Our Religious Education Pathway

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	Unit Title	Religious Tradition Overview							Concept Overview					
									A – Golden Thread				B	C
		B	C	I	Hum.	Hind.	J	S	Comm-unity	Belong-ing	Special	Love	Shared Traditions	Distinctive Traditions
Year 3	Autumn 1 **Trees as a symbol**		✓										✓	
	Autumn 2 **Angels**		✓								✓			
	Spring 1 **The Torah** ★						✓						✓	
	Spring 2 **Easter: Changing Emotions** ★		✓									✓		
	Summer 1 **Sacred Places**		✓			✓					✓			
	Summer 2 **Jewish Traditions** ★						✓			✓				
Year 4	Autumn 1 **Neighbour** ★		✓						✓					
	Autumn 2 **Jewish Festivals: Hanukkah**						✓							✓
	Spring 1 **Myth**	✓	✓			✓							✓	
	Spring 2 **Passover** ★						✓							✓
	Summer 1 **Stones as Symbols**	✓	✓	✓									✓	
	Summer 2 **God** ★		✓			✓							✓	
Year 5	Autumn 1 **Shahada and Salat** ★			✓						✓				
	Autumn 2 **Christmas: The Two Birth Narratives**		✓											✓
	Spring 1 **The Golden Rule** ★				✓							✓		
	Spring 2 **The Christian Story**		✓										✓	
	Summer 1 **Places of Worship**		✓					✓			✓			
	Summer 2 **Hajj and Zakat** ★						✓		✓					
Year 6	Autumn 1 **Revalation of the Qur'an, Sawn and Ramadan**						✓							✓
	Autumn 2 **An Extraordinary Baby**		✓											✓
	Spring 1 **Wudu and Eid al Fitr and Eid al Adha**						✓						✓	
	Spring 2 **Easter: The Empty Cross**		✓											✓
	Summer 1 **Sewa** ★							✓				✓		
	Summer 2 **River of Life** ★				✓									✓

★ **Ambitious Learners**

Every half term, the children participate in the Ranvilles SMSC 'Big Debate', which brings together threads from different curriculum subjects to create a line of enquiry, which, when evaluated by the children, strengthens and connects the children's knowledge and understanding. This star represents topics that would make a significant contribution to the 'Big Debate'.

Ranvilles Junior School – the Religious Education Pathway – Year 3

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Year 3

Focus The contextual focus for the pupils' learning.	**Purpose** The reason we have chosen for the children to study this topic.	**Our SMSC 'Big Debate' Links** *The purple '**Ambitious Learners**' star illustrates where there are planned focus links support to the children's knowledge and understanding in exploring 'The Big Debate'.*
Autumn 1 Context: **Trees as a symbol** Concept: Symbols Religion: Christianity	In order to learn about the importance of symbols in the context of trees, and explore how this applies to the Christian faith.	**Making a difference as an individual is more important than as a team.**

Step 1	Step 2	Step 3	Step 4	Step 5
Communicate: To express creatively as well as describe my own response to trees.	**Apply:** To recognise and describe examples of when the tree symbol is applied in different circumstances and different situations	**Inquire:** To accurately describe what the word symbol means.	**Contextualise:** To accurately describe how the symbol of a tree is used in Christianity and other religions in focus.	**Evaluate:** To discern and describe the value of the tree as a symbol to Christianity and other region in focus and recognise some issue this might raise.

Autumn 2 Context: **Angels** Concept: Special as *angels* Religion: Christianity	In order to learn about the importance of angels in popular culture and in our own lives, before exploring how this concept applies to the Christian faith.	**Making a positive contribution in the world is your responsibility, not mine.**

Step 1	Step 2	Step 3	Step 4	Step 5
Communicate: To describe the concept of angels.	**Apply:** To recognise and describe examples of when agnels affect our and other's lives.	**Inquire:** To accurately describe what angels are.	**Contextualise:** To accurately describe the role of angels in Christian stories.	**Evaluate:** To discern and describe the idea of angels as to their value in Christian faith.

Spring 1 Context: **The Torah** Concept: Authority Religion: Judaism	In order to learn about The Torah, the Jewish sacred text, and explore how the voice of God gives authority to the lives of Jewish people.	**What we have achieved in this century is more significant than the past.**

Step 1	Step 2	Step 3	Step 4	Step 5
Inquire: To describe the concept of *authority*.	**Contextualise:** To describe ways in which Jews show that the Torah has *authority* for them.	**Evaluate:** To describe the value of the *authority* of the Torah for Jews and identify and describe an issue raised.	**Communicate:** To describe their own response to *authority*.	**Apply:** To describe how their responses to *authority* can be applied to their own and others' lives.

