

Bolton Agreed Syllabus Planning Support Materials

Foundation Stage, Key Stage 1 and Key Stage 2

Introduction

These documents are supplementary materials that have been developed to support the implementation of the Bolton Agreed Syllabus for RE. These planning support materials are non-statutory and designed to be used flexibly. It is hoped they will support improvements in teaching and learning in Primary RE.

This document provides a series of sample questions that could be investigated in Foundation Stage, KS1, Lower KS2 and Upper KS2. There is then a suggested planning process and detailed planning tables for each of the non-statutory questions. These planning grids support planning by offering focussed questions for investigation, levelled learning outcomes and a suggestion of relevant content that might be studied.

The questions suggested include some systematic study of religions for example; how and why does a Christian follow Jesus? Or who is a Muslim and what do they believe? There are also some questions that allow pupils to investigate a concept such as celebration or justice by looking at Christianity and one or two other religions or worldviews. An example might be; what are the deeper meanings of the festivals and can religions help to build a fair world?

In whatever way RE is organised in a school these suggested non-statutory questions can be used. They can provide planning support for a focussed RE week, once a week RE and RE that makes relevant links to other areas of the curriculum.

Subject leaders should use this planning support to review their long term plan for RE in the school and create an updated coherent long term plan. Subject leaders will select the key questions to be studied in each year group and support class teachers to select the relevant content to study depending on the religions and worldviews studied in the school. These key questions and planning tables do not mean that all current planning needs should be replaced. These support documents provide material to help subject leaders to review current planning and to put together a long term RE plan suitable for the learning needs of the pupils in their own school. The planning process and detailed planning tables can then be used in year group teams to create medium and short term planning for teaching and learning in RE.

The non-statutory questions and detailed planning grids are only designed as a resource for schools and not as a straight jacket. Schools should note that they can create their own questions and then use the relevant planning grids to support medium term planning. Schools can decide how many of the questions they will study taking care to ensure that each theme/key foci is studied at least once in each pair of year groups.

Non statutory Key Stage 1 questions for planning and enquiry

The following questions are one way of teaching the KS1 RE programme of study. Schools will not investigate all of these questions. A balance of questions should be chosen themes/key foci are covered at least once during KS1. The themes/key foci and guidance frameworks can be found in the 20?? Bolton Agreed Syllabus p??. This table should be read in conjunction with these pages.

Non statutory questions	Theme/Key Foci from Bolton Agreed Syllabus
Who is a Christian and what do they believe?	Leaders and teachers Symbols Celebrations Stories Belonging/Journey of Life
Who is a Muslim and what do they believe? <i>Choose to study this question or the question on Who is a Hindu and what do they believe?</i>	Leaders and teachers Symbols Celebrations Stories Belonging/Journey of Life
Who is a Hindu and what do they believe? <i>Choose to study this question or the question on Who is a Muslim and what do they believe?</i>	Leaders and teachers Symbols Celebrations Stories Belonging/Journey of Life
What does it mean to belong?	Belonging/Journey of Life
How and why do we celebrate special times?	Celebrations Stories
What can we learn from sacred books and stories?	Stories Leaders and teachers
Who is an inspiring person?	Leaders and teachers
What makes some places special?	Leaders and teachers Symbols Belonging/Journey of Life
Why should we care for the earth?	Stories
How do we show we care for others?	Belonging/Journey of Life

Planning process- KS1

How to create medium and short term planning from the detailed planning tables

<p>Step1: Key question</p>	<p>Either: use the key question suggested in the syllabus (KS1 question pages ??)</p> <p>Or: devise a key question of your own. Ensure that the key question fits with the themes.</p> <p>Make sure that the key question is sufficiently open to allow enquiry. Make sure that it has a clear focus on learning about and from religion and belief.</p> <p>Explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE and what other subject areas it link to, if appropriate.</p>
<p>Step 2: Key Learning objectives, learning outcomes & assessment</p>	<p>Use the Key Learning Objectives: see column 2 of the relevant detailed planning page p for KS1</p> <p>Select more detailed learning outcomes for the key question. Ensure there is a balance of learning about and from religion.</p> <p>Are the learning outcomes set at the appropriate level for your children do they need to be further differentiated?</p> <p>Use the level descriptors in Bolton Agreed Syllabus p?? to develop specific levelled “I can...” statements as appropriate to the age and ability of the pupils. Information and further examples of I can statements can be found in these new support materials .</p> <p>These “I can” statements help you to integrate assessment for learning within the unit. There is then no necessity for an end of unit assessment within every unit.</p>
<p>Step 3: Content</p>	<p>Select relevant content from column 5 of the relevant detailed planning page to explore this key question. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.</p>
<p>Step 4: Teaching & learning activities</p>	<p>Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop see page?? of Bolton Agreed Syllabus. Make sure that the activities allow pupils to practise these skills.</p>

Key Stage 1 Detailed Planning Tables

Sheet 1: How to use the detailed planning tables

Year 1 /2 Key question and development questions	Themes Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief, noting the levels. Teachers will set up learning experiences that enable children to be able to:		Suggested content. Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. It is not intended or expected for classes to cover all this material.
<p>The key question for the unit of study is shown at the top of this column.</p> <p>The question is elaborated and broken down in the questions that follow, which always include strong elements of learning from religion / AT2</p>	<p>The themes/key foci from Bolton Agreed Syllabus of RE at this key stage are included here as far as they are relevant.</p> <p>Leaders and teachers</p> <p>Symbols</p> <p>Celebrations</p> <p>Stories</p> <p>Belonging/Journey of Life</p> <p>Key Learning Objectives Pupils should:</p> <p>These objectives set a baseline for most pupils at KS1</p>	<p>Learn about religion</p> <p>AT 1 is all about building knowledge and understanding of Christianity and the other principal religions in the UK.</p> <p>These outcomes are expressed in terms of the key skill words for each level, so they might at KS1 begin with:</p> <ul style="list-style-type: none"> ▪ Identify ▪ Name ▪ Retell [L2], <p>Teachers are expected to select the outcomes that most suit the learning needs of the class.</p> <p>At both ATs, some lower achieving pupils will work mostly at L1-2 in Year 2. Some high achieving pupils may work at levels 3.</p>	<p>Learn from religion</p> <p>AT 2 is all about engaging, reflecting and responding to religious and spiritual questions</p> <p>These outcomes use the key skill words for AT 2, so at KS1 they might begin with:</p> <ul style="list-style-type: none"> ▪ Talk about... ▪ Identify... ▪ Respond sensitively to... <p>Good work in AT 2 always links to pupils' AT1 learning about religions and beliefs, and enables pupils to relate their own thoughts and experiences to the religious material studied.</p>	<p>The material in this section of the units is a basis for teachers' own planning.</p> <p>It is not intended that any class should study all of this material.</p> <p>Select from the content in ways that meet your pupils' learning needs.</p> <p>The processes of learning are a key to successful outcomes in RE, so the content in this section is always to be planned with the development of pupils' skills in mind.</p> <p>Teachers will notice that the examples of prompts below bring the content of RE into focus through the skills with which pupils are asked to work.</p> <ul style="list-style-type: none"> ■ Use my senses to explore... ■ Say what I already know about... ■ Ask questions about... ■ Listen to... ■ Find out about... ■ Explore... ■ Discover... ■ Name... ■ Identify... ■ Respond sensitively to... ■ Learn the right words for... ■ Make links between....

Year 1/2 Key question and development questions	Themes/Key Foci from Bolton Syllabus Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 8 hours of study</i>
<p>Who is a Christian and what do they believe?</p> <p>Who is Jesus and why is he important to Christians?</p> <p>What can I learn from the stories that Jesus told?</p>	<p>Key Foci/Themes Stories Leaders and teachers Celebration Symbols Belonging/journey of life</p> <p>Key Learning objectives Be able to recount stories about some significant religious figures; Learn from stories and experiences of religious leaders; Learn how key beliefs affect the ways people choose to behave Show an awareness that different people belong to different religions; Understand the importance of religions to believers.</p>	<p>AT1: Learn About Religion</p> <p>i. Recognise some Bible stories told by Christians (<i>Level 1</i>);</p> <p>ii. Retell stories told by Jesus and about Jesus in words, drama and pictures(<i>Level 2</i>);</p> <p>iii. Talk about why God and Jesus are important for Christian people(<i>Level 2</i>);</p> <p>iv. Talk about some ways that Christians describe God and Jesus (<i>Level 2</i>)</p> <p>v. Make links between what Jesus taught and what Christians believe and do (<i>Level 3</i>);</p> <p>vi. Describe what happened to Jesus at Easter and suggest the significance of this for Christians (<i>Level 3</i>).</p>	<p>AT2: Learn from Religion</p> <p>i. Ask some thoughtful questions and suggest some answers about how the Bible influences Christians and what influences me (<i>Level 2</i>);</p> <p>ii. Express my own ideas about the parables that Jesus told and the stories told about Jesus (<i>Level 2</i>);</p> <p>iii. Ask questions about Easter and its meaning for Christians (<i>Level 2</i>);</p> <p>iv. Make links between beliefs about Easter and how Christians live their lives (<i>Level 3</i>).</p>	<p>a) share stories that show the importance of Jesus to Christians e.g. parable, miracle, teaching of Jesus, birth and death and resurrection of Jesus Parables eg. Lost sheep (Luke 15), Good Samaritan (Luke 10: 25-37) Miracles eg. Turning water into wine (John 2 1-11), Feeding of the 5000 (Luke 9 10-17) , Jesus and the storm (Luke 8 22-25) Stories about the life of Jesus eg Zaccheus (Luke 19 1-10), Jesus choosing the disciples (Mark 1 14-20)</p> <p>b) describe some of the beliefs that Christians hold about Jesus e.g. that he performed miracles, that he is the son of God, that he lives</p> <p>c) investigate the teaching that Christians follow that tells them how to live their lives e.g. prayer and worship, behaviour to others. Hear and think about some prayers Christians use</p> <p>d) experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship</p> <p>e) retell the story of Easter considering ideas that Christians and other religions have that death is not the end.</p>

