



Religious Education Directory- To Know You More Clearly

Year 6 Autumn 1	<u>Topic Title: Creation and Covenant</u>	Key Vocabulary
<p>RED Expected Outcome:</p> <p>Understand: By the end of this unit of study, pupils will be able to:</p> <p>Show understanding of the literary forms found in the text’s studied, including the use of metaphor, symbolic language, and poetry. (RVE)</p> <p>Simply explain the Church’s teaching on the purpose of the second Creation story and the purpose of scientific accounts, referencing Laudato Si’ 66-67. Make links with the term ‘stewardship’.</p> <p>Show understanding of the Christian belief of the first sin or ‘original sin’ by making links with the second story of Creation.</p> <p>Explain some Christian beliefs about the Sacrament of Baptism.</p> <p>Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others and relationships with the created world, making relevant links with the second account of Creation and Laudato Si’ 66.</p> <p>Show some understanding of the Christian belief that in Jesus a new covenant is made and</p>	<p>Hear By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> • The second account of Creation (Genesis 2:5-10, 15-23, 3:1-7,9-13, 17-19) • Jn 1:1-5, 16-18 • The Nicene Creed • Laudato Si’ 66-67 <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The literary forms employed in the Genesis account. • The Genesis account of Creation and Fall is not a literal scientific description, but expresses beliefs about God, the world, and human beings (see CCC 159). <p>Believe By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> • The world is in disarray because humans choose to do evil again and again. This is called original sin; the story of Adam and Eve explains why the world is no longer as good as it was in the beginning. (YCfK 22) • In Jesus, God restored humanity’s relationship with him. • Baptism is the first sacrament of the forgiveness of sins. It unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit. • Belief in God as sustainer and source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution. <p>Celebrate By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The symbols in the Sacrament of Baptism that point to a Christian’s new life in Christ • The Church teaches that the Nicene Creed allows all believers to make a common statement of their faith. <p>Live By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Many scientists are Christians and they do not see any conflict between their faith and science. • The work of Catholic scientists in contributing to the scientific account of the beginnings of the universe (e.g., the work of Mendel and Lemaitre). The ways in which some sin is social and embedded in social structures (cf. CCC 1868-69) 	<p>Creation Fall Eden evolution baptism salvation</p>



Religious Education Directory- To Know You More Clearly

<p>through him the relationship with God can be restored making links with John (1:1-5, 16-18) and the Nicene Creed.</p> <p>Describe the work of a Christian or Catholic scientist who has contributed to the scientific understanding of the beginnings of the universe (e.g., Mendel, Lemaitre, Blundell), recognising that many scientists are Christians and they do not see any conflict between their faith and science. (RVE)</p> <p>Discern: By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Articulating reasons which might lead to judgements different to their own, in response to the claim: 'belief in Creation is compatible with scientific accounts of the beginnings of the universe and the theory of evolution', offering reasoned arguments for their own judgement. (RVE)</p> <p>Expressing a point of view about what the story of the Fall says about human beings and suffering giving reasons why they think this way.</p> <p>Respond: During this unit of study, pupils will be invited to respond to their learning, for example by:</p>		
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Religious Education Directory- To Know You More Clearly

<p>Considering the ways in which their life and the life of their communities could be transformed by taking seriously the belief in the innate dignity and equality of all human beings. (RVE)</p> <p>Reflecting on the evidence in the world that human beings have not always lived as God has wanted and the effects of this on human beings and the environment.</p> <p>Reflecting on the ways in which the discoveries of science can lead to a deeper appreciation of the greatness of God and God’s love for all Creation. (RVE)</p>				
<p>Possible Community Links:</p>	<p>Previous Learning Experiences:</p> <p>EYFS- God made our beautiful world and everything in it. God made me. Y1 - Creation Y2- Noah Y3- Creation Y4- Abraham Y5- Moses</p>	<p>Future Learning Experiences:</p>	<p>Cross curricular links:</p> <p>PSHE – A Journey in Love</p> <p>Art – Printing (animals)</p> <p>Geography – Mexico</p>	<p>British Values:</p> <p>Mutual respect</p>



