

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 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. Throughout our curriculum, we focus on Christianity, Buddhism and Islam, looking at the concepts of these religions and how they may apply to their own personal lives. Pupils will be given opportunities to compare the contrasting concepts across the religions as well. We provide important experiences to help the children become well rounded pupils, accepting of all, such as visiting places of worship and speaking to people of different faiths. As a school, we also encourage pupils to celebrate all cultures and religions through many different activities, which helps to further their understanding of the community they live in.</p> <p>The same skills are covered in every unit - Following Hampshire's The Living Difference III, 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>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Double concept in Autumn 2	Journeys (A concept) Prophecy (B Concept) CHRISTIANITY <ul style="list-style-type: none"> <li>Joseph and Mary's journey, importance to Christians.</li> <li>Prophecy within the Christmas story</li> <li>The Magi and how they knew it was a special birth</li> <li>The gifts they brought.</li> </ul> Nativity performance	Suffering (A concept) BUDDHISM <ul style="list-style-type: none"> <li>Four noble truths - Dukkha</li> <li>Stories of Siddartha and the Swan, Kisa and the mustard seeds</li> <li>What is the teaching behind Dukkha?</li> <li>How does this fit into the eight fold path?</li> </ul> Is this relevant today? Worship (B Concept)	Peace (A concept) BUDDHISM <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>Peace crane from Japan.</li> </ul> Plasticine models of Buddha Making a peace crane	Double concept in Summer 2	Temptation (A concept) Tree as a symbol (B concept) CHRISTIANITY <ul style="list-style-type: none"> <li>What is temptation?</li> <li>Story of Adam and Eve - temptation and symbol of the tree</li> <li>Where else are trees used as symbolism?</li> </ul> Write a blog to share Dave Betts to share the story of The Garden of Eden
Year 4	Messages (A concept) CHRISTIANITY <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>	CHRISTIANITY <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> Possible David Betts visit to talk about worship at Christmas time?	Good and Evil (A Concept) BUDDHISM <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>	Ritual (B concept) CHRISTIANITY <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>	Enlightenment (C concept) Buddhism <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> History link - create a timeline of Buddhas life.	Sacred Places (B concept) CHRISTIANITY <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> Visit Garrison church
Year 5	Justice (A concept) CHRISTIANITY <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</li> </ul>	Creation (B concept) CHRISTIANITY <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> </ul>	Faith (A concept) CHRISTIANITY <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> </ul>	Rites of Passage (B concept) CHRISTIANITY <ul style="list-style-type: none"> <li>What is a rite of passage?</li> <li>How many have you had in your life?</li> <li>Why do we celebrate them?</li> <li>Look at Christian rites of passage - baptism.</li> </ul>	Community and belonging (B concept) ISLAM	ISLAM (B/C concept)

	<p>by Roald Dahl - discuss rules and how they changed.</p> <ul style="list-style-type: none"> <li>Which of these stories was most just and why?</li> </ul>	<ul style="list-style-type: none"> <li>Compare with other creation stories</li> <li>Discuss why their story is important to Christians.</li> </ul>	<ul style="list-style-type: none"> <li>How is faith represented in our lives today? Religious and non-religious</li> <li>Is it a good thing to have?</li> </ul>			
Year 6	<p>Imagery (B concept) CHRISTIANITY</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>Double concept in Autumn 1</p>	<p>Identity (A concept) Sacrifice (B concept) JUDASIM</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>Double concept in Spring 1</p>	<p>Sin (C concept) CHRISTIANITY</p>	<p>Messages (B concept) ISLAM</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>