Year ½ Key question and development questions	Themes/Key Foci from Bolton Syllabus Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 8 hours of study</i>
<p>Who is a Muslim and what do they believe? (Please note either this unit or the unit on Hinduism will be studied)</p> <p>Why is the Qur'an important to Muslims?</p> <p>What do Muslims believe about God?</p> <p>What matters most to me?</p> <p>What are my big questions about God?</p>	<p>Key Foci/Themes: Leaders and teachers Symbols Celebrations Stories Belonging/Journey of Life</p> <p>Key Learning Objectives: Pupils should:</p> <p>Describe some of the things that Muslim people believe and might do to show their beliefs</p> <p>Show an understanding of the importance of the Qur'an</p> <p>Reflect on what things matter most to them</p>	<p>AT1: Learn about Religion</p> <ol style="list-style-type: none"> i. retell a story about Allah and Prophet Muhammad (Level 2); ii. identify some ways a Muslim might describe God (Level 1); iii. choose some of 99 names of Allah and say what they symbolise about God (Level 2); iv. recognise and describe the significance of particular objects to Muslims (Level 2); v. identify some ways Muslims mark Ramadan and celebrate Eld ul Fitr (Level 2); vi. say why Muslims try to follow Muhammad and have great respect for him (Level 2); vii. begin to show an understanding of how important the Qur'an is to Muslims and give an example of a way Muslims treat the Qur'an (Level 2); viii. use the right words to describe some things that are important in Islam (Level 3) 	<p>AT2: Learn from Religion</p> <ol style="list-style-type: none"> i. respond sensitively to what matters to Muslims and what matters to me(Level 2); ii. suggest some questions about God that are hard to answer. (Level 2) iii. reflect thoughtfully on what is worth celebrating in my own life(Level 2); 	<ol style="list-style-type: none"> a) Share stories that help to show how Muslims think of God and how following God shows them ways to behave e.g. Muhammad and the Cat, the story of the two brothers, the crying camel; b) Talk to Muslims about what they believe about God; c) Look at calligraphy and listen to <i>nasheeds</i> that express ideas about God and Muhammad e.g. Calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikka, share the words of the Shahadah, listen to the Prayer Call d) Give children a way to respond to their own big questions e.g. writing a class big questions poem or a 'Where is God?' poem: e) Describe one of the beliefs that Muslims hold about God e.g. tawhid f) Share the story of the revelation of the Qur'an; g) Explore what the concept of God means for the children themselves. h) Identify the objects that are most precious to them. Why are they precious? How does it show? i) Identify objects that are significant to Muslims, if possible see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these significant? j) Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid ul Fitr. Why do Muslims celebrate?

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<p>Who is a Hindu and what do they believe?</p> <p><i>(Please note either this unit or the unit on Islam will be studied)</i></p> <p>Why is worship important to Hindus?</p> <p>What matters most to me?</p>	<p>Key Foci/Themes</p> <p>Stories Leaders and teachers Celebration Symbols Belonging/journey of life</p> <p>Key Learning objectives</p> <p>Recognise that religious celebrations are significant because they express meaning and influence communities; Learn from first hand accounts of members of local faith communities; Show an awareness that different people belong to different religions; Understand the importance of religions to believers.</p>	<p>AT1: Learn About Religion</p> <p>i. identify some ways a Hindu might describe God (level 1); ii. retell a story from Hinduism and say what it symbolises about God (level 2); iii. recognise and describe the significance of particular objects to Hindus (level 2); iv. identify some ways Hindus worship in the home and the mandir (level 2); v. begin to show an understanding of how significant a particular object is to Hindus. What does it represent? How might it be used? (level 2); vi. use the right words to describe some things that are important in Hinduism (level 3)</p>	<p>AT2: Learn from Religion</p> <p>i. respond sensitively to what matters to Hindus and what matters to me (level 2); ii. suggest some questions about God that are hard to answer. (level 2) iii. reflect thoughtfully on what is worth celebrating in my own life (level 2)</p>	<p>a) talk to Hindus about what they believe about God; b) look at the aum symbol. Explain that in Hindu stories aum is the first sound in the world. Hindus believe it is a sound of peace, power and strength. Find out how it is used in worship at home and in the mandir c) identify the objects that are most precious to them. Why are they precious? How does it show? d) identify objects that are significant to a Hindu, if possible see them being used by a believer, e.g.murti, items on a puja tray, home shrine. Why are these significant? e) choose a murti of a god or goddess to find out more about eg Lakshmi is worshipped at Divali as the goddess of good fortune. f) share the Hindu story of the ‘Great River’. Discuss the meaning of the story g) explore the significance of water and the river Ganges to Hindus. Find out why Hindus visit the River Ganges. h) study a festival that is important to Hindus such as Raksha Bandhan- a celebration of family unity.</p>

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<p>What does it mean to belong?</p> <p>How do we belong to other people?</p> <p>Why do some people believe that they belong to God?</p> <p>What do we do at different times of our lives to show that we belong?</p>	<p>Key Foci/Themes: Belonging/Journey of Life</p> <p>Key Learning objectives:</p> <p>Pupils should learn to:</p> <p>Recognise their own distinctiveness and that of others</p> <p>Describe some religious ceremonies that express belonging</p> <p>Express their own ideas and experiences of belonging</p>	<p>AT1: Learn about Religion</p> <p>i. show an awareness that different people belong to different religions (Level 1);</p> <p>ii. retell what happens at a traditional Christian infant baptism /dedication (Level 1) and suggest what the actions and symbols mean (Level 2);</p> <p>iii. identify a way people show they belong to each other when they get married (Level 2);</p> <p>iv. suggest meaning for the words and actions in a wedding ceremony (Level 2);</p> <p>v. reflect thoughtfully on how people are remembered after they have died (Level 2);</p> <p>vi. describe what some believe happens when we die (Level 3);</p>	<p>AT2: Learn from Religion</p> <p>i. identify symbols of belonging from their own experience and for Christians and one other religion, suggesting what these might mean (Level 2);</p> <p>ii. express their feelings of belonging and depending on others (Level 1);</p> <p>iii. talk about what is special and of value about belonging to a group that is important to them (Level 1);</p> <p>iv. talk about what is special and of value to religious people when they meet for worship. (Level 2)</p>	<p>a) identify symbols of belonging from their own experience and for Christians and at least one other religion, suggesting what these might mean;</p> <p>b) express their feelings of belonging and depending on others;</p> <p>c) show an awareness that different people belong to different religions;</p> <p>d) retell what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean;</p> <p>e) retell what happens in a birth ceremony from a religion other than Christianity and suggest what the actions and symbols mean;</p> <p>f) identify a way people show they belong to each other when they get married (e.g. with rings, with promises, with gifts);</p> <p>g) suggest meanings for the words and actions in a wedding ceremony;</p> <p>h) respond sensitively to stories about death noticing how people are remembered after death</p> <p>i) retell the story of Easter considering ideas that Christians and other religions have that death is not the end;</p> <p>j) talk about what is special and of value about belonging to a group that is important to them;</p> <p>k) talk about what is special and of value to religious people when they meet for worship.</p>

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<p>How do we show we care for others?</p> <p>Who should we care for?</p> <p>How can I show that I care?</p>	<p>Key Foci/Themes Belonging/Journey of Life</p> <p>Key Learning Objectives</p> <p>Pupils should:</p> <p>Describe what religions say about caring for people</p> <p>Identify ways in which people demonstrate that they care for others</p> <p>Reflect on the opportunities they have to show they care for others</p>	<p>AT1: Learn about Religion</p> <p>i. retell Bible stories and stories from another faith about each person being special (Level 2)</p> <p>ii. retell Bible stories and stories from another faith about the importance of friendship and giving to others (Level 2)</p> <p>iii. describe how religious practice influences how people live their lives, especially in regard to caring for others (Level 3)</p>	<p>AT2: Learn from Religion</p> <p>i. talk about ways in which people they know are special and unique (Level 1)</p> <p>ii. describe ways in which people can make friends (Level 1)</p> <p>iii. talk about how they can use their 'talents' to help others (Level 1)</p> <p>iv. talk about issues of good and bad, right and wrong in familiar situations (Level 2)</p> <p>v. respond sensitively to stories about caring and being cared for (Level 2)</p> <p>vi. identify ways that some people make a response to God by caring (Level 2)</p>	<p>a) how each person is unique and important: for example: Christian teachings</p> <ul style="list-style-type: none"> - that God values everyone (Matthew 6.26) - Jesus blesses the children (Matthew 19, Mark 10, Lk 18) - Psalm 8 (David praises God's creation and how each person is special in it) <p>b) the benefits and responsibilities of friendship and the ways in which people care for others: to include stories from the Bible about friendship and care for others such as: Jesus' special friends (Luke 5 v.1-11), Four friends take the paralysed man to Jesus (Luke 5 v 17-26), Good Samaritan (Luke 10: 25-37)</p> <p>c) that we all have special gifts we can use to benefit others;</p> <p>d) that some religions believe that serving others and supporting the poor are important parts being a religious believer e.g. Zakah, alms giving, in Islam</p> <p>e) stories of how people from other religions care for others e.g. Islam; two brothers</p> <p>f) stories of how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa , Dr Barnardo, Sister Frances Dominica, Salvation Army; people and groups known in the local area for example Urban outreach-Winterwatch;</p> <p>g) having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers or volunteers - make cakes and thank you cards, write invitations and provide cake and drink or organise a small fund raising event and donate the money to a local charity</p>

