



<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>The children are encouraged to learn about a range of different religions, building on from their KS1 learning on how religions can form a person's identity. The children explore religions such as Christianity, Islam, Judaism and Hinduism. Within this unit the pupils further explore how the world was created according to Christian, Muslim, Jewish and Hindu philosophies.</p>	<p>The children learn about their own and other's religious values. They learn about the Hindu religion, studying the key aspects of the religion, connections to Islam, Christianity and Judaism as well as looking at the similarities and differences between these religions. They discuss God, who he is, where he is and how believers know where he is. They learn about 'Life as a journey' through different religions, as well as thinking about art in different religions and within religious buildings.</p>	<p>The children focus on various faces related to religion by looking at festivals celebrated across a variety of religions, rites of passage that are both all-encompassing and unique to individual religions. During the summer we focus more upon people and how religion affects their lives especially by looking at charities and how they are inspired by religion and looking at the ideas around worship themselves and how people worship, where they worship and addressing the key question, why do people worship?</p>	<p>The children compare the religions of Christianity and Islam. The children also consider their own faiths, promoting the British Values of tolerance and mutual respect. The children develop their understanding further and move their learning on to the importance of sacred text and consider why it is important. In this unit, the children learn about the Bible and the Qur'an, before learning about how each of these texts delivers teachings in 'The Lost Coin' (Christianity) and 'Woman at the gates of Makkah' (Islam).</p> <p>In Spring, the children learn about the beliefs of Humanists and how they compare to those of our own. The children try to build empathy and understanding for why Humanists base their views on firm, scientific evidence. The children begin to ask the question about what Buddhist believe, first they learn about Siddhartha Gautama and how he became Buddha. This then progresses to learning about the core beliefs, the Path to Enlightenment, karma and rebirth, places of worship and symbolism. Pupils are challenged throughout the unit – much like other RE units – to compare this religion with their own.</p>