Spring 2 Context: **Easter: Changing Emotions** Concept: Love Religion: Christianity	In order to apply the children's knowledge and understanding of emotions to the Easter story, through evaluating how different key people within the story feel at different times.	**What is more important, physical, social, emotional or mental well-being?**

Step 1	Step 2	Step 3	Step 4	Step 5
Inquire: To describe the concept of *changing emotions.*	**Contextualise:** To describe how the concept of *changing emotions* is contextualised within the events of Holy week and the ways in which Christians remember the events.	**Evaluate:** To describe the value of remembering the *changing emotions* in the story to Christians; describe the value of the concept for themselves	**Communicate:** To describe their own responses to the idea of *changing emotions.*	**Apply:** To describe examples of how their responses to *changing emotions* can be applied in their own lives and the lives of others.

Summer 1 Context: **Sacred Places** Concept: Special as *sacred* Religions: Christianity & Hinduism	In order to explore the golden thread concept of special in the context of sacred, reflecting on the importance of sacred places in the religions of Hinduism and Christianity, whilst getting the children to think what sacred means to them, and what things would be sacred.	**Embracing diversity enhances understanding and appreciation of the world.**

Step 1	Step 2	Step 3	Step 4	Step 5
Inquire: To accurately describe what people mean by *sacred.*	**Contextualise:** To accurately describe a *sacred* place which is significant to believers.	**Evaluate:** To discern and describe the value of sacred places to believers and to themselves.	**Communicate:** To express creatively as well as describe a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives.	**Apply:** To recognise and describe how sacred places can affect their own and others' lives.

Summer 2 Context: **Jewish Traditions** Concept: Belonging as Identity Religion: Judaism	In order to explore the concept of identify, the children's own identify, and how Jews reflect on their own religious identify in the context of the Mezuzah and the Shema.	**I'm Ok – You're OK! Differences are good.**

Step 1	Step 2	Step 3	Step 4	Step 5
Inquire: To describe the concept of identity.	**Contextualise:** To describe how Jewish identity is expressed through the use of the Mezuzah and the Shema.	**Evaluate:** To describe the value of identity for Jews and describe an issue raised.	**Communicate:** To describe their own response to identity in their own experience.	**Apply:** To describe examples of how their responses to identity are or can be applied to their own and others' lives.

Ranvilles Junior School – the Religious Education Pathway – Year 4

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Year 4

Focus The contextual focus for the pupils' learning.	**Purpose** The reason we have chosen for the children to study this topic.	**Our SMSC 'Big Debate' Links** *The purple '**Ambitious Learners**' star illustrates where there are planned focus links support to the children's knowledge and understanding in exploring 'The Big Debate'.*
Autumn 1 Context: **Neighbour** Concept: Community Religion: Christianity	In order to develop the children's own identity of their own community in the context of learning about the Christian community and the importance of the term 'neighbour' for Christians.	***Identity and self-worth are influenced more by change than by context and culture.***

Step 1	Step 2	Step 3	Step 4	Step 5
Inquire: To accurately describe the concept of neighbour.	**Contextualise:** To accurately describe how neighbour is contextualised within Christianity.	**Evaluate:** To describe the value of neighbour to Christians. Discern and describe the possible value for their own lives & communities.	**Communicate:** To express creatively as well as describe their responses to neighbour.	**Apply:** To recognise and describe how their responses to neighbour can be applied in their own lives and the lives of others.

Autumn 2 Context: **Jewish Festivals: Hanukkah** Concept: Symbol Religion: Judaism	In order to learn about the importance of different symbols in the children's own lives, and apply this contextually to the Jewish festival of Hanukkah.	***Being powerful is more important than being different.***

Step 1	Step 2	Step 3	Step 4	Step 5
Communicate: To respond creatively and describe their own responses to *symbols* in their experience.	**Apply:** To recognise and describe how their responses to *symbols* relate to events in their own lives and sometimes in other people's lives.	**Inquire:** To accurately describe what has been taught and the meaning of the concept *symbol*.	**Contextualise:** To accurately describe some vareations in the ways the concept *symbol* is sohown in the lives of pople living in the Jewish traditions during Hannukah.	**Evaluate:** To discern and describe the value of the Hannukah reituals for people living in Jewish traditions, and to discern and describe the value for their own lives and communities of seasonal *symbols*.