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<p>Why should we care for the earth?</p> <p>What do religions have to say about how we should treat the earth?</p> <p>What is important to me about caring for the earth?</p>	<p>Key Foci/Themes Stories</p> <p>Key Learning Objectives</p> <p>Pupils should:</p> <p>Understand that creation stories are told to explain the mystery of the natural world</p> <p>Identify their own and others ideas about caring for the world</p>	<p>AT1: Learn about Religion</p> <p>i. retell in words, drama or pictures the story of the creation from the Bible and talk about how this is important for Christians and Jews (Level 2)</p> <p>ii. use religious or spiritual vocabulary such as God, creation (Level 1)</p> <p>iii. recognise that stories from the Bible and the Torah matter to Christian and Jewish people (Level 2)</p> <p>iv. identify one key thing from the creation story showing why it is important to look after the world (Level 2)</p>	<p>AT2: Learn from Religion</p> <p>i. recognise, ask and respond to puzzling questions arising from the creation story (Level 2)</p> <p>ii. say why Christians think God is like a good parent (Level 2)</p> <p>iii. Identify what is important to themselves and others in caring for the natural world (Level 2)</p> <p>iv. Express ideas about how we should care for the natural world, making links between beliefs and behaviour (Level 3)</p> <p>v. use colour, words, actions and/or music to respond sensitively to the creation story (Level 2)</p>	<p>a) take time to reflect upon the wonder of the world e.g. through some learning outside the classroom, activities in the school grounds</p> <p>b) reflect on stories from the Bible and a variety of cultures and perspectives that seek to explain how the world began, raising and talking about the biggest possible questions</p> <p>c) share stories which help people understand Christian ideas of God as the creator of the world (Gen 1)</p> <p>d) consider art and music that express ideas about the beginning of the world: what music would you play for the creation of the world?</p> <p>e) consider beliefs about God as creator in another religion, e.g. Judaism: beliefs expressed in the Shema – God is one, creator and cares for all people Shabbat as a weekly expression of the seventh day of creation (God rested)</p> <p>f) consider the meaning of festivals that celebrate the importance of the earth e.g. Christianity – Harvest or Judaism Tu B’shevat</p> <p>g) find out what a group of people have done to protect the natural world because of their beliefs – e.g. Christian Aid, Islamic Relief</p>

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<p>Who is an inspiring person?</p> <p>Who inspires you?</p> <p>What makes an inspiring leader?</p>	<p>Key Foci/Themes Leaders and Teachers</p> <p>Key Learning Objectives</p> <p>Pupils should:</p> <p>Understand why some people inspire others</p> <p>Describe stories that are told by and about special people in two religions</p> <p>Identify the characteristics in inspiring people in religions, local leaders and people who influence the children</p>	<p>AT1: Learn about Religion</p> <p>i. retell stories about Jesus and a religious figure from another faith that led people to admire and follow them; for example Judaism: Moses, Islam: Prophet Muhammad; (Level 2)</p> <p>ii. describe a way a Muslim, Jew or a Christian might be inspired by a story from their faith (Level 3)</p> <p>iii. use religious vocabulary such as Patriarch, 'Lord' or 'Prophet' to describe who inspires Jews, Muslims and Christians (Level 2)</p> <p>iv. talk about the feelings and emotions experienced by a leader being studied when they were called by God to be a leader (Level 2)</p> <p>v. talk about how stories of religious leaders are important for both religions (Level 2)</p>	<p>AT2: Learn from Religion</p> <p>i. talk about their own experiences in the light of the stories (Level 1)</p> <p>ii. talk about what can be good and bad about following others; (Level 1)</p> <p>iii. identify some good things people admire in inspiring people and in religious figures and talk about how they might show these same qualities in their own lives (Level 2)</p> <p>iv. respond sensitively to questions about who has inspired them, eg. to be thankful, to be generous or to be kind (Level 2)</p> <p>v. make links between the qualities and teachings of people who influence them and their own attitudes and behaviour (Level 3)</p>	<p>what makes an inspiring leader? Children could choose ten words from a list of twenty</p> <p>a) stories from the life and teachings of Jesus and how these are important to people today: For example</p> <ul style="list-style-type: none"> • Story of Peter and Andrew – the first disciples (Lk 5.1-11); • Story of Zacchaeus – how following Jesus changed his life (Luke 19.1-10) <p>b) why do people follow Jesus today? Children could select three good reasons from a longer list</p> <p>c) study a leader from another faith – Moses or Prophet Muhammad For example- Why was Prophet Muhammad a good leader? Stories from life of Prophet Muhammad which show him as a leader sent by Allah e.g. – Prophet Muhammad and the ants or the cat and the kittens; Prophet Muhammad and the crying camel; Prophet Muhammad and Bilal the first muezzin. Why was Moses a good leader? Stories from life of Moses which show him as a leader sent by God e.g. – Moses and the Burning Bush (Exodus Ch 3); Moses leads his people (Ex 7-14) Moses receives the Ten Commandments from G-D</p> <p>d) investigate local leadership in their local church, their role in worship, care and the wider community. What are the differences between the great ancient leaders and the local leaders?</p>

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<p>How and why do we celebrate special times?</p> <p>What do you celebrate and why?</p> <p>Why do people celebrate special times?</p>	<p>Key Foci/Themes Celebration Stories Key Learning objectives</p> <p>Pupils should:</p> <p>Identify some ways Christians celebrate Easter and Christmas and some ways a festival is celebrated in another religion</p> <p>Make links between these religious festivals and occasions they celebrate</p> <p>Suggest meaning for some of the symbols and stories used in the celebration of festivals</p>	<p>AT1: Learn About Religion</p> <p>i. talk about features in festival stories that made people feel happy or sad and compare them with their own experiences (Level1);</p> <p>ii. retell stories connected with Christmas/ Easter and a festival in another religion and say why these are important to believers (Level2);</p> <p>iii. talk about ways in which Jesus was a special baby who Christians believe came from God (Level2);</p> <p>iv. identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (Level2);</p> <p>v. suggest meanings for some symbols used in the Christian celebration of Easter and Christmas (Level2);</p> <p>vi. suggest meanings for some symbols used in the celebration of a festival in another religion (e.g. Divali in Hinduism or Eid ul fitr in Islam (Level2);</p>	<p>AT2: Learn from Religion</p> <p>i. identify a special time they celebrate and explain simply what celebration means; (Level2);</p> <p>ii. ask questions and suggest answers about stories to do with Christmas and Easter and a story from a festival in another religion (Level2);</p> <p>iii. suggest a meaning in a story of Easter, Christmas, Divali or Eid (Level2);</p> <p>iv. make links between these religious festivals and occasions they celebrate. (Level 3);</p>	<p>a) consider the importance and value of celebration and remembrance in children’s own lives;</p> <p>b) learn about Christmas and Easter in Christianity: the stories, symbols and meanings associated with them;</p> <p>For example, from Easter,</p> <ul style="list-style-type: none"> - explore stories of Jesus in Holy Week; such as riding into Jerusalem on a donkey, turning over tables in Temple; Washing his friends’ feet; being arrested; being deserted; crucifixion; Sunday morning - explore feelings of Jesus and disciples, and - explore how these are shown in the ways Christians celebrate Easter today – Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc. <p>c) the story, symbols and meaning of a festival in at least one other religion for believers (e.g. Hinduism: Divali, Islam: Eid ul Fitr are recommended);</p> <p>d) what the stories and events means for the children themselves and how the family prepares;</p>

Year 1/2 Key question and development questions	Themes/Key Foci from Bolton Syllabus Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 8 hours of study
<p>What makes some places special?</p> <p>Why are these places special?</p> <p>What happens in these places?</p> <p>Where is special for you? Why is that place special for you?</p>	<p>Key Foci/Themes Symbols Belonging/Journey of life Leaders and teachers</p> <p>Key Learning objectives</p> <p>Pupils should: Understand what makes places of worship significant for religious believers Identify how people worship and what they use to help them worship</p> <p>Talk about their ideas about special places</p>	<p>AT1: Learn About Religion</p> <p>i. recognise that there are special places where people go to worship and their importance to believers (Level 1);</p> <p>ii. identify special objects and symbols found in a place where people worship and be able to say something about how these are used and what they mean to believers (Level 2);</p> <p>iii. know some of the ways in which people pray and meditate (Level 2);</p> <p>iv. show that they have begun to be aware that some people regularly worship God in different ways and in different places (Level 2);</p>	<p>AT2: Learn from Religion</p> <p>i. identify special, places objects and symbols found in their own home or school and say why these are special and what they mean (Level2);</p> <p>ii. demonstrate appropriate care, sensitivity and respect when handling religious artefacts and objects or visiting places special to others(Level1);</p> <p>iii. talk about their own ideas about god and prayer; identifying those things they find interesting or puzzling(Level1);</p> <p>iv. make simple links between people’s ideas about God and what they do in places of worship (Level 3);</p>	<p>a) Learn the word ‘sacred’, meaning ‘a religious kind of special’</p> <p>b) Think about what makes some places and things special and sacred?</p> <p>c) Consider what things and places are special and sacred to you and your family? Why are they special?</p> <p>d) Notice how to show respect for other people’s precious or sacred belongings and places (including the importance of having clean hands or dressing in certain ways);</p> <p>e) Finding out what symbols and artefacts mean and how they are used in two different religious communities, for example:</p> <ul style="list-style-type: none"> • Christianity: cross, wedding ring, christening candle, icon, rosary beads, Bible; • Judaism: mezuzah, Torah scroll, Tallit, Shabbat candles; • Islam: calligraphy, prayer mat, prayer beads, Qur’an • Hinduism: Puja tray, diva, Om sign, murtis of the gods and goddesses; • Sikh: Turban, the 5 Ks: kachera, Kara, kesh, kirpan, kangha <p>f) Think about why religious people choose to go to places of worship;</p> <p>g) Find out how religious symbols and actions used to aid worship in places of worship. Demonstrate and link the actions to some key words.</p> <p>h) Visit one or two places of worship to see how symbols are used (visits can be done to nearby places e.g Bolton faith trail and using virtual visit sites).</p> <p>i) Consider some of the different uses of the building and some of the words that describe the atmosphere of the events</p>

