

Inset Day – Promoting Positive British Values

Curriculum Subject: RE

Within the RE classroom, every opportunity should be given for the children to reflect, question and discuss any aspect relating to their spiritual, moral, social and cultural development; promoting British Values is part of this process. Through their increased understanding of beliefs and practices, children will come to respect the rights of others to hold beliefs different from their own and both accept and value the many cultures, religions and traditions around them. This in turn promotes good personal relationships and behaviour towards others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<u>Who makes the rules?</u> Exploring rules for living found in society (particularly school rules) and in sacred writings and ask questions about their impact on the lives of believers and on themselves.	<u>Celebrations</u> Christian Christmas celebrations - its teachings and values. Homelessness at Christmas.	<u>Can you ring my bell?</u> Exploring symbolism within Islam, Christianity, Hinduism and the meaning they have for believers. Pupils identify their own values and how symbols could represent this.	<u>Where are you?</u> Investigating stories about God’s relationship with people and suggest how, for some people, this helps them to make sense of life.	<u>Shared Stories</u> Reflecting imaginatively on the meaning of stories drawn from religious sources and exploring the significance of key words, phrases, expressions and events.	<u>Exploring commitment</u> Investigating, using sources, people and their beliefs and values and asking questions about the way commitment affects their lives
Year 6	<u>Do you want to be in my gang?</u> Investigating ceremonies associated with belonging to a faith community and the idea of commitment. Focus on Sikhism	<u>What’s in a name?</u> Identifying some of the ways in which religious name and describe God, looking at Islam and Judaism in particular.	<u>Who is my hero?</u> Investigating the life of a person who has been inspired by their faith. Examples of actions they may take inspired by what they believe to be right.	<u>How can I make sense of it all?</u> Investigating religious responses to suffering, hardship and death.	<u>Words of wisdom</u> Raising questions about issues which cause people to wonder and investigate some answers found in religious writings. (Hindu, Islam and Judaism focus)	<u>Impact</u> Making links between beliefs and actions – comic relief, religious charities and people who stand up for peace and justice.

<p>Year 7</p>	<p><u>Who is Jesus?</u> Evaluating the contribution made to communities and societies by Jesus. Personal responses to Jesus.</p>	<p><u>Parables of Jesus</u> Exploring the meanings conveyed by the Parables of Jesus and words or stories that have influenced them.</p>	<p><u>How and why are people religious?</u> Investigating the responsibility and explaining the challenges of carrying on a religious tradition</p>	<p><u>Sikhism</u> Comparing and contrasting key religious practices in Sikhism. Ideas around commitment.</p>	<p><u>Pilgrimage -</u> Making clear connections between religious beliefs, actions and teachings. Focusing on Christianity, Islam and Judaism</p>	<p><u>World religions</u> looking at where the religions of the world have come from, how they are linked and the issues around how religious people get on with each other</p>
<p>Year 8</p>	<p><u>Values -</u> making connections between religious beliefs, actions and teachings. Charity work and using the example of Martin Luther King, his work and beliefs.</p>	<p><u>Reconciliation</u> investigating symbols of reconciliation and evaluating their effectiveness in expressing what is important to religious communities – using Coventry Cathedral as the main focus.</p>	<p><u>Scared Writings</u> looking at how writings can be interpreted and their impact on individuals and communities. Focus on the New testament, the Qur’an and the Guru Granth Sahib</p>	<p><u>Does God exist?</u> Analysing and comparing the evidence used when considering the existence of God.</p>	<p><u>Rites of Passage</u> Exploring celebrations and commemorations which can unite believers – examples from Christianity, Judaism and Islam.</p>	<p><u>Challenge</u> analysing the impact of religious diversity on communities and applying religious teaching to issues of tolerance and harmony. Looking at the example of the Holocaust but mainly looking at their own community.</p>
<p>Additional Opportunities</p>	<p>Visits to places of worship. Social interactions, how to behave in a place of worship. Meeting people for whom this is an important part of their lives. Respect and appreciation of important places for faith communities. Acceptance that other people have different faiths, or none and that this should be accepted and appreciated and should not be a cause for prejudice or discrimination.</p> <p>Visits can include - Year 5 – Local Christian Church, Year 6 – Mosque, Year 7 – Gurdwara, Year 8 – Coventry Cathedral</p>					