

**RE: Objectives and Skills Overview**

**Brent Agreed Syllabus**

<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>1</b>	<p style="text-align: center;"><b><u>Light</u></b></p> <p><u>Why is light such a powerful symbol?</u> <u>How is light used in some religious traditions?</u></p> <p>To consider the qualities and effects of light and darkness</p> <p>To reflect on the changing seasons from autumn to winter and winter to spring</p> <p>To become aware that some traditions have festivals which relate to seasonal change of light</p> <p>To know about and respond to some ways that light and fire play an important part in the teachings and practices of many religions</p> <p>To understand how light is often used to symbolise positive values e.g. good, truth, wisdom, etc.</p> <p>To reflect on what brings "light" into their own lives</p>		<p style="text-align: center;"><b><u>Food</u></b></p> <p><u>Where does food come from?</u> <u>How do different communities express beliefs and values through food?</u></p> <p>To consider where food comes from</p> <p>To know about the ways in which many traditions express their belief and thanks that God is the ultimate source of life and food</p> <p>To become aware of how food is used to express community and interdependence</p> <p>To become aware of how we are affected by food</p> <p>To become aware of the teachings of some traditions regarding meat, alcohol and harmful drugs</p> <p>To begin to understand that foods can have symbolic meaning</p>		<p style="text-align: center;"><b><u>Caring for our world</u></b></p> <p><u>Why should we care for the natural world?</u> <u>What happens if we do not care for our environment?</u></p> <p>To consider what we find beautiful in the natural world</p> <p>To become aware that many faiths experience God in the beauty, pattern and order of the natural world</p> <p>To reflect on ways in which humans can damage the natural world and the environment but that most try to make it better not worse</p>	
<b>2</b>	<p style="text-align: center;"><b><u>Caring for our world</u></b></p> <p><u>What motivates faith communities to care for the natural world?</u></p>		<p style="text-align: center;"><b><u>Water</u></b></p> <p><u>Why is water important?</u></p>		<p style="text-align: center;"><b><u>Caring for others</u></b></p> <p><u>How do different traditions teach that people should care for each other?</u></p>	

	<p><u>What happens if we do not care for our environment?</u></p> <p>To become aware of pattern and cycles in the natural world</p> <p>To know of some beliefs about human responsibility for the environment</p> <p>To respond to what the teachings and stories of different traditions say about how people should care for living things and the environment</p> <p>To know in what ways faith communities express reverence and gratitude for the world's resources and for its beauty</p>	<p><u>How do different communities express beliefs and values through water?</u></p> <p>To explore and express personal responses to the importance of water for life</p> <p>To consider the qualities of water</p> <p>To reflect on the unifying nature of water</p> <p>To begin to understand and respond to the way cleansing with water is used by individuals in some religious traditions to prepare themselves physically and mentally for prayer</p> <p>To begin to understand and respond to the way cleansing with water is used to express the sanctity of a place of prayer</p> <p>To become aware that water is used to symbolise new beginnings in some traditions</p> <p>To recognise how respect and gratitude is shown for water at focal places special to some faith communities</p>	<p><u>What happens when people do not care about each other?</u></p> <p>To consider who we care for and who cares for us</p> <p>To consider the interdependence of people in a community</p> <p>To understand and respond to the practices of some traditions which express beliefs and promote caring for others</p> <p>To respond to stories from some traditions which express ways of caring for others</p> <p>To reflect on the effects of not caring for others</p>
<p><b>3</b></p>	<p><b><u>Community</u></b></p> <p><u>How do children become part of their communities? What makes a strong community? What is the dialogue between different faith communities?</u></p> <p>To become aware that we are all part of communities</p> <p>To consider the positive and negative aspects of belonging to a group</p>	<p><b><u>Sacred and special books</u></b></p> <p><u>How do „books“ inspire us? Why are some „books“ believed to be sacred? How do different faith communities show reverence for sacred books?</u></p> <p>To consider how “books“ help people in life</p> <p>To consider how “books“ change the way people see the world</p> <p>To begin to understand and respond to the way members of different traditions are</p>	<p><b><u>Judaism</u></b></p> <p><u>How is the home central to the continuity of Jewish traditions? What are key beliefs and practices of Judaism?</u></p> <p>To explore the way practices in the home transmit the importance of Jewish faith, values and history : the mezuzah, Shabbat and Pesach</p> <p>To consider how living according to God's commandments demonstrates the love of God</p>