Year 1/2 Key question and development questions	Themes/Key Foci from Bolton Syllabus Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 8 hours of study
<p>What can we learn from sacred books and stories?</p> <p>What does this story mean to believers?</p> <p>How do the stories and messages in these books help people know how to live their lives?</p>	<p>Key Foci/Themes Story Leaders and teachers</p> <p>Key Learning objectives</p> <p>Pupils should: Understand why religions regard particular writings as special Describe some of religious stories and explain what they might mean to believers</p> <p>Identify some links between stories and teaching and peoples actions</p>	<p>AT1: Learn About Religion</p> <p>i. suggest feelings and reactions of characters at key points in faith stories (Level 1);</p> <p>ii. retell Bible stories and stories from another faith, suggest the meaning of these stories(Level 2);</p> <p>iii. recognise that Sacred Texts contain stories which are special to many people and should be treated with respect. (Level 2);</p>	<p>AT2: Learn from Religion</p> <p>i. ask and suggest answers to questions arising from stories Jesus told and from another religion; (Level 2);</p> <p>ii. express their own ideas about stories from Sacred text and give reasons for their significance(Level 2);</p> <p>iii. Make links between the message within sacred text and the values, behaviour and attitudes of people(Level 3);</p>	<p>a) What is a story and why do we like them?</p> <p>b) Are there different types of story? (<i>introduce parable as a made up story with a deeper meaning which is true</i>)</p> <p>c) Introduce the Bible as a sacred text for Christians and a sacred text from other religion e.g. Islam- Qur'an, Jewish-Torah, Sikh- Guru Granth Sahib</p> <p>d) Investigate how these books are used and treated</p> <p>e) Stories Jesus told (e.g. The Lost Sheep/Lost Coin Lk 15) and how to treat each other (e.g. Good Samaritan Lk 10)</p> <p>f) Stories from another sacred text e.g. Qur'an or Hadith eg the emperor and the seed , or appropriate stories from the sacred text of another religion.</p> <p>g) Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians</p>

Non statutory Key Stage 2 questions for planning and enquiry

The following questions are one way of teaching the KS1 RE programme of study. Schools will not investigate all of these questions. A balance of questions should be chosen themes/key foci are covered at least once during KS2. The themes/key foci and guidance frameworks can be found in the Bolton Agreed Syllabus. This table should be read in conjunction with these pages.

Year group	Non statutory questions	Theme/Key Foci from Bolton Agreed Syllabus
Year 3/4	How and why does a Christian follow Jesus?	Leaders and teachers Symbols Celebrations Stories Belonging/Journey of Life
Year 3/4	Who is Jewish and what do they believe?	Leaders and teachers Symbols Celebrations Stories Belonging/Journey of Life
Year 3/4	Where how and why do people worship?	Symbols Stories Belonging/Journey of life
Year 3/4	What are the deeper meanings of the festivals?	Stories Celebrations
Year 3/4	How should we live and who should inspire us?	Leaders and teachers Stories
Year 3/4	What do the religions teach us about the natural world and what should we do to care about it?	Leaders and teachers Stories Belonging/Journey of Life
Year 3/4	How and why do believers show their commitments during the journey of life?	Belonging/Journey of Life Leaders and teachers Symbols Celebrations

Year 5/6	Why do some people inspire others?	Leaders and teachers Stories
Year 5/6	Who is a Muslim and what do they believe?	Leaders and teachers Symbols Celebrations Stories Belonging/Journey of Life
Year 5/6	Who is a Hindu and what do they believe?	Leaders and teachers Symbols Celebrations Stories Belonging/Journey of Life
Year 5/6	Values: what matters most to Humanists and Christians?	Stories Belonging/Journey of Life
Year 5/6	How do people live through good times and hard times?	Stories Belonging/Journey of Life
Year 5/6	Justice and poverty – can religions help to build a fair world?	Stories Belonging/Journey of Life
Year 5/6	What will make our town a more respectful place?	Leaders and teachers Symbols Celebrations Stories Belonging/Journey of Life

Planning process- KS2

How to create medium and short term planning from the detailed planning tables

<p>Step1: Key question</p>	<p>Either: use the key question suggested in the syllabus (KS2 questions pages ????)</p> <p>Or: devise a key question of your own. Ensure that the key question fits with the themes</p> <p>Make sure that the key question is sufficiently open to allow enquiry. Make sure that it has a clear focus on learning about and from religion and belief.</p> <p>Explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it link to, if appropriate.</p>
<p>Step 2: Key Learning objectives, learning outcomes & assessment</p>	<p>Use the Key Learning Objectives: see column 2 of the relevant detailed planning page pages ?? for KS2</p> <p>Select more detailed learning outcomes for the key question. Ensure there is a balance of learning about and from religion.</p> <p>Are the learning outcomes set at the appropriate level for your children do they need to be further differentiated?</p> <p>Use the level descriptors in Bolton Agreed Syllabus p?? to develop specific levelled “I can...” statements as appropriate to the age and ability of the pupils. Information and further examples of I can statements can be found in these new support materials .</p> <p>These “I can” statements help you to integrate assessment for learning within the unit. There is then no necessity for an end of unit assessment within every unit.</p>
<p>Step 3: Content</p>	<p>Select relevant content from column 5 of the relevant detailed planning page to explore this key question. In general, depth is preferable to breadth. Other content can be used as appropriate to achieve the outcomes.</p>
<p>Step 4: Teaching & learning activities</p>	<p>Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the levelled outcomes. Don't forget the skills you want pupils to develop see page?? of Bolton Agreed Syllabus. Make sure that the activities allow pupils to practise these skills.</p>

Year 3/4 Key question and development questions	Themes/Key Foci from Bolton Syllabus Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 10 hours of study</i>
<p>Where, how and why do people worship?</p> <p>What is worship and what do people feel as they worship?</p> <p>Why do some people choose to go to a church or another place of worship?</p> <p>What happens in a church, synagogue, mandir, gurdwara or mosque?</p>	<p>Themes/Key Foci Symbols Stories Belonging/Journey of life</p> <p>Key Learning Objectives Pupils should: Understand what is meant by Christian worship and worship in another religion</p> <p>Identify how key actions, features and artefacts help people worship</p> <p>Express their own ideas about the value for believers of worship</p>	<p>AT1: Learn about Religion</p> <p>i. Identify and describe symbolic actions in everyday life which express inner feelings (Level 3)</p> <p>ii. describe a meaning of an action, symbol or ritual in worship for a believer (Level 3)</p> <p>iii. use religious vocabulary to identify and suggest meanings for some symbolic objects, actions and sounds found in a church (mandir/ mosque/ Gurdwara/synagogue) and say how these help people worship (Level 3)</p> <p>iv. identify and understand some differences in the ways Christians worship in two denominations (Level 4)</p> <p>v. identify similarities and differences between Eucharist/Lord's Supper/ Communion for Christians and Puja for Hindus or Friday prayers for Muslims or Sabbath prayers and reading of the scrolls or prayers in the Gurdwara and say why it matters so much for believers (Level 4)</p> <p>vi. suggest meanings for sentences in the Lord's prayer that show its importance for many Christians (Level 4)</p>	<p>AT2: Learn from Religion</p> <p>i. Express their own ideas about the value of times of reflection, thanksgiving, praise; remembrance; (Level 3)</p> <p>ii. identify ideas and feelings in a prayer and express their own reflections in a prayer or a poem (Level 3)</p> <p>iii. ask some thoughtful questions about why worshippers choose to attend a church mosque, mandir or Gurdwara and suggest some possible answers (Level 4)</p>	<p>a) think about the significant and spiritual places in their own lives and why these are special;</p> <p>b) consider and discuss how symbolic actions in everyday life express inner feelings and beliefs;</p> <p>c) explore the meaning and main features, rituals, symbols and sounds that may be used in Christian worship to express beliefs and feelings;</p> <p>d) explore the meaning and main features, rituals, symbols and sounds that may be used in worship in a religion other than Christianity to express beliefs and feelings;</p> <p>e) consider similarities and differences in the way believers worship within and between different religions;</p> <p>f) notice and describe how Christians in at least two contrasting denominations worship, including celebration of the Lord's Supper/ Holy Communion/ Eucharist;</p> <p>g) find out how Christian worship around the world reflects the local culture;</p> <p>h) think about how and why religious people speak and listen to God in different religions;</p> <p>i) choose questions and find answers about worship in the Hindu home and mandir or prayer at home and in the Mosque or prayer at home and in the synagogue or prayer at home and in the Gurdwara;</p> <p><i>This unit lends itself to a visit to Bolton Faith trail</i></p>

