

Wood End Park Academy School RE Curriculum Overview Upper KS2  
(Based on Hillingdon SACRE)

Yr 5	Autumn 1: Sikh Origins and Beliefs		Spring 1: Aesop's Fables		Summer 1: Introduction to Buddhism	
	AT1	AT2	AT1	AT2	AT1	AT2
Faith & Values Christianity Sikhism Buddhism	<ul style="list-style-type: none"> <li>- Founder of Sikhism was Guru Nanak. Who was Guru Nanak? Why did he found Sikhism?</li> <li>- Sikhism is based on Guru Nanak's teachings and the 9 Gurus who followed him.</li> <li>- Look at the 5 core beliefs: One God, All Are Equal, Meditation, Live Honestly, Share with Others.</li> <li>- Look at the 5Ks: Kesh, Kara, Kanga, Kaccha and Kirpan.</li> </ul> <p><a href="http://www.bbc.co.uk/religion/religions/sikhism/customs/fiveks.shtml">http://www.bbc.co.uk/religion/religions/sikhism/customs/fiveks.shtml</a></p>	<ul style="list-style-type: none"> <li>- Sensitively discuss how Guru Nanak started the religion and his influences from Hindu and Islamic faith.</li> <li>- Children could discuss what sort of men they thought the Gurus were.</li> <li>- Children to look at beliefs, can they make comparisons with their own values?</li> <li>- Look at the meaning and significance of each of the 5Ks and sensitively debate how some Sikh views may have changed on how they follow the 5Ks. How do they know?</li> </ul>	<ul style="list-style-type: none"> <li>- Who was Aesop?</li> <li>- Look at some of Aesop's Fables: The Hare and the Tortoise, The Frogs and The Ox, The Boy Who Cried Wolf, The Monkey as King, The Lion and The Mouse.</li> </ul> <p><a href="http://www.bbc.co.uk/schoolradio/subjects/english/aesops_fables/">http://www.bbc.co.uk/schoolradio/subjects/english/aesops_fables/</a></p>	<ul style="list-style-type: none"> <li>- Children to look at the Greek Story Teller. Why did he create these moral stories?</li> <li>- What messages are explored in his stories?</li> <li>- Children to make comparisons with some of the Christian Parables explored in the previous term.</li> <li>- Linking with Literacy, children could create their own moral tale for lower year group.</li> </ul>	<ul style="list-style-type: none"> <li>- Founder of Buddhism was Siddhartha Gautama - the Buddha's life and that he was a wise person and not a God.</li> <li>- The life story of Siddhartha Gautama, who became the Buddha, including his birth and upbringing, the four sights which led to his renunciation, his years in the forest and his final enlightenment (Bodhi tree).</li> <li>- Look at important symbols found in Buddhism for example The Wheel of Life, Lotus Flower and Images of Buddha himself.</li> <li>- Look at the Buddhist of worship.</li> </ul> <p><a href="http://www.buddhanet.net/e-learning/buddhism/storybuddha.htm">http://www.buddhanet.net/e-learning/buddhism/storybuddha.htm</a></p>	<ul style="list-style-type: none"> <li>- Sensitively discuss how Siddhartha Gautama started the religious journey and how some of his teachings were influenced by Hinduism (discuss shared vocabulary such as puja for prayer, ideas of reincarnation).</li> <li>- Whilst looking at Siddhartha Gautama story, children could think about whether they would sacrifice wealth for happiness? Would this happen in the modern day?</li> <li>- Children to understand the significance of what each symbol represents.</li> <li>- Children to make comparisons on how temples can vary based on different regions for example temples known as pagodas in China and Japan. In other regions known as stupa and vary in shape (commonly upside down bowl).</li> </ul>