	<p>To consider the home and faith communities which the children are part of, what makes it a community and what part the children play in it</p> <p>To be aware that major faith traditions are global communities</p> <p>To understand that communities are strong and achieve by working together</p> <p>To consider why sometimes different communities are against each other</p> <p>To be aware of present dialogue between faith communities</p> <p>To reflect on how shared human community can overcome barriers</p>	<p>inspired and guided by writings which are sacred or important to them</p> <p>To understand and respond to the meaning of "sacred" in relation to "books" and ways of living</p> <p>To know which key texts are associated with main faith traditions</p> <p>To consider different beliefs about the authority of sacred texts</p> <p>To explore the importance of oral texts for some traditions</p> <p>To know that the Tenakh, Bible and Qur'an have stories in common and that their traditions have a shared heritage</p> <p>To explore the importance of one of these stories for Jews, Christians and Muslims</p> <p>To know and respond to the way reverence is shown to some holy books</p>	<p>To respond to some Jewish expressions of God as Creator</p> <p>To understand and reflect on the meaning of atonement, forgiveness and new beginnings for Jews expressed by Rosh Hashanah and Yom Kippur</p> <p>To understand and respond to ways Jews express and celebrate the importance of the Sefer Torah</p>
<p><b>4</b></p>	<p><b><u>Christianity</u></b></p> <p><u>How is Jesus central to Christianity? What are the key beliefs and practices of Christianity?</u></p> <p>To be aware that Christianity is a world religion with local and global differences</p> <p>To be introduced to the idea that Christians experience God as Father, Son and Holy Spirit</p>	<p><b><u>Rules for living</u></b></p> <p><u>How do rules for living reflect the values of a tradition? How might following obligations in some traditions strengthen and express commitment?</u></p> <p>To understand how rules for living reflect the values of a tradition</p> <p>To consider the way that rules for living often present an ideal to be aspired to</p> <p>To be aware that in some traditions there are no absolute rules but families and individuals</p>	<p><b><u>Places of worship</u></b></p> <p><u>How are places of worship important for religious communities? How do significant features of a place of worship express its use?</u></p> <p>To be aware of the way a place of worship and its features express the identity and beliefs of its community</p> <p>To be aware that there are different types of places of worship within one religion, that some may be temporary or housed in other buildings</p>