Religious Education Directory- To Know You More Clearly

Year 6 Autumn 2	<u>Topic Title: Prophecy and Promise</u>	Key Vocabulary
<p><u>RED Expected Outcome:</u></p> <p>Understand: By the end of this unit of study, pupils will be able to:</p> <p>Show an understanding of any one of the following Old Testament scripture passages that show the importance of women in salvation history, recognising authorial intention and historical context:</p> <ul style="list-style-type: none"> • Genesis 18:1-15; 21:1-7: Sarah • Exodus 1:8-22; 2:1-10: Miriam • Judges 4:4-11; 5:7-15: Deborah • 1 Samuel 1:5, 9-11, 26-28: Hannah • Esther 2:4, 15-17; 3:1-6, 12-13; 4:1-4, 8a-17; 5:1-8; 7:1-6, 9-10; 8:3-12 (Purim): Esther <p>Use theological language to explain what is meant by describing the women of the Old Testament as ‘true protagonists of salvation history’ (Pope John Paul II’s address, General Audience, 27 March 1996), making relevant links with the stories of some key women from the Old Testament.</p> <p>Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Lk 1:26-56 and the accounts of the women of the Old Testament. Contrast Lk 1:26-56 with the authorial focus in Matthew’s account (Matt 1:18-25)</p> <p>Use theological language to describe and explain the belief that Mary became the ‘Mother of God’.</p>	<p><u>Hear</u> By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> • Old Testament passages that show the importance of women in salvation history, e.g.: • Genesis 18:1-15; 21:1-7: Sarah • Exodus 1:8-22; 2:1-10: Miriam • Judges 4:4-11; 5:7-15: Deborah • 1 Samuel 1:5, 9-11, 26-28: Hannah • Esther 2:4, 15-17; 3:1-6, 12-13; 4:1-4, 8a-17; 5:1-8; 7:1-6, 9-10; 8:3-12 (Purim): Esther • Lk 1: 26-56: Mary as the fulfilment of Old Testament promises <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The difference between the Lucan and Matthean infancy narratives, emphasising their respective intentions, narrative approach, and Luke’s emphasis on the role of women in the story of salvation. <p><u>Believe</u> By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> • The women of the Old Testament are true protagonists of salvation history (see Pope John Paul II’s address, General Audience, 27 March 1996). • Mary is the fulfilment of the Old Testament promises and became the ‘Mother of God’ by her ‘Yes’ to God’s plan. <p><u>Celebrate</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The Magnificat is the song of the Mother of God and the song of the Church. • The Church prays the Magnificat each day at Vespers (evening prayer). • Some sung settings of the Magnificat. <p><u>Live</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Examples of women today who are responding to God’s call in their life. For example, the role of women’s religious orders in the Church today, with reference to at least one example of a Catholic women’s religious order (e.g., Sisters of Mercy, Ursulines, Sisters of Loreto, Daughters of St Paul, Little sisters of the Poor). 	<p>salvation history fulfilment Old Testament Lucan Matthean protagonists Mary, Mother of God Magnificat religious order</p>



Religious Education Directory- To Know You More Clearly

<p>Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah.</p> <p>Show understanding of the life of individual women today who are responding to God's call in their life, making relevant links to Mary's 'Yes' to God (Lk1:26-56), for example, describe and explain the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order.</p> <p>Discern: By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Thinking about the role of women in the story of salvation, giving a response to this statement: 'Looking at the role of women in the story of salvation, women today do not play a large enough role in the life of the Church', supporting their answer with reasons, and discussing why people might give different answers.</p> <p>Exploring how they and others interpret their own and the composer's meaning, in response to a variety of sung settings of the Magnificat.</p> <p>Respond: During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on their own experience, consider the women in their lives who have been important or significant. (RVE)</p>		
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Religious Education Directory- To Know You More Clearly