Autumn 2: Christian Parables		Spring 2: Sikh Festivals and Celebrations		Summer 2: Inspirational People	
AT1	AT2	AT1	AT2	AT1	AT2
<ul style="list-style-type: none"> <li>- Look at morals portrayed in Christian Parables such as:</li> <li>- The Lost Sheep/ The Lost Coin</li> <li>- The Wise Man and The Foolish Man</li> <li>- The Good Samaritan</li> <li>- The Prodigal Son</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the values and morals within the stories.</li> <li>- Look at both of these stories, which share the same moral message that every individual is important. Children to consider what society would be like if certain individuals were absent from, in what different ways society could be effected for example police officers, teachers, caretaker etc.</li> <li>- Children to understand that this story is exploring the idea that we must not make preconceived judgements. Discuss the phrase <i>'Don't judge a book by its cover'</i>. Children to think about a time they have made a judgement on someone before getting to know them.</li> <li>- Children to understand that this was to teach Christians that God was like a forgiving father. Explore</li> </ul>	<ul style="list-style-type: none"> <li>- Sikhs celebrate Gurupurbs, which are different festivals that celebrate the lives of the Gurus.</li> <li>- Nam Karan (naming) and Amrit Sanskar (baptism)</li> <li>- Khalsa: The pure ones. Origins of Khalsa. Look at the Vaisakhi festival. <a href="http://www.bbc.co.uk/1/earningzone/clips/origins-of-the-khalsa/672.html">http://www.bbc.co.uk/1/earningzone/clips/origins-of-the-khalsa/672.html</a></li> <li>- Anand Karaj (marriage): Look at the ceremony and look at how integral the Guru Granth Sahib is in the ceremony both in the Gudwara and at home.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at these celebrations and draw comparisons with how they celebrate their own birthdays. <a href="http://www.bbc.co.uk/religion/religions/sikhism/holydays/gurpurbs.shtml">http://www.bbc.co.uk/religion/religions/sikhism/holydays/gurpurbs.shtml</a></li> <li>- Children to discuss similarities and differences between Sikh ceremony and Christian. A fun activity that mirrors how a Sikh child gets its name is to open their favourite book, look at the first word on that page and choose a name starting with the first letter.</li> <li>- Children to look at wedding ceremony and even if it is done at home. Children could write a narrative account of one of the stages and work together to write a booklet.</li> </ul>	<ul style="list-style-type: none"> <li>- Nelson Mandela (Christian)</li> <li>- Mahatma Gandhi (Hindu)</li> <li>- Mo Farah (Muslim)</li> <li>- Anna Frank (Jewish)</li> </ul>	<ul style="list-style-type: none"> <li>- Look at these different inspirational people over a series of lessons.</li> <li>- In each of these lessons children to learn about these people and then discuss how they have inspired a generation of people.</li> <li>- Children to then make comparisons between these people in lessons that follow for example Mo Farah has inspired people to become fitter etc.</li> <li>- Finally children to consider who inspires them and why? Children could write a persuasive argument why their person is an inspiration.</li> </ul>

		themes of forgiveness. Why is it important to forgive?				
<b>Yr 6</b>  <b>Faith &amp; Values</b> <b>Christianity</b> <b>Sikhism</b> <b>Buddhism</b>	<b>Autumn 1: Sikh Artefacts</b>		<b>Spring 1: Buddhist Beliefs</b>		<b>Summer 1: Keeping a Perspective of Life (Through Religious Leaders)</b>	
	AT1	AT2	AT1	AT2	AT1	AT2
	<ul style="list-style-type: none"> <li>- Sikh place of worship is known as <i>Gudwara</i>. Introduce Sikh artefacts through looking at the <i>Gudwara</i> in first lesson.</li> <li>- <i>Guru Granth Sahib</i>: Sikh Religious Scripture.</li> <li>- <i>Gutka</i>: Small book that contains verses of Sikh holy scripture to recite daily.</li> <li>- Revise the 5Ks with the children.</li> <li>- <i>Kara Parshad</i>: Sweet food offered to worshippers who</li> </ul>	<ul style="list-style-type: none"> <li>- Children to understand the significance of each the features of the <i>Gudwara</i>. Look at some of the artefacts found in the <i>Gudwara</i> for example <i>Nishan Sahib</i>: Sikh flag and <i>Chauri</i>: fan or fly whisk, traditional kept next to the <i>Guru Granth Sahib</i>. What do these objects represent?</li> <li>- Look at the importance of the holy text to Sikhs for example <i>GGS</i> must have its own room etc. Make links with their understanding of 'sacred'.</li> <li>- Draw on comparisons with other daily worship children learnt or experience. Look at the similarities and differences.</li> <li>- Revise children's understanding of the significance of each of the 5Ks.</li> <li>- Look at how <i>Kara Parshad</i> is prepared make links with</li> </ul>	<ul style="list-style-type: none"> <li>- The Buddha taught the <b>3 main parts</b> known as: <b>Three Signs of Being, The Four Noble Truths and Noble Eightfold Path.</b></li> <li>- Buddhists promise not to harm living beings; take what is not given; misuse the senses; use wrong speech or take drugs or alcohol.</li> <li>- Appreciate how the Buddhist community (<i>Sangha</i>) is made up. Know about the lifestyle of monks and nuns and understand the symbol of the robes, shaven heads and alms bowls.</li> </ul> <p><a href="http://resources.woodlands-junior.kent.sch.uk/homework/religion/buddhism.htm">http://resources.woodlands-junior.kent.sch.uk/homework/religion/buddhism.htm</a></p>	<ul style="list-style-type: none"> <li>- Children to look at beliefs, can they make comparisons with their own values?</li> <li>- Understand the importance of these life style choices. Children to think about their own lifestyle choices. How do their lifestyle choices affect them?</li> <li>- At the end of the series of lessons. Children to create a booklet to inform people on a Buddhists beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>- What does it mean to be a religious leader?</li> <li>- Do all religions have religious leaders? Sikhs do not have religious leaders however there are <i>Granthis</i> at the <i>Gudwara</i> and <i>Dalai Lama</i> (Buddhist).</li> <li>- Children to look at the religious leaders of the major religions: <i>Rabbi</i> (Jewish), <i>Imam</i> (Islamic), <i>Caliph</i> (Islamic), <i>Priest</i> (Christian), <i>Archbishop</i> (Christian), <i>Pope</i> (Christian), <i>Brahmans</i> (Hindu), <i>Swami</i>.</li> </ul>	<ul style="list-style-type: none"> <li>- Children to think about what it means to be a good leader. Children could create their own manifesto to create links to Literacy.</li> <li>- Children to sensitively discuss the duties and moral responsibilities of each of these religious leadership roles.</li> <li>- Look at the lives of notable religious leaders such as <i>Oscar Romero</i> etc.</li> <li>- Children to look closely at the role of the <i>Caliph</i> and the implementation of <i>Sharia Law</i>. Do they agree that faith should influence law? <b>What happens when there is conflict between faith and the law? (Links to Hillingdon SACRE: Keeping perspective on life)</b></li> </ul>