Year 3/4 Key question and development questions	Themes/Key Foci from Bolton Syllabus Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 8 hours of study</i>
<p>How and why do believers show their commitments during the journey of life?</p> <p>In what ways do religious people see life as a journey?</p> <p>How do Christians and people from other religions celebrate life's key moments?</p> <p>How do Christian and other families and communities practise their faith?</p> <p>What does the word commitment mean? How do I show commitment?</p> <p>Why is it important to keep a promise?</p>	<p>Themes/Key Foci Belonging/Journey of Life Leaders and teachers Symbols Celebrations Key Learning Objectives</p> <p>Pupils should:</p> <p>Describe and explain why ceremonies of commitment are important in the lives of Christians and one other religion</p> <p>Reflect on important stages in their own life journey</p>	<p>AT1: Learn About Religion</p> <p>i. use religious vocabulary to describe and explain why baptism and confirmation are important to some Christians (Level 3 and 4)</p> <p>ii. use religious vocabulary to describe what happens in a ritual of belonging and say why it is important for young people from that religion (Level 3)</p> <p>iii. describe the impact of ceremonies that mark important stages in people's lives (Level 3)</p>	<p>AT2: Learn from Religion</p> <p>i. suggest some reasons why life is often described as a journey and express their own metaphors for life, giving their reasons (Level 3)</p> <p>ii. make links to their own lives and the important stages and ceremonies that may mark these (Level 3)</p> <p>iii. express their own responses to questions of meaning and purpose showing understanding of religious ideas and using a variety of media (Level 4)</p>	<p>a) explore and use the religious metaphor of life as a journey;</p> <p>b) consider the value and meaning of ceremonies which mark milestones in life – particularly those associated with growing up and taking responsibility within a faith community: confirmation and believers' baptism in Christianity; sacred thread ceremony in Hinduism; amrit ceremony in Sikhism; Bar/Bat Mitzvah in Judaism;</p> <p>c) rank, sort and order some different commitments held by believers in different religions – and by the pupils themselves</p> <p>d) think about the value and meaning of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions</p> <p>e) work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey?</p> <p>f) create a 'map of life' for a Jewish, Hindu, Muslim or Christian person, showing what these religions offer to guide you through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'?</p> <p>g) reflect on their own ideas about community, belonging and belief.</p> <p>h) Invite a visitor from a religion or worldview to talk about their life journey- www.boltoninterfaithcouncil.org.uk</p>

Year 3/4 Key question and development questions	Themes/Key Foci from Bolton Syllabus Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 10 hours of study
<p>What does it mean to be Jewish?</p> <p>What do Jewish people believe? Where do their beliefs originate from? How does this affect how they choose to live their lives?</p> <p>Who or what inspires and guides Jewish people?</p> <p>What are you committed to?</p>	<p>Themes/Key Foci Belonging/Journey of Life Leaders and teachers Symbols Celebrations Stories</p> <p>Key Learning Objectives</p> <p>Pupils should learn to</p> <p>Explain the key beliefs of Jews and how these affect how a Jewish person chooses to live their life</p> <p>Show understanding of the role of the synagogue and the role of the family within worship and belief</p> <p>Describe the forms of guidance used by Jewish people</p> <p>Compare the beliefs, forms of guidance and behaviour of Jewish believers with their own ideas, values and commitments</p>	<p>AT1: Learn about Religion</p> <p>i. explain some key beliefs of Jewish religion and how these affect the way Jews choose to behave (Level 4)</p> <p>ii. use religious vocabulary to explain some of the ways in which Jews understand God, identifying beliefs that are similar in different religions (Level 4)</p> <p>iii. recognise and describe how a story from sacred text may provide inspiration or guidance to a religious believer (Level 4)</p> <p>iv. explain using religious vocabulary the religious expression and beliefs shown through worship, festival and pilgrimage (Level 4)</p> <p>v. explain the key functions of the synagogue, comparing them to the key functions of a Christian place of worship (Level 4)</p>	<p>AT2: Learn from Religion</p> <p>i. reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these affect how they live(Level 3 or 4)</p> <p>ii. ask and respond to questions (stimulated by a range of source material) about how a Jew's everyday lives are affected by their beliefs (Level 3 or 4)</p> <p>iii. understand the forms of guidance a Jew uses and compare them to forms of guidance experienced by the pupil (Level 4)</p> <p>iv. express their own views, commitments, beliefs and responsibilities in the light of their learning about Judaism (Level 4)</p>	<p>a) develop an understanding of the key beliefs in Judaism, for example, belief in one God, the importance of Israel;</p> <p>b) discuss the importance of sacred text, Torah for Jews –how is it used, treated and learnt from. Identify and explore other forms of textual guidance and wisdom</p> <p>c) enquire into the importance of the Jewish community, for example, Shabbat, bar and bat mitzvah;</p> <p>d) explore the role of the Synagogue in the life of a Jew. Pupils should ideally have the opportunity to visit the Synagogue if this not already been undertaken;</p> <p>e) reflect on what forms of guidance the pupils turn to when they need guidance or advice;</p> <p>f) examine and draw meaning from a significant Jewish festival, for example, Rosh Hashanah, Pesach, Yom Kippur. Look at the stories, meaning and the practices related to this festival in Britain today</p> <p>g) evaluate the spiritual significance of Jerusalem in the lives of Jews</p> <p>h) consider what beliefs, practices and values are significant in the pupils' lives.</p> <p>i) consider visiting the Manchester Jewish museum, a local synagogue in Whitefield or invite a visitor into a school www.judaismwithjeremy.co.uk</p>

Year 3/4 Key question and development questions	Themes/Key Foci from Bolton Syllabus Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 12 hours of study
<p>How should we live and who can inspire us?</p> <p>How do I know what is right and what is wrong?</p> <p>How does religion help people choose between right and wrong?</p> <p>Why do people give up riches, or even their lives, for religion?</p>	<p>Themes/Key Foci Leaders and teachers Stories</p> <p>Key Learning objectives Pupils should:</p> <p>Understand how choices can be made between right and wrong</p> <p>Describe teaching from two religions which act as codes for believers and explain how that might help believers make choices in life</p> <p>Identify the choices made by some inspirational people</p>	<p>AT1: Learn About Religion</p> <p>i. describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non religious belief system (Level 4);</p> <p>ii. reflect on how having a code for living might help believers with difficult decisions (Level 3);</p> <p>iii. use religious vocabulary to describe aspects of lives and teachings of inspiring leaders, giving examples of how these have influenced the lives of followers (Level 3);</p> <p>iv. describe events in the life of at least one modern day Muslim or Sikh making links between their actions and the teachings and example of Muhammad or Guru Nanak (Level 3).</p>	<p>AT2: Learn from Religion</p> <p>v. identify personal, family, school values/codes for living which influence their own behaviour (Level 3);</p> <p>vi. ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life (Level 3);</p> <p>vii. apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty (Level 4);</p> <p>viii. identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives (Level 3);</p> <p>ix. ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers (Level 3);</p>	<p>a) explore teachings which act as guides for living within Christianity and at least one other religion or non religious belief; and their practical application in everyday life;</p> <p>b) e.g. the Ten Commandments (Exodus 20.1-21/Deuteronomy 5.1-22) ,the Two Commandments of Jesus (Mark 12. 28-34); Islamic principles; the golden rule for Humanists</p> <p>c) share stories from different religions that give examples of how to live ‘a good life’, for example, Sikh stories about money Duni Chand and the needle, Bhagat Puran Singh and the Pingalwara , Muslim Hadith or stories about the beauty of creation, Christian teaching from Jesus on the Beatitudes.</p> <p>d) think about the importance of beliefs or values as guides for making choices and decisions in daily life;</p> <p>e) consider the value and challenge for believers of following a code for living;</p> <p>f) discuss and debate the differences between right and wrong/ good and bad and how we know the difference;</p> <p>g) think through what guides pupils’ own moral choices.</p> <p>h) consider what makes a person inspirational to others, identifying characteristics of a good role model;</p> <p>i) ask why these key religious figures are regarded as sources of authority and inspiration by believers today, suggesting answers.</p> <p>j) explore the actions of contemporary inspirational people eg. Muslims or Sikhs and how these have been influenced by Muhammad or the Gurus;</p> <p>k) begin to identify the impact of events in Prophet Muhammad’s or Guru Nanak’s life to beliefs of Muslims or Sikhs;</p> <p>l) make a link between stories read and Muslim or Jewish or Hindu or Sikh beliefs and behaviour</p> <p>m) describe the importance of two main Muslim or Jewish or Hindu or Sikh beliefs and say how they are shown through daily practice;</p> <p>n) give examples of what some Muslims or Jewish people or Hindus or Sikhs say are the most important attitudes and values to have, comparing these with what pupils believe to be most important.</p> <p>o) think through what guides pupils’ own moral choices. Discuss why it is that we often have good intentions, but do not always follow them through (work on temptation, bad choices and peer pressure is useful here)</p>