	<p>To be introduced to the Christian belief in Jesus as both divine and human through an understanding of Christmas</p> <p>To recognise that Jesus is an example for Christians in the way he chose disciples and friends and the way he related to ordinary people</p> <p>To know about and respond to some main events in the life of Jesus and how beliefs about his death and resurrection are expressed and celebrated through Easter</p> <p>To reflect on personal responses to light and dark and experiences of loss and hope</p> <p>To understand how Christians worship as a community and as individuals</p>	<p>guide their actions by values such as compassion</p> <p>To explore how a person's lifestyle reflects the way in which they are committed to a tradition</p> <p>To understand and respond to the way commitment to a tradition can involve obligations</p> <p>To understand how following obligations can strengthen commitment and an understanding of a tradition</p>	<p>To understand ways in which a place of worship provides for the needs of its community and helps the community follow its tradition</p> <p>To explore the range of uses for places of worship : celebrations, services, educational and social activities</p> <p>To know how these uses are expressed by the significant features of a place of worship</p> <p>To be aware that there are appropriate ways to behave and show respect in places of worship</p> <p>To articulate aspects of their own tradition or beliefs through external forms</p>
5	<p style="text-align: center;"><b><u>Hinduism</u></b></p> <p><u>What does it mean to be a Hindu? What are some key beliefs and practices shared by Hindus?</u></p> <p>To understand the development of the term "Hindu"</p> <p>To be aware that the term Hinduism covers a wide spectrum of traditions and that Hindus respect the path chosen by others including that of other religions</p> <p>To understand and respond to the Hindu belief that the divine is in everyone</p> <p>To be clear that Hindus believe that God is One and Formless but may be understood and approached in different ways</p>	<p style="text-align: center;"><b><u>Islam</u></b></p> <p><u>How is God revealed to Muslims? What are some of the key beliefs and practices of Islam?</u></p> <p>To understand and respond to Muslim belief in the revelation of Allah through the pattern and order of the natural world</p> <p>To know about and respond to Muslim belief in Allah as One, infinite and without partners</p> <p>To consider why "the five pillars" of Islam are fundamental requirements for Muslims</p> <p>To know about the revelation of the Qur'an to the Prophet Muhammad, its significance as the Word of Allah</p>	<p style="text-align: center;"><b><u>Symbol</u></b></p> <p><u>What has special meaning for us? How do we express meaning without words?</u></p> <p>To consider what objects are special to the children and why</p> <p>To understand that some objects express special meaning for different communities, religious and non-religious</p> <p>To become aware of the way that signs express meaning</p> <p>To know the most recognised symbols of some traditions and begin to understand how they represent those traditions</p> <p>To become aware that some religions use colours to express meaning and feelings</p>

	<p>To be aware that some Hindus approach God with attributes through certain main traditions : Vaishnavite, Shaivite and worship through the Goddess</p> <p>To recognise that some Hindus believe God becomes present in human form at times of great need</p> <p>To explore, respect and respond to the way puja and stories about different deities help many Hindus to understand and get close to God</p> <p>To know that there are different types of worship</p> <p>To know that, for most Hindus, puja, the worship of their family or community deity, is their main approach to God</p> <p>To explore how puja draws on all the senses</p>	<p>To explore and respond to the way Muslims know about Allah and the world through the Qur'an</p> <p>To be introduced to and respond to the example of the Prophet Muhammad as a source of guidance for Muslims</p>	<p>To explore the way that colours can express meaning and feelings for others and themselves</p> <p>To understand that actions can express meaning and devote</p>
<p><b>6</b></p>	<p><b><u>Buddhism</u></b></p> <p><u>Why did the Buddha seek Enlightenment?</u> <u>What are his main teachings?</u></p> <p>To consider what made the Buddha give up his home, family and wealth</p> <p>To know about and respond to the way the Buddha achieved Enlightenment</p> <p>To reflect on his teachings about a Middle Way</p> <p>To introduce the teachings of the Eightfold Path</p>	<p><b><u>Sikhism</u></b></p> <p><u>Why does the Guru Granth Sahib contain writings from other traditions as well as Sikh?</u> <u>What are some key beliefs and practices of Sikhs?</u></p> <p>To understand some Sikh beliefs about God</p> <p>To be aware that Sikhs believe that, since God is One, other religions are also ways to God</p> <p>To know about and respond to some Sikh practices which express their belief in the equality of all people</p>	<p><b><u>People of faith</u></b></p> <p><u>What is faith? How does someone's faith give them strength?</u></p> <p>To explore the meaning of faith</p> <p>To understand how different types of faith have motivated some key figures and influenced their lives and social action</p> <p>To investigate and respond to the life and work of some key figures</p> <p>To explore how different types of faith have inspired the funding and work of organisations</p>

	<p>To consider his teachings about impermanence</p> <p>To explore the symbolism of key Buddhist objects</p>	<p>To understand how the spirit of Guru Nanak was present in the ten human Gurus</p> <p>To understand how the spirit of Guru Nanak is present in the Guru Granth Sahib which is revered as a source of spiritual authority</p> <p>To identify and respond to key points in the life stories of Guru Nanak and Guru Gobind Singh</p>	<p>To consider the part that faith plays in children's own lives.</p>
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