

# Beam County Primary School: Long-term Component Map

## Subject: Religious Education (RE)

### Nursery – What is special to me? (Stories and what they tell us)



Domain	Sukkot & Guru Nanak's Birthday: Celebration	Diwali and Christmas	Islam and Creation – including Animals	The Lost Sheep & Easter	Tortoise and the Hare & Eid-ul fitr and Adha	Hindu Faith & Special Places	
Composite Goal	To understand how to treat others who live around you.	To explore the customs of Diwali and Christmas	To understand that Allah wants us to look after His creation, including the animals.	To understand Parables & To explore the customs of Easter	To understand how we make good choices & Understanding Eid	To understand the Hindu Faith & Exploring Special Places	
Components	<p>1. What is Harvest and why do people celebrate it?</p> <p>2. How do we build a Sukkah? AND What do Jews do in a Sukkah?</p> <p><b>Assessment:</b> The children retell what happens at Sukkot and the reason why Sukkot is a special time for Jewish people</p> <p>4. Who was Guru Nanak? AND Why was Guru Nanak a special person?</p> <p>5. How do Sikh people want to celebrate Guru Nanak's birthday?</p> <p><b>Assessment:</b> The children talk about members of their immediate family and community (Understanding the World People, Culture and Communities 3-4years). Recognising that people have different beliefs and celebrate special times in</p>	<p>1. Can we recognise good and evil characters from stories? AND What happens in the story of Rama and Sita?</p> <p>2. How do Hindu people celebrate Diwali?</p> <p><b>Assessment:</b> The children retell the story of Diwali and talk about some of the things Hindu people do at Diwali.</p> <p>4. What is special about a new baby? AND What happened when Jesus was born?</p> <p>5. How do Christians celebrate Christmas?</p> <p><b>Assessment:</b> The children retell the story of Jesus' birth and talk about some of the things Christian people do at Christmas.</p>	<p>1. How should we care for living things? AND How did Muhammad care for animals?</p> <p>2. Who are our role models?</p> <p><b>Assessment:</b> The children retell the story about the Prophet Muhammad, and the Islamic religion, and to articulate some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>1. How does it feel to find something that has been lost?</p> <p>2. What does it mean to be part of a family? AND What words do we listen to?</p> <p><b>Assessment:</b> The children can retell a Christian Bible story and give a reason for why belonging to God's family is important to Christian people.</p> <p>4 .An introduction to Easter: What's special about springtime?</p> <p>5 .Easter stories and traditions. AND The diverse perspectives of how Easter is celebrated.</p> <p>6.What happened when Jesus died? AND Create and interpret religious symbolism in artistic creations.</p>	<p>1. How does it feel to find something that has been lost?</p> <p>2. What does it mean to be part of a family? AND What words do we listen to?</p> <p><b>Assessment:</b> The children can retell a Christian Bible story and give a reason for why belonging to God's family is important to Christian people.</p> <p>4 .An introduction to Easter: What's special about springtime?</p> <p>5 .Easter stories and traditions. AND The diverse perspectives of how Easter is celebrated.</p> <p>6.What happened when Jesus died? AND Create and interpret religious symbolism in artistic creations.</p>	<p>1. What can help people to make good choices? AND What can we learn from the story 'The Hare and The Tortoise'?</p> <p>2. How do we know what is a good choice?</p> <p><b>Assessment:</b> The children can retell (in simple terms) the story of 'The Hare and the Tortoise' and explain what Humanists might learn from the story.</p> <p>4. How do Muslims celebrate Eid-UI-Fitr? AND Why is Eid-UI-Fitr important to Muslim people?</p> <p>5.Why do Muslims celebrate Eid-ul-Adha? AND How can we celebrate Eid-UI-Adha?</p> <p><b>Assessment:</b> The children know about similarities and differences between themselves and others, and among families, communities and traditions." (Children can retell a Muslim story and give a reason for</p>	<p>1. Who do you love? AND Who do Hindu people love?</p> <p>2.How do Hindu people worship?</p> <p><b>Assessment:</b> The children will know about the Hindu religion and will be able to articulate some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (The children can explain how acts of worship by a Hindu person, either at home, or in the Mandir, reflect the love they have for God and the creatures that God created.)</p> <p>4.Our special places AND What makes our school a special place? AND What places are special to religious people?</p> <p>7.Let's make our own special place. AND What questions do we have about special places?</p>