Year 3/4 Key question and development questions	Themes/Key Foci from Bolton Syllabus Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 10 hours of study</i>
<p>What are the deeper meanings of the festivals?</p> <p>Why do people choose to celebrate significant times?</p> <p>What do I think is worth celebrating?</p>	<p>Themes/Key Foci Celebrations Stories</p> <p>Key Learning objectives</p> <p>Pupils should:</p> <p>Learn to describe and contrast what happens at and the meanings of different festivals</p> <p>Make connections between religious festivals and their own lives</p> <p>Reflect on what is worth celebrating</p>	<p>AT1: Learn About Religion</p> <p>i. identify some differences between religious festivals and other types of celebrations (Level 2)</p> <p>ii. connect stories, symbols and beliefs with what happens at Easter, Christmas, Pentecost, Harvest, Eid, Divali, Pesach (Level 3);</p> <p>iii. Identify similarities and differences in the way festivals are celebrated within and between religions (Level 3);</p> <p>iv. use religious vocabulary, symbols, art, music, dance, drama, ICT to express their understanding of the meaning of religious festivals for believers (Level 4);</p>	<p>AT2: Learn from Religion</p> <p>i. reflect on what is worth celebrating and remembering in their own life and community (Level 3);</p> <p>ii. ask and respond to questions raised by the stories behind religious festivals (Level 3);</p> <p>iii. make links between the festivals and the actions of a believer, and their own lives (Level 3);</p> <p>iv. express their own responses that show their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (Level 4).</p>	<p>a) think about times in their own lives when pupils remember and celebrate significant events/people; why and how they do this;</p> <p>b) consider the meanings of stories behind key religious festivals, for example, Christmas, Easter, Pentecost, Harvest in Christianity; Divali in Hinduism; Eid in Islam; Pesach in Judaism;</p> <p>c) describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals;</p> <p>d) notice and think about similarities and differences between the way festival are celebrated e.g. Christmas within different Christian traditions, Divali within Sikhism and Hinduism;</p> <p>e) study key elements of festival: shared values, story, beliefs, hopes and commitments.</p> <p>f) Consider (using philosophy for children methods where possible) questions about the deep meaning of the festivals: does light conquer darkness (Divali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Does fasting make you a better person? How? (Ramadan and Eid Al Fitr)</p> <p>g) Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over?</p> <p>h) Consider the difference and appropriateness of celebrating and commemorating/remembering. How are these different?</p>

Year 3/4 Key question and development questions	Themes/Key Foci from Bolton Syllabus Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 12 hours of study</i>
<p>How and why does a Christian follow Jesus?</p> <p>Who was Jesus? Why is he so significant to Christians?</p> <p>How do the teachings of Jesus affect the way Christians live?</p> <p>What affects the way I live?</p>	<p>Themes/Key Foci Belonging/Journey of Life Leaders and teachers Symbols Celebrations Stories</p> <p>Key Learning objectives</p> <p>Pupils should: Understand some reasons why Christians believe Jesus is significant and special</p> <p>Describe how being a Christian affects how people choose to live their lives</p> <p>Consider who or what affects their values, beliefs and actions</p>	<p>AT1: Learn About Religion</p> <p>i. use religious vocabulary to describe aspects of the life and teachings of Jesus, giving examples of how these have influenced the lives of Christians (Level 3);</p> <p>ii. describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus (Level 4);</p> <p>iii. use a widening religious vocabulary to show some understanding of Jesus' teaching and events in Jesus' life (Level 4);</p> <p>iv. use religious vocabulary to show an understanding of what it means to some people to be a Christian (Level 4);</p>	<p>AT2: Learn from Religion</p> <p>i. identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives (Level 3);</p> <p>ii. ask and respond to questions raised by the stories from the life of Jesus and contemporary followers (Level 3);</p> <p>iii. apply ideas from what they have learned to their own beliefs, comparing and contrasting them to those of believers (Level 4).</p>	<p>a) talk about heroes from the movies and from stories, and ask: is a hero inspiring? What does inspiring mean?</p> <p>b) Think about how a person can be inspired to do something good by someone else's words or example.</p> <p>c) think through what makes a person inspirational to others, identifying characteristics of a good role model;</p> <p>d) consider aspects of the words and actions of Jesus which continue to inspire Christians today;</p> <p>e) identify the impact that believing in Jesus will have on a Christian's life and give examples of the impact;</p> <p>f) learn from the actions of contemporary inspirational Christians and how these have been influenced by Jesus;</p> <p>g) rank and order different reasons why Jesus is regarded as a source of authority and inspiration by Christians today;</p> <p>h) describe examples of what some Christians say are the most important attitudes and values to have, comparing these with what pupils believe to be most important.</p> <p>i) Consider what kind of people they find inspiring and ask some questions about inspiration for themselves.</p> <p><i>New local examples become relevant every year and should be shared with the children.</i></p>

Year 3/4 Key question and development questions	Themes/Key Foci from Bolton Syllabus Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. <i>Content should be selected for approximately 10 hours of study</i>
<p>What do the religions teach about the natural world and why should we care about it?</p> <p>How do religions try to explain how the world was created?</p> <p>How do different religions think we should care about the world?</p>	<p>Themes/Key Foci Belonging/Journey of Life Stories Key Learning objectives</p> <p>Pupils should learn to</p> <p>Understand the key beliefs in the Christian creation story and a creation story from one other religion</p> <p>Investigate how religious believers show their relationship with the natural world</p> <p>Reflect on their own ideas about stewardship of the natural world</p>	<p>AT1: Learn About Religion</p> <p>i. make links between the Biblical creation story and the activities of Christians relating to care for the Earth (Level 3);</p> <p>ii. describe and show understanding of sources and teachings of other religions about creation and human responsibility for the environment (Level 4);</p> <p>iii. identify and describe the impact of these beliefs on how people live (Level 4);</p>	<p>AT2: Learn from Religion</p> <p>i. ask some questions and suggest some answers about what different people believe about creation and the natural world including non religious perspectives (Level 4);</p> <p>ii. make links between their own values about animals and the idea of God as creator of the world (Level 3);</p> <p>iii. reflect upon and express their own understanding of ideas and beliefs about care for creation in the light of their learning, through story, art, drama, music and ICT (Level 4).</p>	<p>a) learn from stories and teachings from Christianity and other religions and beliefs which show human responsibility to care for the natural world:</p> <ul style="list-style-type: none"> ▪ Biblical creation story: <i>Genesis 1-2</i> ▪ Islamic creation story: Seven day story ▪ Hindu creation story e.g. Brahma creating the world ▪ Islamic story: Muhammad and the ants, the crying camel, Muhammad friend of animals <p>b) describe how the work of one agency seeks to practise Christian values of stewardship of the environment locally and worldwide, making clear links with the life and teaching of Jesus. E.g. Christian Aid, Tear Fund, CAFOD;</p> <p>c) describe the work of an agency seeking to practise religious values of another religion locally and worldwide e.g. Islam: Islamic Aid; Judaism: big green Jewish website Sikh: Khalsa Aid; Hinduism: the Swadesh movement</p> <p>d) consider their own responsibility for caring for the natural world and for treating others with fairness and respect.</p> <p>e) describe how the beliefs about the natural world affect actions in the life of a religious believer e.g. Ahimsa (non- harming in Hinduism)</p>

Year 5/6 Key question and development questions	Themes/Key Foci from Bolton Syllabus Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 8 hours of study
<p>Values: what matters to Christians and to me?</p> <p>What are the most valuable things in life? Who is a Christian and what are their values?</p> <p>What are my values?</p> <p>How do I know what is right and what is wrong?</p> <p>How does religion help people choose between right and wrong?</p>	<p>Themes/Key Foci</p> <p>Stories Belonging/journey of life</p> <p>Key Learning Objectives</p> <p>Pupils should:</p> <p>Describe what matters to Christians</p> <p>Make links between their own values and the values of others</p> <p>Understand how choices can be made between right and wrong</p> <p>Describe teaching from two religions which act as codes for believers and explain how that might help believers make choices in life</p>	<p>AT1: Learn about Religion</p> <p>i. describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non religious belief system (Level 4)</p> <p>ii. reflect on how having a code for living might help believers with difficult decisions (Level 3)</p> <p>iii. describe some values that matter to Christians and some values that matter to another belief community (Level 3)</p> <p>iv. make links from their own ideas about good and bad to other people's ideas (level 3)</p> <p>v. understand similarities and differences between Christian values and the values of another group(Level 4)</p>	<p>AT2: Learn from Religion:</p> <p>i. identify some of their own values and consider what behaviour goes with a value like <i>forgiveness, truth telling or kindness to animals (Level 3)</i></p> <p>ii. identify personal, family, school values/codes for living which influence their own behaviour (Level 3)</p> <p>iii. ask and respond to questions about the importance of having a set of beliefs or values to guide choices and decisions in daily life (Level 3)</p> <p>iv. ask and respond to questions about values and why we find it hard to always be good (Level 3)</p> <p>v. Make links between what matters most to Christians and what matters most to me (Level 3)</p>	<p>a. explore teachings which act as guides for living within Christianity and at least one other religion or non religious belief; and their practical application in everyday life: e.g. the Ten Commandments (Exodus 20.1-21/Deuteronomy 5.1-22) ,the Two Commandments of Jesus (Mark 12. 28-34); Islamic principles; the golden rule for Humanists</p> <p>b. share stories from different religions that give examples of how to live 'a good life', for example, Sikh stories about money Duni Chand and the needle, Bhagat Puran Singh and the Pingalwara , Muslim Hadith or stories about the beauty of creation, Christian teaching from Jesus on the Beatitudes.</p> <p>c. think about their own values by doing some ranking of values</p> <p>d. find out who is a Christian and a member of another belief community and investigate how they might have some similar and some different values</p> <p>e. join in discussions about what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings.</p> <p>f. think about the importance of beliefs or values as guides for making choices and decisions in daily life;</p> <p>g. consider the value and challenge for believers of following a code for living;</p> <p>h. discuss and debate the differences between right and wrong/ good and bad and how we know the difference;</p> <p>i. learn from the actions and ideas of Christians about what makes an action good or bad</p> <p>j. learn from the actions and ideas of another belief community about what makes an action good or bad</p> <p>k. reflect on what we do because of our values</p> <p>l. think about how and why some people live lives of self sacrifice and kindness to others, but some are selfish, and many are a mixture of both!</p> <p>m. consider why they hold the values which they do, and how these values make a difference to their lives</p> <p>n. investigate the links between values held by themselves, by Christians and by another belief community</p> <p>o. notice and think about the fact that values can clash, and dilemmas about doing the right thing can be difficult.</p>

