important it is for Jewish people to do what God asks them to do. They learn that Jewish people follow special food laws. They look at the festival of Passover and the 10 commandments.

### **Sikhism**

#### **Year 3**

Summer 1 – Sharing and the community.

This unit looks at why it is important to share in Sikhism. Children are introduced to Sikhism through discussing how it feels to be a Sikh taking part in a sharing event at the Gurudwara and they learn about the holy book (Guru Granth Sahib and what the 5 K's are.

#### **Year 5**

Autumn 1 – Beliefs into action

This unit build on the previous Year 3 unit as it discusses the history of Sikhism. Children learn about the Kalsa and how it was founded and why Sikhs have the 5 k's. The focus is more on special Gurdwaras (Golden temple) and Sikh celebrations e.g. wedding ceremonies.

## Year 5 Spring 1 – Beliefs and meanings

This unit builds on the previous unit as it looks at the 3 golden rules of how Sikhs show commitment to God even during challenging times. They look at how different practises in Sikhism enable them to show their commitment. Children look at why equality is so important in Sikhism.

## **Islam**

### **Year 4**

#### Summer 1- Beliefs and moral values

This unit focuses on the Qu’ran. Children learn that the Qu’ran is written in Arabic. They treat the Qu’ran with respect – They always wash hands before touching it and place it higher than other books in the room. When not in use it is placed on a stand. The Qu’ran teaches Muslims how to lead good lives and how to follow God.

### **Year 6**

#### Autumn 1 – Beliefs and moral values

This unit looks builds on from Year 4 as it moves from the Qu’ran to looking at what’s the best way for a Muslim to show commitment to God? It looks deeply into the 5 pillars of Islam.

#### Spring 1 – Beliefs into practice.

In this unit, Year 6 look at the Muslim belief in

Akhirah – belief in life after death (also cross shows XXXXX links with year 5 Hindu belief in Karma, samsara and Moksha (cycle of birth, death, re-birth) In the year 4 unit, children learn about the Qu’ran this unit revisits the Qu’ran’s teaching about life after death.

## **Christianity – Christmas - year 3 – 6**

### **Year 3 – Autumn 2 – Christmas**

This unit builds upon the knowledge that children have learnt in Key stage 1 about the Christmas story. They ask if Christmas has lost its true meaning. Children recap the true meaning of Christmas. Children discuss what they do at Christmas time. Understand that Christmas is to celebrate the birth of Jesus in the nativity story. Understand that Jesus is God’s gift to the world.

### **Year 4 Autumn 2 – Christmas**

This unit builds on the Year 3 unit by going deeper into the nativity story asking children what the most significant part of the story is. Retell Christmas story as if it were in modern times through twitter, Instagram, FB. Children look at symbolism in the Christmas story. Learn about the significance of Christingle. Christian visitor VK

### **Year 5 Autumn 2 Christmas**

This unit builds on Year 4 as it asks children if they think the Christmas story is true. They look at different versions of the story from St Matthew and St Luke. They understand that stories can be seen from different perspectives. They write a newspaper report about the events of story.

### **Year 6 Autumn 2 - Christmas**

This unit builds on year 5 by looking at other Christian celebrations and asking if they help Christians understand who Jesus was and why he was born. Discuss which Christmas traditions link direct to the bible story. Which ones are significant and meaningful.

## Christianity – Easter - year 3 – 6

### **Year 3 – Spring 2**

Children learn that Easter is the most important Christian festival. They learn all about all the events during Holy week that lead up to the Crucifixion of Jesus. They retell the story of Easter and explain what was good about Good Friday?

### **Year 4 – Spring 2**

Children build on the previous learning by recapping the events of holy week but look more in depth at forgiveness and how Jesus showed this to people around him. Children identify how other characters from the bible show forgiveness or are forgiven and how Christians today show forgiveness.

### **Year 5 – Spring 2**

In year 5, children question whether God intended Jesus to be crucified or was it a consequence of events during holy week? Children vote on this and have in depth debates and discussions. Hot-seating characters from the story. Some people's lives are pre-destined – already planned out. Research people who may have a pre-destined life/ trong sense of purpose.

### **Year 6 – Spring 2**

This unit builds on the Year 5 unit by asking if Christianity is still a strong religion and is it still motivating people to do good in the world?

## Christianity – Other units

### **Year 3 – Jesus's miracles – Bible stories**

This unit focuses on the miracles that Jesus performed. Jesus understand what a miracle is. They then go on to learn how Jesus healed the blind man, the paralysed man and how Jesus fed the 5,000 and think about a miracle they would like to see in the world.

### **Year 4 – The lost Sheep – Christian Love – Bible stories**

This unit focuses on Christian Love and builds on the previous unit as that discussed Miracles from the bible and this discusses parables that Jesus told. They understand the concept of Christian Love through the story of the lost sheep. They link this story with Little Red Riding Hood and discuss the similarities with the sheep straying from the main path the same as Red Riding Hood. They also discuss parables and how Jesus linked them to life at that time so people would understand.

### **Year 5 – What is the best way for a Christian to show commitment to God? Beliefs and practises**

This looks more into Christianity now and recaps on the 10 commandments. Children learn the Lord's prayer. They learn more about the Christian church and how it is important to individuals and the community (building on from knowledge of visiting churches in year 3 and 4. Children learnt about the last supper in the Easter unit but they build on this by linking it to communion in church now. Possible visit to a church instead of Easter journey.

## Buddhism

### **Year 6 Summer 2**

Children learn about Buddhism in Key stage 2. This builds on that knowledge because they focus on the best way that a Buddhist can lead a good life and look in detail at the 8 fold path.

Year 3, 4 and 5 could do a possible Buddhism day to improve their knowledge of Buddhism.