	<p>different ways (Understanding the World People, Culture and Communities, Reception).</p>			<p><b>Assessment:</b> <b>How do Christians celebrate Easter?</b> Children can simply retell what happens at Easter for a Christian</p>	<p>why Eid-UI-Fitr OR Eid-UI- Adha is a special time for Muslim people.)</p>	<p><b>Assessment:</b> unit children will understand what makes a place special. Pupils will begin to articulate similarities and differences between places of worship in their community. (Children can show interest in the lives of people who are familiar to them. Pupils can introduce a storyline or narrative into their play).</p>
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# Beam County Primary School: Long-term Component Map

## Subject: Religious Education (RE)

### Reception – What is special to me and others? (Stories and what they tell us)



Domain	The Good Samaritan	Diwali and Christmas	Chinese New Year	Easter	Gift of Friendship	The Lost Coin
Composite Goal	To understand how to treat others who live around you.	To explore the customs of Diwali and Christmas	To explore how Chinese New Year is celebrated?	Understanding the customs of Easter	To understand how we make friends	To understand that stories give messages to believers of religions
Components	<p>1.How can we be good friends?</p> <p>2.Why are friends important?</p> <p>3.What difference does this story make in our lives</p> <p><b>Assessment:</b> The children retell the story of The Good Samaritan and talk about some of the ways that the story influences people today.</p>	<p>1. Can we recognise good and evil characters from stories?</p> <p>2. What happens in the story of Rama and Sita?</p> <p>3. How do Hindu people celebrate Diwali?</p> <p><b>Assessment:</b> The children retell the story of Diwali and talk about some of the things Hindu people do at Diwali.</p> <p>5.What is special about a new baby?</p> <p>6. What happened when Jesus was born?</p> <p>7. How do Christians celebrate Christmas?</p> <p><b>Assessment:</b> The children retell the story of Jesus' birth and talk about some of the things Christian people do at Christmas.</p>	<p>1. Where is China on a globe?</p> <p>2. Can you retell the story of The Great Animal Race?</p> <p>3. What order did the animals come in the race?</p> <p>4. How do people exchange good wishes?</p> <p>5. How does the community celebrate the New Year?</p> <p><b>Assessment:</b> Celebration and review of learning through the half term- presentation of knowledge The children retell the story of The Great Animal Race.</p>	<p>1.An introduction to Easter: What's special about springtime?</p> <p>2.Easter stories and traditions.</p> <p>3.The diverse perspectives of how Easter is celebrated.</p> <p>4.What happened when Jesus died?</p> <p>5.Create and interpret religious symbolism in artistic creations.</p> <p><b>Assessment:</b> How do Christians celebrate Easter? Children can simply retell what happens at Easter for a Christian</p>	<p>1.What is true friendship?</p> <p>2.What can religions teach us about true friendship?</p> <p>3.What can we learn from a story?</p> <p>4.Create and interpret religious symbolism in artistic creations.</p> <p><b>Assessment:</b> What examples of looking out for each other can we find? The children simply retell what happens in the story <i>The Gift of Friendship</i> and recall simple facts about the toys and what happened with them. They articulate a couple of examples of how they have been kind to others or times when others have been kind to them.</p>	<p>1.How does it feel to find something that has been lost?</p> <p>2.What does it mean to be part of a family?</p> <p>3.What words do we listen to?</p> <p><b>Assessment:</b> Children simply retell what happens in the Bible story of the lost coin.</p>

**Beam County Primary School: Long-term Component Map**  
**Subject: Religious Education (RE)**  
**Year 1 – What does it mean to belong?**