<p>Comparing their own and others' experiences about the importance of Mary the mother of Jesus in their spiritual life.</p> <p>Considering what life or task God might be calling them to live or do and reflect on how their 'Yes' could transform their own lives and the lives of the community. (RVE)</p>				
<p>Possible Community Links:</p>	<p>Previous Learning Experiences:</p> <p>EYFS-The Annunciation/The Nativity/The Shepherds visit the manger</p> <p>Y1-The Annunciation/The Visitation/Birth of Jesus</p>	<p>Future Learning Experiences:</p>	<p>Cross curricular links:</p> <p>Music – Christmas music</p> <p>PSHE – A Journey in Love</p>	<p>British Values:</p> <p>Mutual respect</p>



Religious Education Directory- To Know You More Clearly

	<p>Y2-The Annunciation and Birth of Jesus and John the Baptist</p> <p>Y3- Catholic Mass/The Annunciation to Joseph</p> <p>Y4-Elijah/the preaching of John The Baptist</p> <p>Y5- Jesus - the fulfilment of the promise to David</p> <p>Y6- Women of the old testament – ‘true protagonists of salvation history’</p>			
<p>Year 6 Spring 1</p>	<p><u>Topic Title: Galilee to Jerusalem</u></p>			<p>Key Vocabulary</p>



Religious Education Directory- To Know You More Clearly

<p><u>RED Expected Outcome:</u></p> <p>Understand: By the end of this unit of study, pupils will be able to:</p> <p>Show understanding of the scripture passages studied identifying authorial intention, recognising that the scripture speaks to people literally and carries a deeper spiritual meaning. (RVE)</p> <p>Use specialist theological vocabulary to make links between each of the miraculous signs and Christian beliefs about Jesus, including some of the sacraments, and how these reveal he is truly God and truly human.</p> <p>Use specialist religious vocabulary to make links between one of the 'I am' statements and Christian beliefs about Jesus.</p> <p>Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.</p> <p>Explain the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.</p> <p>Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this.</p> <p>Discern: By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p>	<p><u>Hear</u> By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> • The Wedding at Cana (Jn 2:1-12) • Healing the official's son (Jn 4:46-54) • Healing the man at Bethesda (Jn 5:1-47) • Feeding the 5000 (Jn 6:1-4) • Walking on water (Jn 6:15-21) • Healing the Blind Man (Jn 9:1-41) • Raising of Lazarus (Jn 11:1-57) • 'I am the bread of life' (Jn 6:35) or 'I am the Resurrection and the life' (Jn 11:25) <p><u>Believe</u> By the end of this unit of study, students will know that the Church teaches that:</p> <ul style="list-style-type: none"> • God inspired the authors of Sacred Scripture. • Scripture is understood literally and spiritually. • Mary prays and asks Jesus for help at Cana. • The Church has seven sacraments. The sacraments of initiation are baptism, confirmation, and Eucharist. The sacraments of healing are penance and anointing of the sick. The sacraments in service to Holy Communion are marriage and Holy Orders. • The purpose of sacraments is to help people grow more like Jesus, and through him become children of God. • The sacraments engage all the senses, not just intellect and are earthly signs of the presence of God, especially in the Eucharist. <p><u>Celebrate</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The sacraments are meeting points with God that bring people into a closer relationship with God and the community of the Church. They are holy, visible signs of God's presence and action in the life of a Catholic. Through them Catholics experience the 'healing, forgiving, nourishing, strengthening, presence of God that enables them to love in turn' (YC p105). • Different representations in art or music of one of the signs from St John's gospel or one of the 'I am' statements studied. <p><u>Live</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • How sacraments are celebrated in their local parish community and how these form part of the life of the local Church. <p>88</p> <ul style="list-style-type: none"> • How their local parish community (Parish priest and laity) hand on the teaching of Jesus. 	<p>Cana Bethesda Lazarus sacraments</p>
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Religious Education Directory- To Know You More Clearly