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	Key Learning Objectives	able to:		
<p>How do people live through good times and through hard times?</p> <p>Is it good to be thankful in all circumstances?</p> <p>How can religion help people cope with 'dark' times?</p> <p>How do I respond to life's highs and lows?</p> <p>What can I learn from religion about living thankfully or about dealing with hard times?</p>	<p>Themes/Key Foci Stories Belonging/ journey of life</p> <p>Key Learning Objectives</p> <p>Pupils should learn to:</p> <p>Understand how and why religious people find comfort, strength or peace from their faith when facing hard times</p>	<p>AT1: Learn about Religion</p> <p>i. describe how (L3) and show that I understand (L4) a religious believer may find comfort, safety and freedom from fear through their faith, e.g. by prayer or in the community</p> <p>ii. use religious vocabulary to describe some concepts associated with good times and with hard times (Level 3)</p> <p>iii. describe similarities and difference between the beliefs about life after death from Christianity and another religion or belief (Level 3)</p> <p>iv. consider and understand why people wish to mark the end of life with a particular ceremony: think about the value of memories (Level 4)</p> <p>v. explain how different beliefs about what happens when we die may cause people to live their life in different ways (Level 5)</p>	<p>AT2: Learn from religion</p> <p>i. identify some mysterious and puzzling questions that religions help some people to find answers to (Level 2)</p> <p>ii. respond sensitively to emotions and ideas about light / dark, comfort / fear, safety / danger and related experiences (Level 2)</p> <p>iii. ask questions and suggest answers to the question 'what happens when we die' in the context of religious and non-religious beliefs (Level 3)</p> <p>iv. understand some beliefs, including their own beliefs about life after death (Level 4)</p> <p>v. reflect on and explaining ideas from at least two religions they have studied about living through good times and hard times (Level 5)</p>	<p>a) explore how different religions use the symbolism of light and dark to show mark the good times and hard times in life. E.g. the use of colour by Christians in Holy Week and Easter, the place of candlelight in the Divali celebrations to mark the triumph of good over evil, the way the Jewish festival of Hanukkah explores struggling against evil.</p> <p>b) think about emotional or spiritual 'opposites' such as fear and comfort, danger and safety, life and death. Teachers may want to introduce the topic of death and afterlife – children have many questions, and they are not often encouraged to explore this sensitive territory.</p> <p>c) who should we thank in the good times? Ask questions and suggest a range of answers to them which make reference to different religious and non-religious teachings about living thankfully, or praising and thanking God for the beauty of the earth, or the pleasures of life</p> <p>d) learn some key concepts about religious ideas of death such as judgement, heaven, reincarnation, karma and soul. Learn that some people believe death is the end of life, and there is no afterlife.</p> <p>e) think about two different religious views and one non religious view of what happens after death for example: Christian, Hindu, Humanist;</p> <p>f) look at examples of the 'art of heaven' in which religious believers imagine the afterlife, and respond with art work of their own</p> <p>g) consider similarities and differences ceremonies that mark the end of life on earth and how these express different beliefs;</p> <p>h) Read and respond to prayers, liturgies and meditation texts used in hard times or when someone has died, and think about the questions and beliefs they address.</p> <p>i) discuss the difficulties and uncertainties that can arise when considering 'ultimate' questions about good times and hard times.</p> <p>j) examine secular and sacred stories that help to explain different ideas and emotions around joy and celebration and / or death and bereavement.</p> <p>k) reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond.</p>

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		be able to:		Content should be selected for approximately 12 hours of study
<p>Why do some people inspire others?</p> <p>Who inspires me?</p> <p>How do those who inspire us influence us to act?</p>	<p>Themes/Key Foci Stories Leaders and teachers</p> <p>Key Learning objectives</p> <p>Pupils should learn to</p> <p>Understand the personal qualities of Jesus and at least one other significant religious figure</p> <p>Describe and evaluate their significance for believers today</p> <p>Identify the qualities and actions of some modern inspirational people</p> <p>Consider the people that inspire them think, act or believe in particular ways.</p>	<p>AT1: Learn About Religion</p> <p>i. Retell stories about an inspirational person explaining why their lives might be considered inspirational (Level 2);</p> <p>ii. use religious vocabulary to describe aspects of lives and teachings of inspiring leaders and inspirational people, giving examples of how these have influenced the lives of followers (Level 4);</p> <p>iii. describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus (Level 3);</p> <p>iv. Make links and identify similarities and differences between the different people studied (Level 4)</p>	<p>AT2: Learn from Religion</p> <p>i. identify the qualities they admire in their heroes/ role models, explain why they admire them and how this may influence their own lives (Level 3);</p> <p>ii. ask and respond to questions raised by the stories from the lives of key religious figures and contemporary followers (Level 4);</p> <p>iii. Make links between what they have learnt about inspirational people and their own behaviour (Level 3);</p>	<p>a) ask and consider what makes a person inspirational to others, identifying characteristics of a good role model;</p> <p>b) think about what made Jesus an inspirational leader? What do Christians believe about who Jesus was and how he died?</p> <p>c) study a contemporary inspiring figure, for example a local hero, a sporting leader or a person with an outstanding story of courage or love to tell.</p> <p>d) learn from the actions of contemporary inspirational Christians and how these have been influenced by Jesus;</p> <p>e) study the actions and words of a leader or founder from another religion you are studying e.g. Moses or Prophet Muhammad. Take account of the people who have been studied in KS1.</p> <p>f) reflect on the story of the actions of a modern inspirational person from another faith, for example, Gandhi, Malala Yousafzai, Dalai Lama</p> <p>g) think about How and why some people choose to stand up for their beliefs in difficult circumstances</p> <p>h) consider why these inspirational people of faith are regarded as sources of importance and inspiration by believers today.</p>

Year 5/6 Key question and development questions	Themes/Key Foci from Bolton Syllabus Key Learning Objectives	Learning outcomes	Suggested content
		Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:	Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 10 hours of study