	attend Gudwara.	Literacy and instructions. Also make links with how KP symbolises core value of sharing.				
	<b>Autumn 2: Famous Christians</b>		<b>Spring 2: Big Questions</b>		<b>Summer 2: Life Stances - What Makes Me, Me!</b>	
	<b>AT1</b>	<b>AT2</b>	<b>AT1</b>	<b>AT2</b>	<b>AT1</b>	<b>AT2</b>
	<ul style="list-style-type: none"> <li>- Children to look at famous Christians and how Christianity has influenced their lives. Was religion a positive or negative influence?</li> <li>- Oliver Cromwell</li> <li>- Charles Darwin</li> <li>- C.S. Lewis</li> <li>- Martin Luther King</li> <li>- Mother Teresa</li> </ul>	<ul style="list-style-type: none"> <li>- Look at OC's reign, why did he ban so many things? Do you think he interpreted The Bible well? Horrible Histories clip <a href="https://www.youtube.com/watch?v=Oz8yN9vSw2A">https://www.youtube.com/watch?v=Oz8yN9vSw2A</a></li> <li>- Children to sensitively discuss the conflict that Charles Darwin faced being a Christian and discovering evolution.</li> <li>- Read abstracts from The Lion, The Witch and The Wardrobe. Children to draw on comparisons between key characters/ events and with those in The Bible e.g. Aslan rebirth, references to Adam and Eve.</li> <li>- Discuss how MLK felt Christianity gave him strength in his struggle for equality. (Makes links with Black History).</li> <li>- What key Christian values influenced Mother Teresa? Look at her life, what things she did?</li> </ul>	<ul style="list-style-type: none"> <li>- How and why did the universe begin?</li> <li>- What is the meaning of life?</li> <li>- Are morals relative or absolute?</li> <li>- What is meant by faith?</li> <li>- Should the rich give to the poor?</li> <li>- What is 'truth'? Should we always except what we are told?</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the Big Bang Theory and make comparisons with creation stories. What do you think really happened? Why do you think that?</li> <li>- Children to think about why we are here by exploring ideas of how most people live their lives for example education, marriage, work etc. What do they consider to be the most important life goal? Why?</li> <li>- Children to consider if all morals shared universally or do they belong to just a set group of people. Look at the phrase 'equal application of the law' taken from the UK constitution.</li> </ul>	<ul style="list-style-type: none"> <li>- Review children's understanding of different religions.</li> <li>- How different faiths have developed and changed within their timescales.</li> <li>- Community Cohesion</li> </ul>	<ul style="list-style-type: none"> <li>- Children to discuss if their views and understanding of different religions have changed over their years at WEP.</li> <li>- Write a 'question and answer' style report on what it may like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community.</li> <li>- Children could write a declaration of how they could promote Community Cohesion.</li> </ul>