Domain	Christianity	Christmas	Sikhism	Family and friends	Hindu Dharmic religion	Islam
<b>Composite Goal</b>	To understand what it means to belong to Christianity	To understand how Christians celebrate Christmas	To understand what it means to belong to Sikhism	To identify how you live well with family and friends	To understand what it means to belong to Hindu Dharmic religion	To understand what it means to be a Muslim
<b>Components (32)</b>	<p>1. Can I talk about groups I belong to?</p> <p>2. How do Christian people show they belong to a group?</p> <p>3. What does it mean to Christian people to belong to a Christian family?</p> <p>4. How do some children belong to Christianity?</p> <p><b>Assessment: What is special about belonging to a group?</b> Pupils create a Christening or dedication card to send to a Christian family and write a message explaining why today is very special for them as a family.</p>	<p>1. What is a special gift? Why do Christian people give gifts at Christmas?</p> <p>2. What gift would you like to give? When is Christmas celebrated?</p> <p>3. What happens during Christmas?</p> <p>4. What can a church tell us about the Christmas story?</p> <p><b>5. Church Visit</b></p> <p><b>Assessment:</b> What have I learnt about Christmas? Pupils to draw (cut and stick from a magazine) a picture of a gift/present they would like to give a special baby onto one side of a piece of square card. Decorate the other side with wrapping paper and bow.</p>	<p>1. How do religious people show they belong?</p> <p>2. What is Sikhism and how do children show they belong to Sikhism?</p> <p>3. Why do Sikhs tell the story of Guru Nanak bathing in the river?</p> <p>4. What did Guru Gobind Singh ask Sikhs to look like?</p> <p><b>Assessment:</b> What is the Amrit ceremony? Pupils list three things that you do that makes you a good person and then list three things that a Sikhi person does that makes them a good person.</p>	<p>1. What makes me special?</p> <p>2. What special places do people have in their homes?</p> <p>3. Why is Friday night special in a Jewish home?</p> <p>4. How do Hindu customs at <i>Raksha Bandhan</i> enable brothers &amp; sisters to show that they care for each other?</p> <p>5. How does the bible help Christian families to forgive?</p> <p><b>Assessment:</b> How is my family/friends special to me? Pupils to paint/draw/ make a collage picture of their own family meeting together at a special time</p>	<p>1. How can belonging help us through the journey of life?</p> <p>2. What is Karma?</p> <p>3. Who is Brahman?</p> <p>4. Who was Krishna?</p> <p>5. How can puja help a Hindu lead a good life?</p> <p><b>Assessment:</b> What does the Aum (Om) symbol mean? Pupils create their own puja object or draw the objects and explain how they are used to worship.</p>	<p>1. What makes a community?</p> <p>2. Who was Muhammad?</p> <p>3. Which objects are special for Muslim people?</p> <p>4. How do Muslim people show they belong to Islam through celebrations?</p> <p><b>Assessment:</b> What does it mean to be a Muslim person? Pupils look at a range of cards showing the special artefacts and events associated with Islam (and a few that are not from Islam). The pupils have to choose the one that they think is the most important to a Muslim and write/say their reason (diamond 9 ranking).</p>



Beam County Primary School: Long-term Component Map  
 Subject: Religious Education (RE)  
 Year 2 – What can we learn from special stories?