<p>Justice and poverty: can religions help to build a fair world and make poverty history?</p> <p>What is fairness and justice?</p> <p>What can we learn from religious teaching about poverty and justice?</p> <p>How do I believe we should treat people justly?</p>	<p>Themes/Key Foci Leaders and teachers Belonging/ Journey of life</p> <p>Key Learning objectives Pupils should learn to Understand the teachings from at least two religions about justice</p> <p>Explain the actions of a modern religiously based charity and an inspiring person to work for justice</p> <p>Express their own ideas about justice</p>	<p>AT1: Learn About Religion</p> <p>i. describe some of the problems of poverty in the world today, and some ways that charities, including religious charities, respond and make a difference (Level 3);</p> <p>ii. make connections between the teachings of Paul and Jesus and the work of one Christian agency today (Level 4);</p> <p>iii. make links between the teachings of another religion e.g. Islam and the work of Islamic Relief / Muslim Aid today (Level 4);</p> <p>iv. explain the impact of the ways two religious charities put religious teaching into action in a world of poverty. (Level 5)</p>	<p>AT2: Learn from Religion</p> <p>i. ask and respond to questions about fairness and justice in the world (Level 3);</p> <p>ii. identify the qualities needed to take action to bring about what is right and good (Level 3);</p> <p>iii. reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT (Level 4);</p> <p>iv. explain your own views and the views of a religion on the inequality in the distribution of wealth(Level 5)</p>	<p>a) discuss what is fair and unfair within the experience of the pupils.</p> <p>b) draw meanings from stories and teachings from Christianity and other religions and beliefs which ensure justice and fairness for all people: E.g. - teachings of Jesus and Paul on values and justice and their meaning for Christians today e.g. Widow’s Mite (Mark 12:41-44) and The Rich Fool (Luke, 12:16-21) - Mark 12.28-34 (two great commandments) - Galatians 3:28, 5:22, Romans 12:17-21. - Islam: Muhammad overcomes hatred with kindness or the woman at the gates of Mecca - Sikhism: Malak Bhago and Guru Nanak.</p> <p>c) charitable practices that are part of religious practice for example Christian tithing, giving away 10% of income, Muslim, Zakah, annually giving away 2.5% of all wealth, and Jewish, giving away 10% of their net income.</p> <p>d) investigate and compare two charities that work for justice and have a religious background. How do they interpret and follow the teaching of their faith? What is the impact of the charities’ work?</p> <p>e) Investigate a current charitable practice for example food banks or Urban outreach-Christmas dinner on Jesus www.urbanoutreach.co.uk/about/71</p> <p>f) investigate particular individuals who have been led by their beliefs to work for different types of justice for example, Rosa Parks, Martin Luther King, Anne Frank, Bono, Gandhi, Aung San Suu Kyi, Malala Yousafzai examples from your local area.</p>
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<p>Year 5/6 Key question and development questions</p>	<p>Themes/Key Foci from Bolton Syllabus Key Learning Objectives</p>	<p>Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:</p>	<p>Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 8 hours of study</p>
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<p>What will make our town a more respectful place?</p> <p>What religions are there in our area? How are they different to those in the rest of the country?</p> <p>What can we learn from each other?</p> <p>What makes people more respectful?</p> <p>Can people who are different live in harmony? What makes that easier or harder?</p>	<p>Themes/Key Foci Belonging/Journey of Life Leaders and teachers Symbols Celebrations Stories</p> <p>Key Learning Objectives</p> <p>Pupils should learn to</p> <p>Understand the religious and cultural diversity of their local town /county and compare it to the diversity in the wider country and a contrasting area</p> <p>Respond to examples of community harmony and interfaith work considering how respectful attitudes and communities are created</p>	<p>AT1: Learn about Religion</p> <p>i. show understanding of the richness of religious diversity of Great Britain and our own locality (Level 4)</p> <p>ii. describe similarities and differences between living in a community where almost everyone has similar beliefs and customs and living in a plural community (Level 4)</p> <p>iv. make links between how we treat each other and the idea of a respectful community (Level 3)</p> <p>v. show understanding of the different religions in the local area and the work of Bolton Interfaith Network (Level 4)</p> <p>vi. Use religious vocabulary and concepts to explain attitudes of respect and fairness, or prejudice and inequality [L5]</p>	<p>AT2: Learn from Religion</p> <p>i. respond sensitively to people with a faith (Level 2)</p> <p>ii. make links between values like respect and tolerance and their own behaviour (Level 3)</p> <p>iii. ask good questions and suggest some answers, with reference to particular religions about religious diversity (Level 4)</p> <p>iv. apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together (Level 4)</p> <p>v. Develop points of view and insights into what is fair, respectful and good in community relations (Level 5)</p>	<p>a) play a simple guessing game about the statistics of religion in Britain and the world to get a sense of ‘how religious the world is’ today.</p> <p>b) learn from diversity through visiting places of worship from different denominations and different religions;</p> <p>c) find out about local examples of different religious communities in your area, looking at changes over time, and differences between them e.g. food, buildings, community work. Why are there now more than 25 mosques in Bolton, where 60 years ago there were none? Why are there over 50 Churches in Bolton, some of them 600 years old? Consider using the Bolton Faith trail.</p> <p>d) compare your community with another more or less diverse community; identify similarity and difference;</p> <p>e) develop understanding of examples of community harmony, reflecting that this does not mean ‘being all the same’ but does mean ‘accepting our differences’;</p> <p>f) find out about examples of interfaith work in your area or another nearby e.g. interfaith network. Have they worked on shared social justice projects or are their shared celebrations e.g. The Spirit of Bolton</p> <p>g) consider teaching from different religions about dealing with difference e.g. responses of respect, tolerance, mutual learning and recognising each other’s spirituality, rather than mere argument or even conflict</p> <p>h) weigh up examples of how people have dealt well with difference or conflict. Give pupils some scenarios to think about in which people choose conflict or acceptance, hostility or tolerance</p>
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<p>Who is a</p>	<p>Themes/Key Foci Belonging/Journey of Life Leaders and teachers Symbols</p>	<p>AT1: Learn about Religion</p> <p>i. explain the key beliefs of Hindus and how these affect the way</p>	<p>AT2: Learn from Religion</p> <p>i. reflect on the beliefs, values and practices that are important in</p>	<p>a) develop an understanding of the key beliefs in Hinduism, for example, the concept of Dharma- duty, Karma- , Ahimsa- non harming</p> <p>b) enquire into Hindu beliefs about God; the Trimurti – Brahma</p>

<p>Hindu and what do they believe?</p> <p>What do Hindus believe? How do these beliefs affect the way they live their lives?</p> <p>What happens in Hindu worship?</p> <p>Who or what inspires and guides Hindu people?</p> <p>What are you committed to?</p>	<p>Celebrations Stories</p> <p>Key Learning Objectives</p> <p>Pupils should learn to</p> <p>Explain the key beliefs of Hindus and how these affect how a Hindu chooses to live their life</p> <p>Show understanding of the place of worship in Hindu homes and the Mandir</p> <p>Describe the forms of guidance used by Hindus</p> <p>Compare the beliefs, forms of guidance and behaviour of Hindus believers with their own ideas, values and commitments</p>	<p>Hindus choose to behave(Level 4)</p> <p>ii. use religious vocabulary to explain some of the ways in which Hindus describe God, identifying beliefs that are similar in different religions(Level 4)</p> <p>iii. recognise and describe how a story from sacred text may provide inspiration or guidance to a religious believer(Level 4)</p> <p>iv. explain using religious vocabulary the religious expression and beliefs shown through worship, festival and pilgrimage (Level 4 or 5)</p> <p>v. explain the key functions of the Mandir, comparing them to worship in the Hindu home (Level 4)</p>	<p><i>their own lives and in the school community and how these affect the way they live(Level 4)</i></p> <p>ii. ask and respond to questions (stimulated by a range source material) about how Hindu's everyday lives are affected by their beliefs(Level 4)</p> <p>iii. <i>describe the forms of guidance a Hindu uses and compare them to forms of guidance experienced by the pupil(Level 4)</i></p> <p>iv. express their own views, commitments, beliefs and responsibilities in the light of their learning about Hinduism (Level 5)</p>	<p>(creator), Vishnu (preserver), Shiva (destroyer);</p> <p>c) explore the place of Hindu gods and goddesses in the life of a Hindu</p> <p>d) reflect on the importance of beliefs or values as guides for making choices and decisions in daily life</p> <p>e) examine the importance of story and sacred text for Hindus – how are stories shared and learnt from. What types of texts are important;</p> <p>f) explore the role of the Mandir in the life of a Hindu how does this compare and contrast with worship in the home. Pupils should ideally have the opportunity to visit the Mandir if this not already been undertaken;</p> <p>g) describe the practice and meaning of Puja in the home and in the mandir</p> <p>h) reflect on what forms of guidance the pupils turn to when they need guidance or advice;</p> <p>i) examine and draw meaning from a significant Hindu festival, for example, Navratri, Divali or Holi. Look at the stories, meaning and the practices related to this festival in Britain today</p> <p>j) reflect on the spiritual significance of the River Ganges and Varanasi for Hindu pilgrims</p> <p>k) consider what beliefs, practices and values are significant in the pupils' lives.</p>
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Year 5/6 Key question and development questions	Themes/Key Foci from Bolton Syllabus Key Learning Objectives	Learning outcomes Select from these, balancing learning about and learning from religion and belief Teachers will set up learning experiences that enable children to be able to:		Suggested content Teachers can select content from this column to help pupils achieve some of the learning outcomes in column 3. Teachers can use different content as appropriate. Content should be selected for approximately 12 hours of study
<p>What does it mean to be a Muslim?</p> <p>What do Muslims believe? Where do their beliefs originate from?</p> <p>How does this affect how Muslims choose to live their life?</p> <p>Who or what inspires Muslims?</p> <p>What are you committed to?</p>	<p>Themes/Key Foci Belonging/Journey of Life Leaders and teachers Symbols Celebrations Stories</p> <p>Key Learning objectives Pupils should learn to</p> <p>Explain the key beliefs of Muslims and how these affect how a Muslim chooses to live their life</p> <p>Explain the function of the Mosque and worship in Islam</p> <p>Describe the forms of guidance used by Muslims</p> <p>Compare the beliefs, forms of guidance and behaviour of Muslim believers with their own ideas, values and commitments</p>	<p>AT1: Learn About Religion</p> <p>i. Describe the 5 pillars of Islam (Level 3)</p> <p>ii. explain the key beliefs of Muslims and how these affect the way Muslims choose to behave individually (Level 4);</p> <p>iii. explain using religious vocabulary the religious expression and beliefs shown through worship, prayer, fasting, festival and pilgrimage (Level 4);</p> <p>iv. explain the key functions of the Mosque, comparing them to another place of worship the children have learnt about (Level 4);</p> <p>v. identify differences and similarities between prayer in Islam and prayer in e.g. Christianity (Level 4);</p> <p>vi. describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupil (Level 4);</p>	<p>AT2: Learn from Religion</p> <p>i. ask and respond to questions (stimulated by a range source material) about how religion influences Muslims' everyday lives (Level 4 and 5);</p> <p>ii. reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are expressed (Level 4);</p> <p>iii. express their own views, commitments, beliefs and responsibilities in the light of their learning about Islam (Level 4).</p>	<p>a) Develop an understanding of the Five Pillars of Islam - belief in one God and his prophet, daily prayer, fasting, alms giving and pilgrimage;</p> <p>b) think through the importance of beliefs or values as guides for making choices and decisions in daily life;</p> <p>c) consider the importance of the Qur'an for Muslims: how it is used, treated, learnt. Share examples of stories and teaching, for example, Surah 17.</p> <p>d) learn about other forms of guidance for Muslims such as hadith</p> <p>e) reflect on what forms of guidance the pupils turn to when they need guidance or advice;</p> <p>f) think about and discuss the value and challenge for Muslims of following the five pillars;</p> <p>g) consider the challenges that the discipline or commitment of Muslim living might raise for themselves;</p> <p>h) investigate how the 5 pillars are practised in Britain today;</p> <p>i) consider what beliefs, practices and values are significant in the pupils' lives;</p> <p>j) enquire into the role of the Mosque. Pupils should ideally have the opportunity to visit the Mosque if this not already been undertaken. There 25 mosques in Bolton and : pupils could consider why these have all opened in the last 60 years.</p> <p>k) develop their understanding of ways communities influence individuals, e.g. the Muslim communities of Bolton and Lancashire.</p>