Spring 1 Context: **Myth** Concept: Myth Religion: Christianity, Hinduism, Buddhism	In order to reflect on the creation and story-telling of myths across the children's own lives and across various religious traditions, in exploring how myths can become very significant in our lives and religious traditions.	***Keeping safe spiritually, mentally and emotionally is all our responsibility physically and online.***

Step 1	Step 2	Step 3	Step 4	Step 5
Inquire: To accurately describe the meaning of *myth*	**Contextualise:** To accurately describe the ways in which *myths* reveal the beliefs and values of the religious traditions studied	**Evaluate:** To discern and describe the value of the concept *myth* for many in the traditions encountered and the possible value for their own lives	**Communicate:** To express creatively and describe their own responses to *myth*	**Apply:** To recognise and describe how their responses to *myth* can be applied in their own and others' lives.

Spring 2 Context: **Passover** Concept: Freedom Religion: Judaism	In order to explore the children's own understanding of the concept of freedom and to stimulate debate and deep thinking in relation to freedom through the contextual learning of Passover in the Jewish faith.	***We have the right to learn from our mistakes without being judged.***

Step 1	Step 2	Step 3	Step 4	Step 5
Communicate: To describe their own responses and feelings to the concept of *freedom*	**Apply:** To describe how their responses to *freedom* can be affected by difference circumstances.	**Inquire:** To describe the meaning of *freedom*.	**Contextualise:** To describe how *freedom* is expressed in Judaism.	**Evaluate:** To describe the value of *freedom* to Jews and identify an issue raised.

Summer 1 Context: **Stones as Symbols** Concept: Symbols Religion: Christianity, Islam, Buddhism	Building on the children's knowledge from Trees (Y3), Angels (Y3) and Festivals (Y4), the purpose of this unit allows children to reflect on significant stones in their lives and popular culture, before exploring the significance of stones in various religious traditions.	***Our behaviour should always positively reflect how we value others.***

Step 1	Step 2	Step 3	Step 4	Step 5
Inquire: To accurately describe the concept of *symbol.*	**Contextualise:** To accurately describe how *stones are used as symbols* in religious practice and writings	**Evaluate:** To discern and describe the value of *stones as symbols* by describing the value of their symbolism to Christians, Muslims or Buddhists; discern possible value of the concept for themselves	**Communicate:** To express creatively as well as describe their own responses to the idea of *stones as symbols*	**Apply:** To recognise and describe examples of how their responses to *stones as symbols* can be applied in their own lives and the lives of others.

Summer 2 Context: **God** Concept: Special as *God* Religion: Christianity, Hinduism	In order to develop the children's spirituality through giving them the platform to explore the concept of God and their understanding of God.	***We are all responsible for our environment and natural world to ensure lives are impacted positively.***

Step 1	Step 2	Step 3	Step 4	Step 5
Inquire: To accurately describe what some people mean by the concept God	**Contextualise:** To accurately describe how Christians / Hindus describe God	**Evaluate:** To evaluate by describing the value of the concept God to believers and by describing an issue raised	**Communicate:** To express creatively and describe their own responses to the concept of God	**Apply:** To recognise and describe how responses to the concept of God can be applied to, and affected by, different circumstances.

Ranvilles Junior School – the Religious Education Pathway – Year 5

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Year 5

Focus The contextual focus for the pupils' learning.	Purpose The reason we have chosen for the children to study this topic.	Our SMSC 'Big Debate' Links *The purple '**Ambitious Learners**' star illustrates where there are planned focus links support to the children's knowledge and understanding in exploring 'The Big Debate'.*
Autumn 1 Context: **Shahada and Salat** Concept: Belonging Religion: Islam	In order to introduce children to the significant world religion of Islam through exploring what it means to 'belong' to the Islamic faith. The unit also will develop the children's own identity and sense of belonging through reflecting on what groups and communities they belong to.	**Belonging - we should all be free to move between countries.**

Step 1	Step 2	Step 3	Step 4	Step 5
Communicate: To express a personal response to the concept of *belonging*, and give examples of how *belonging* might affect their own lives.	**Apply:** To describe how *belonging* can be applied in their own and others' lives.	**Inquire:** To describe what it means to *belong* to something.	**Contextualise:** To describe how *belonging* is important to Muslims.	**Evaluate:** To evaluate, by describing, the importance to believers and to themselves of.

