

## AJS Religious Education Overview

Key Stage	Year Group	Topic Name / Name of Religions.	Small Enquiry Questions	Know about understand religions and worldviews.	Express ideas and insights into the significance of religion and worldviews.	Gain and deploy skills for engaging with religions and world views.
Lower KS2	Year 3	Islam and Christianity.	Holy buildings & Sacred Space: Visiting places of Worship.	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities  Understand the challenges of commitment to a community of faith or belief.	Discuss thoughtfully their own and others' views on challenging questions.  Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
		Islam and Christianity.	Why are Holy books important?	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;  Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
		Hinduism and Christianity.	Why do people make pilgrimages?	The content within these RE concepts from Walsall Syllabus apply to every unit taught and will be revisited regularly throughout Year 3.		

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	Year 4	Hinduism.	What is it like to be Hindu?	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities  Understand the challenges of commitment to a community of faith or belief.	Discuss thoughtfully their own and others' views on challenging questions.  Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
		Islam.	Muslim ways of living: keeping to the 5 pillars.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;  Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
		Christianity.	Finding reasons to care through religious stories.		<b>The content within these RE concepts from Walsall Syllabus apply to every unit taught and will be revisited regularly throughout Year 4.</b>	

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Upper KS2	Year 5	Islam and Christianity.	Christian Aid and Islamic relief: Can they change the world?	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities  Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms.  Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
		Islam and Christianity.	Who is inspiring?	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
		Hinduism, Islam and Christianity.	What is commitment?	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.		
		The content within these RE concepts from Walsall Syllabus apply to every unit taught and will be revisited regularly throughout Year 5.				

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	Year 6	Sikhism and Hinduism.	Exploring key leaders	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities  Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms.  Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
		Christianity and Humanism.	What matters most?	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;  Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
		Christianity and Islam.	What can we learn about other religions about temptations?	The content within these RE concepts from Walsall Syllabus apply to every unit taught and will be revisited regularly throughout Year 6.		