<p>Giving reasons why the Church teaches sacraments are ‘meeting points where God himself is present’ (YCfK 64). Discuss why others might disagree.</p> <p>Looking at different artistic representations of at least one of the signs in St John’s gospel and discussing the artists’ use of symbolic representation, expressing and sharing a personal preference, giving reasons for their choice and listen to contrary points of view. (RVE)</p> <p>Respond: During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Reflecting on how the seven signs in John’s gospel speak to them literally and spiritually.</p> <p>Considering how stories from scripture speak to people in different ways. (RVE)</p>				
<p>Possible Community Links:</p>	<p>Previous Learning Experiences:</p> <p>EYFS The visit of the Magi Glory be is a special prayer Jesus was born for everyone Y1 -Jesus visits the temple</p>	<p>Future Learning Experiences:</p>	<p>Cross curricular links:</p>	<p>British Values:</p>



Religious Education Directory- To Know You More Clearly

	<p>Y2- Jesus being baptised and miracles Y3- Miracles and parables Y4- Saint Peter and that Jesus is messiah Y5- beatitudes</p>			
<p>Year 6 Spring 2</p>	<p>Topic Title: Desert to Garden</p>			<p>Key Vocabulary</p>
<p><u>RED Expected Outcome:</u></p> <p>Understand: By the end of this unit of study, pupils will be able to:</p> <p>Show an understanding of the account of Holy Week in the gospel of John.</p> <p>Show knowledge and understanding of how one of the texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed.</p> <p>Make links between the account of Jesus’ washing his disciples’ feet, what happens at Mass on Holy Thursday, and Christian beliefs about Jesus’ actions.</p> <p>Describe ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.</p> <p>Make links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ’s journey to the cross.</p> <p>Discern:</p>	<p><u>Hear</u> By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> • The anointing at Bethany (Jn 12:1-11) • Jesus washes his disciples’ feet (Jn 13:1-17) • First farewell discourse (Jn 13:33-38) • The arrest of Jesus (Jn 18:1:11) • Jesus before Pilate (Jn 18:28-40, 19:4-6) • The Crucifixion (Jn 19:17-22) • Jesus and his mother (Jn 19:25-27) • The death of Jesus (Jn 19:28-37) <p><u>Believe</u> By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> • At the Last Supper Jesus showed his love by washing his disciples’ feet. • Jesus showed his love by dying on the cross. On the cross he took on the guilt and pain of the whole world to bring the world back home to God’s perfect love. (See Article 4 Apostles’ Creed.) • Mary is the mother of all Christians. <p><u>Celebrate</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • That Mass on Holy Thursday recalls Jesus’ actions at the Last Supper, including washing the feet of the apostles. • The Stations of the Cross are a prayerful reflection on Christ’s journey to the cross. <p><u>Live</u> By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • The Stations of the Cross are prayed by Christians around the world and model the Via Dolorosa in Jerusalem. 			<p>Bethany anoint discourse Pilate Crucifixion Holy Week Stations of the Cross</p>



Religious Education Directory- To Know You More Clearly

<p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Considering the statement 'Jesus had a fair trial', comparing and contrasting different points of view about this statement drawing on John's gospel as a source of evidence.</p> <p>Exploring how they and others interpret their own and the maker's meaning, in response to a variety of creative and artistic expressions and linking these with a scriptural passage studied.</p> <p>Respond: During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Prayerfully reflect on what Jesus teaches about true discipleship.</p> <p>Considering how love of neighbour could transform their life and the lives of the communities they are part of, describing the actions they could take to begin this transformation. (RVE)</p> <p>Reflecting on Lent as a time to begin this transformation.</p>	<ul style="list-style-type: none"> • Explore different representations of the Stations of the Cross or prayers of the stations in different places in the world, e.g., Via Crucis in Rome, the high stations in Lourdes. • Encounter some artistic representations of the Holy Week as depicted in the gospel of John, for example, Sieger Koder 'The washing of feet', or extracts of St John's passion by Bach. 			
<p>Possible Community Links:</p>	<p>Previous Learning Experiences:</p> <p>EYFS: Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone</p>	<p>Future Learning Experiences:</p>	<p>Cross curricular links:</p> <p>Music – Sacred music</p>	<p>British Values:</p> <p>Mutual respect</p>