Domain	Stories Jesus told	Holy books	Forgiveness	Easter	Food and Fasting	Origin of the World
<b>Composite Goal</b>	To understand the importance of special stories Jesus told	Reasons why different books are special for different people	To understand what it means to say sorry	To understand why Easter is important to Christian people	To understand how special food and fasting help people in their faith	To understand where the world came from and how we should look after it
<b>Components (32)</b>	<ol style="list-style-type: none"> <li>1. What makes a good story?</li> <li>2. What kind of stories did Jesus tell?</li> <li>3. What can we learn about the characters in a parable?</li> <li>4. What other stories did Jesus tell?</li> <li>5. What other stories did Jesus tell?</li> </ol> <p><b>Assessment:</b>                      Why did Jesus tell stories                      Pupils to state how Jesus teaches people and write a story with a hidden message – stating what is the lesson to be learnt and what people gain from listening to religious stories.</p>	<ol style="list-style-type: none"> <li>1. Why are some books more special than others?</li> <li>2. What holy books are special to us and why?</li> <li>3. Why is the Bible Special and for whom?</li> <li>4. Why is the Qur'an a special book?</li> </ol> <p><b>5. Gurdwara visit</b></p> <p><b>Assessment:</b>                      What makes a book special for me?                      Pupils to create their own special book containing things that are special to them – teaching and values that are important to them. It could include teachings they like from other holy books that have looked at through this unit. Ask pupils to write in their own rules for how people should live/act towards each other and add illustrations.</p>	<ol style="list-style-type: none"> <li>1. What does it mean to say sorry and why do some people find it hard?</li> <li>2. What can we learn about saying sorry and forgiveness?</li> <li>3. What do other people think about important values?</li> </ol> <p><b>Assessment:</b>                      How can I express what values are important to me?                      Children create a piece of art/sculpture collage/ painting/poetry linked to the saying sorry value to them and do a piece of writing to explain their work.</p>	<ol style="list-style-type: none"> <li>1. What is Easter, why is it important and what does the Bible tell us about Easter?</li> <li>2. Why happens on Ash Wednesday?</li> <li>3. What are the events that happen on Maundy Thursday and Good Friday?</li> <li>4. How do we feel when we hear what happened to Jesus and what can we learn about Jesus' death?</li> </ol> <p><b>Assessment:</b>                      What other Symbols are associated with Easter?                      Pupils design an Easter card using important symbols for Christians and write a message inside.</p>	<ol style="list-style-type: none"> <li>1. What is fasting and why do people do it? How would I feel if I had to go without food?</li> <li>2. Why do Muslim people fast in Ramadan?</li> <li>3. What special food do Muslim people share at Eid?</li> <li>4. Why do Christian people fast in Lent and what do Christians do before Lent starts?</li> </ol> <p><b>Assessment:</b>                      Should we all fast?                      Pupils answer give their own opinion answering the question should we all fast?</p>	<ol style="list-style-type: none"> <li>1. What is the meaning of Creation? What stories do Jewish, Christian and Muslim people tell about how the world began?</li> <li>2. What stories do Jewish and Christian people tell about how the world began? (Adam and Eve)</li> <li>3. How do Christian people try and look after the world?</li> <li>4. What stories do Hindu people tell about how the world began?</li> <li>5. How can you represent a creation story creatively?</li> </ol> <p><b>Assessment:</b>                      How do you think the world began?                      To answer the question: Where did the world come from? And state if they prefer the Adam and Eve Creation story or the Lord Brahma story of creation, and how they think the world started. Giving reasons for their choices &amp; what a Christian or a Hindu might learn from these creation stories.</p>

Beam County Primary School: Long-term Component Map  
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 Year 3 - How are symbols and sayings important in religion?