Autumn 2 Context: **Christmas: The Two Birth Narratives** Concept: Interpretation Religion: Christianity	In order to develop the children's understanding of interpretation. The topic encourages deep, critical thinking through giving the children an opportunity to look at sources of evidence before creating their own interpretation.	**Being remembered for making a difference is more important than making a difference.**

Step 1	Step 2	Step 3	Step 4	Step 5
Inquire: To explain the meaning of interpretation.	**Contextualise:** To explain the different interpretations of the birth narratives in the Bible.	**Evaluate:** To evaluate interpretation by explaining its importance to Christians in relation to the birth narratives and by describing an issue raised.	**Communicate:** To explain their own responses to interpretation.	**Apply:** To explain examples of how their responses to interpretation affect their own and others' lives.

Spring 1 Context: **The Golden Rule** Concept: Love Religion: Humanism	In order to develop the children's understanding in what is a 'Golden Rule' for them. This unit provides the platform for children to develop their own sense of identity and their own beliefs through exploring 'Golden Rules' in Humanism.	**Making a difference to the world is critical for the future.**

Step 1	Step 2	Step 3	Step 4	Step 5
Inquire: To explain what the concept of a Golden Rule is.	**Contextualise:** To explain how Humanists might use the concept in their own lives.	**Evaluate:** To explain why it is/is not important for Humanists to use the concept, and explain if the concept is important to you or not.	**Communicate:** To explain their own Golden Rules for their lives.	**Apply:** To explain the use of their own Golden Rule in different situations.

Spring 2 Context: **The Christian Story** Concept: Salvation Religion: Christianity	In order for the children to reflect on forgiveness and salvation in the context of the Christian Easter story. Children will be provided with the platform for exploring what salvation is and how this applies to them in their own lives and contexts.	**The voice of a child is as important and valuable as that of an adult.**

Step 1	Step 2	Step 3	Step 4	Step 5
Inquire: To accurately explain the concept of salvation.	**Contextualise:** To accurately explain how the Christian story expresses the concept of salvation.	**Evaluate:** To evaluate the concept of salvation by explaining its value to Christians and by describing some issues raised.	**Communicate:** To respond creatively and begin to explain their own responses to the concept of salvation.	**Apply:** To explain examples of how their responses to salvation can be applied.

Summer 1 Context: **Places of Worship** Concept: Special as *sacred* Religion: Sikhism & Christianity	Returning to the Year 3 theme of sacred places, this topic builds the children's own sense of identity about what is special or sacred to them, before contextualising and deepening their understanding of the concept through exploring sacred places in Christianity and / or Sikhism.	**Being financially safe is just as important as being emotionally safe.**

Step 1	Step 2	Step 3	Step 4	Step 5
Inquire: To accurately explain what sacred means and why a place can be sacred.	**Contextualise:** To accurately explain the features of a church / Gurdwara which create a sense of the sacred.	**Evaluate:** To respond creatively and begin to explain their own responses to the concept of salvation.	**Communicate:** To explain their own respond creatively as well as begin to explain their response to sacred place.	**Apply:** To explain some examples of how and why people show that a place is sacred to them.

Summer 2 Context: **Hajj and Zakat** Concept: Community (Umma) Religion: Islam	Returning to the children's understanding of Belonging from Y3 (Judaism) and Y4 (Christianity), this topic builds the children's own sense of belonging to a community, before contextualising and deepening their understanding of the concept through exploring what it means to belong to the Islamic faith.	**Learning together and from our mistakes leads to significant personal growth.**

Step 1	Step 2	Step 3	Step 4	Step 5
Inquire: To explain the meaning of *Umma*.	**Contextualise:** To explain how aspects of Muslim practice and belief develop a sense of *Umma*.	**Evaluate:** To evaluate the concept of *Umma* by explaining the value to Muslims and identifying and explaining situations or issues that may arise in relation to *Umma.*	**Communicate:** To explain their own response to *Umma* and to the idea of *community*.	**Apply:** To explain examples of how their responses and ideas affect the way they behave in the *communities* they and others belong to.