Religious Education Directory- To Know You More Clearly

	<p>celebrates. Love God and love everyone (great commandment). Caring for others New life Y1 – Temptation, The Last Supper, The Easter story Y2- Reconciliation/forgiveness easter vigil mass Y3- Eucharist at the Last Supper Y4- Jesus as the servant-Messiah. Y5- Ash Wednesday, temptation repentance</p>			
<p>Year 6 Summer 1</p>	<p><u>Topic Title: To the Ends of the Earth</u></p>			<p>Key Vocabulary</p>



Religious Education Directory- To Know You More Clearly

<p>RED Expected Outcome:</p> <p>Understand: By the end of this unit of study, pupils will be able to:</p> <p>Show understanding of the scripture passages studied, identifying literary forms and authorial intention. (RVE)</p> <p>Use specialist theological and religious and vocabulary to describe and explain links between at least one of the scripture passages studied and religious beliefs.</p> <p>Describe Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.</p> <p>Explain why Jesus is called the 'new Adam', making links between scripture texts from the new and old testaments.</p> <p>Describe and explain, with examples, the different ways in which Christians' bear witness to their beliefs now and in the past and make links with the life of a saint.</p> <p>Describe how one charity studied witnesses its Christian faith through its work. (RVE)</p> <p>Discern: By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> <p>Consider 'There were many other signs that Jesus worked, and the disciples saw, but they are not recorded in this book', and give some reasons</p>	<p>Hear By the end of this unit of study, pupils will hear the following key texts:</p> <ul style="list-style-type: none"> • The empty tomb and the appearance to Mary Magdala (Jn 20:1-18) • Appearances to the disciples Jn 20:19-31 • Conclusion (Jn 20: 30-31) • Christians believe in the Resurrection (1 Cor 15:14) • Jesus as the last Adam (1 Cor 15:45-49) • The story of Stephen (Acts 6:8-15, 7:51-60) <p>Believe By the end of this unit of study, pupils will know that the Church teaches that:</p> <ul style="list-style-type: none"> • Christians believe Jesus rose from the dead. (See Article 5, the Apostles' Creed.) • The disciples believed that Jesus rose from the dead because they saw him, spoke with him, and experienced him in a different way as being alive. • The Resurrection is the work of the Holy Trinity. • All Christians are called to witness to the Resurrection by the example of their new life in baptism, strengthened by the Holy Spirit in confirmation. • Some Christians die for their faith, this is called martyrdom. <p>Celebrate By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • How Christians today meet Christ in the Eucharist, in the scriptures, in prayer and in love for all people. • Some age-appropriate examples of the Act of Faith, Hope and Love prayers. <p>Live By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Some examples of saints, considering how they bore witness to Christ in their lives (e.g., St Margaret Mary Alacoque and her devotion to the Sacred Heart, St Teresa of Calcutta being the merciful face of Christ to the poor) or by suffering persecution and death (e.g., St Oscar Romero speaking out against oppression, St Teresa Benedicta of the Cross who died in the concentration camps). • The work of Christian charitable organisations that help people facing injustice and persecution because of their beliefs, e.g., Aid to the Church in Need, CAFOD, Missio. 	<p>Adam Mary Magdala Resurrection martyr witness saint charity</p>
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Religious Education Directory- To Know You More Clearly