Ranvilles Junior School – the Religious Education Pathway – Year 6

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Year 6

Focus The contextual focus for the pupils' learning.	**Purpose** The reason we have chosen for the children to study this topic.	**Our SMSC 'Big Debate' Links** *The purple '**Ambitious Learners**' star illustrates where there are planned focus links support to the children's knowledge and understanding in exploring 'The Big Debate'.*
Autumn 1 Context: **Revalation of the Qur'an, Sawn and Ramadan** Concept: Peace Religion: Islam	In order to explore the concept of peace through exploring this through the context of the Islamic faith. Children will develop their own spirituality by evaluating what peace means to them, where they are most peaceful, and how they can achieve peace.	**It is important that some personal information is in the public domain.**

Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**
Inquire: To explain the meaning of peace.	**Contextualise:** To explain the significance of peace through submission for Muslims**.**	**Evaluate:** To explain the concept of peace by exploring the value to Muslims and identifying and explaining situations or issues that may arise in relation to peace.	**Communicate:** To express a personal response to peace in their own experience.	**Apply:** To explain examples of how their responses and ideas about peace affect the way they and others behave.

Autumn 2 Context: **An Extraordinary Baby** Concept: Incarnation Religion: Christianity	In order to develop the children's knowledge and understanding of incarnation through the Christian story of Christmas.	**Change always has a positive impact.**

Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**
Inquire: To accurately explain the Christian concept of incarnation.	**Contextualise:** To accurately explain how the birth narratives reflect the incarnation for Christians.	**Evaluate:** To discern the value of the incarnation for Christian believers and discern the possible value for themselves and others	**Communicate:** To respond creatively as well as begin to explain a personal response to the concept of incarnation.	**Apply:** To explain some examples of how the idea of incarnation might affect their own and others' lives.

Spring 1 Context: **Wudu and Eid al Fitr and Eid al Adha** Concept: Ritual Religion: Islam	In order to develop the children's own spiritual and cultural knowledge and understanding of rituals in their lives, including reflecting on the different types of ritual and their varying significance, before applying this knowledge contextually to the Islamic faith.	**It is possible to break the cycle of injustice.**

Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**
Inquire: To explain the meaning of ritual.	**Contextualise:** To explain the significance of ritual during wudu and Eid-ul-Fitr to Muslims.	**Evaluate:** To evaluate the concept of ritual by explaining the value to Muslims and identifying and explaining situations or issues that may arise in relation to ritual.	**Communicate:** To explain a personal response to ritual in their own experience.	**Apply:** To explain examples of how their responses and ideas affect the way they behave in the rituals they.

Spring 2 Context: **Easter: The Empty Cross** Concept: Resurrection Religion: Christianity	In order to develop the children's knowledge and understanding of resurrection through the Christian story of Easter.	**Together, we can make our world more sustainable for everyone.**

Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**
Inquire: To explain the meaning of *resurrection*.	**Contextualise:** To explain the story that illustrates Jesus' *resurrection* and explain how the empty cross is a symbol of *resurrection* for Christians	**Evaluate:** To evaluate the significance of *resurrection* by explaining its importance to Christians and identifying some issues raised.	**Communicate:** To explain their own responses to the concept of *resurrection*.	**Apply:** To explain how responses to the idea of *resurrection* affect the way people live.

Summer 1 Context: **Sewa** Concept: Love Religion: Sikhism	In order to develop the children's knowledge and understanding of service and the various ways that we serve others, before applying this contextually to Sikhism.	**Fair trade is fair.**

Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**
Inquire: To accurately explain the characteristics of *service* to others.	**Contextualise:** To accurately explain how *service* is significant in the Sikhi faith, with examples.	**Evaluate:** To discern the value of *service* to Sikhs and in their own lives.	**Communicate:** To respond creatively and begin to explain *service* in their own experience.	**Apply:** To explain some examples of how *service* applies to their own and others' lives.

Summer 2 Context: **Humanism** Concept: River of Life Religion: Humanism	In order to develop the children's knowledge and understanding of the *River of Life* in terms of how children respond to the ebb-and-flow of life and our ever-changing journey, before reflecting on this concept in within Humanism.	**Every individual can leave a positive legacy.**

Step 1	**Step 2**	**Step 3**	**Step 4**	**Step 5**
Inquire: To explain why people might use the concept of *River of life* to explain their own life.	**Contextualise:** To explain how Humanists might use the concept to show what they believe.	**Evaluate:** To explain why it is/is not important for Humanists to use the concept.	**Communicate:** To explain their own *River of life* in a way that is meaningful to them.	**Apply:** To explain situations that were important for them.