<p>why some people find it difficult to believe things they have not seen.</p> <p>Playing with possibilities and wondering about why people of religious faith sometimes choose prison, persecution, or even death rather than give up their faith. (RVE)</p> <p>Respond: During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Considering what beliefs matter most to them. (RVE)</p> <p>Comparing their own and others' experiences, feelings and things that matter to them and the ways in which this may lead to different beliefs and different choices about how to live their life. (RVE)</p> <p>Reflecting on how the work of charities can support people facing injustice or persecution. (RVE)</p>				
<p>Possible Community Links:</p>	<p>Previous Learning Experiences:</p> <p>EYFS- The Story of Pentecost</p> <p>Y1- The road to Emmaus/The Ascension/Pentecost</p> <p>Y2- Pentecost/The conversion of Saul/The fruits of the Holy Spirit</p>	<p>Future Learning Experiences:</p>	<p>Cross curricular links:</p>	<p>British Values:</p>



Religious Education Directory- To Know You More Clearly

	<p>Y3- Road to Emmaus/Paul's letter to the Corinthians/The Holy Trinity</p> <p>Y4- The Apostle's creed/Communion of Saints</p> <p>Y5- The Sacrament of Confirmation</p>			
<p>Year 6 Summer 2</p>	<p>Topic Title: <u>Dialogue and Encounter</u></p>			<p>Key Vocabulary</p>
<p><u>RED Expected Outcome:</u></p> <p>Understand: By the end of this unit of study, pupils will be able to:</p> <p>Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching. (RVE)</p> <p>Describe some ways Christians work together with people of different worldviews to promote the common good. (RVE)</p> <p>Use the term 'worldviews' and understand its meaning, giving simple examples. (RVE)</p> <p>Recognise links and simple connections between some Dharmic beliefs, practices, and way of life making links between them. (RVE)</p> <p>Discern: By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p>	<p><u>Dialogue</u> By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • That Catholics should work to promote 'unity and love' (Nostra Aetate 1) among all people. • That the Church is called to 'enter dialogue with the world in which it lives. It has something to say, a message to give' (Ecclesiam Suam 65). • That Christians are responsible for promoting the common good. <p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • Some practical ways in which people can work together towards common goals. • The term 'worldview' and its meaning. <p><u>Encounter</u> By the end of this unit of study, pupils will have encountered the following:</p> <ul style="list-style-type: none"> • Recognise links and simple connections between some Dharmic beliefs, practices, and way of life (e.g., Hinduism or Sikhism or Buddhism or Jainism). 			<p>dialogue worldview Catholic Social Teaching</p>



Religious Education Directory- To Know You More Clearly

<p>Reflecting on the statement ‘Everyone should be concerned to create and support institutions that improve the conditions of human life’ (CCC 1926), consider how this challenges people to change. (RVE)</p> <p>Considering the term ‘common good’, discuss why charities with different worldviews work to promote the same goals. (RVE)</p> <p>Explore some examples of creative expressions of faith from a Dharmic pathway. (RVE)</p> <p>Listening to the stories and experiences of those who follow a Dharmic pathway in the class or the wider community and asking questions about their laws, beliefs, worship, or life. (RVE)</p> <p>Respond: During this unit of study, pupils will be invited to respond to their learning, for example by:</p> <p>Considering how engaging in dialogue with those who hold different beliefs could transform their own lives and the future of the communities. (RVE)</p> <p>Identifying ways, they could act to differently because of their learning about Catholic Social Teaching dialogue. (RVE)</p>				
<p>Possible Community Links:</p>	<p>Previous Learning Experiences:</p> <p>EYFS- A simple life of St Peter and St Paul/local faith community – music, food, clothing</p>	<p>Future Learning Experiences:</p>	<p>Cross curricular links:</p> <p>Art - digital media photography</p>	<p>British Values:</p> <p>Tolerance</p> <p>Mutual respect</p>



Religious Education Directory- To Know You More Clearly

	<p>Y1- Christianity/Judaism – The Torah</p> <p>Y2- The Good Samaritan/Judaism - Shabbat</p> <p>Y3- Exodus/ The Jewish festival of Passover/Islam – artistic expression of beliefs</p> <p>Y4- St Paul/five pillars of Islam</p> <p>Y5- Writers of the Bible/Judaism – Tanakh, Shema and Mezuzah</p>			
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