Domain	Jesus and Buddha	Festival of Light	Jewish People Home & Synagogue	Holi	Signs and symbols	Sikhi Saying and Symbols
<b>Composite Goal</b>	To understand how Jesus and Buddha made people think	To understand what the significance of light is in religion	To understand how Jewish people celebrate their beliefs at home and in the Synagogue	To understand how and why Hindu people celebrate Holi	To identify what we can learn about special symbols and signs used in special religions	To recognise what Sikhi sayings tell us about Sikhi beliefs
<b>Components (32)</b>	<p>1. What stories, sayings and events have really made us stop and think?</p> <p>2. What is the challenge in the story of <i>The Pharisee</i> and the <i>tax collector</i>?</p> <p>3. Why do some of Jesus' sayings still make people stop &amp; think today?</p> <p>4. How does Jesus' story of <i>The widow's mite</i> make us think?</p> <p>5. Who is the Buddha and what stories did the Buddha tell?</p> <p><b>Assessment:</b>                      What stories, sayings and events can we use to make other people think? Pupils work individually/ in pairs/ in groups to write their story/ saying/ event to make others think. They share these stories/ sayings/ events with another class or in assembly through retelling or role play. The audience should guess the message conveyed by the story.</p>	<p>1. Why is light special? Why do Hindu people have divas for Diwali? Why do Sikhi people celebrate Diwali?</p> <p>2. How do Christian people use light at Christmas?</p> <p>3. What do Jewish people remember at Hanukkah?</p> <p>4. What does the light at Hanukkah symbolise?</p> <p><b>Assessment:</b>                      Why is light important at different religious festivals? Pupils to answer the question: What is the significance of light in religions?</p>	<p>1. How and why do Jews celebrate Rosh Hashanah?</p> <p>2. Why and how do Jews celebrate Sukkot?</p> <p>3. What do many Jews do each day to express their beliefs? What special objects would you see at a Jewish home?</p> <p>4. <b>Synagogue visit</b></p> <p><b>Assessment:</b>                      How do Jews express belief in a synagogue? Pupils create a guidebook for children visiting a synagogue</p>	<p>1. Who do we think 'goodies' &amp; 'baddies' are?</p> <p>2. What happens at the Hindu festival at Holi?</p> <p>3. What other story is told at Holi?</p> <p>4. How does Holi show what Hindu people believe about God?</p> <p><b>Assessment:</b>                      Can we create a story or a piece of art inspired from the story of Holi and explain what this means/teaches people about Holi? Pupils create a story around good and bad characters which has a moral meaning OR Create a piece of art work inspired by the story of Holi</p>	<p>1. What do these everyday signs and symbols mean?</p> <p>2. What symbolism can we see in Muslim artefacts?</p> <p>3. How do Muslim people use art and symbols in their place of worship?</p> <p>4. What symbols can found in a Christian story?</p> <p>5. Why is the cross important to Christian people?</p> <p><b>Assessment:</b>                      How can we create a piece of Christian art that is meaningful? Pupils to answer the question: How can Christian beliefs be shown through art?</p>	<p>1. What symbols are important in our lives?</p> <p>2. Why do Sikh people wear symbols?</p> <p>3. What is the most important symbol for Sikh people?</p> <p>4. What Sikh sayings are important about what God is like?</p> <p><b>Assessment:</b>                      What are my most important sayings in life? Pupils to explain what Sikhi sayings are important to Sikh people to help them live their lives well.</p>

Beam County Primary School: Long-term Component Map  
 Subject: Religious Education (RE)  
 Year 4 - What is important to people in my local community?



Domain	Hindu People & Worship	The Bible	Our neighbourhood	Easter	The person I am	Marriage
<b>Composite Goal</b>	To recognise how and why Hindu people worship at home and in the Mandir	To understand why the Bible a special book for Christians	To identify what religions & worldviews are represented in our neighbourhood	To understand why Easter is important to Christian people	To identify what makes me the person I am? To understand what is important to people in my local community?	To understand what happens when someone gets married
<b>Components (32)</b>	<ol style="list-style-type: none"> <li>1. What different ideas does our class have about God?</li> <li>2. How do Hindu people express their beliefs about God?</li> <li>3. What is a shrine and why is it important in a Hindu home? How do Hindu people worship in the home?</li> <li>4. What happens in a Mandir (a Hindu temple)</li> <li>5. <b>Hindu Temple visit</b></li> </ol> <p><b>Assessment:</b> How is prayer central for a Hindu person? Pupils to answer the question: How does a Hindu person pray in their home or at the Mandir? 2. What is important in my life and why?</p>	<ol style="list-style-type: none"> <li>1. What do we know about the Bible and what makes it special? What is in the Bible?</li> <li>2. What can we learn from the story of Joseph?</li> <li>3. How do Christian people use the Bible in church and in the home and elsewhere?</li> </ol> <p><b>Assessment:</b> What inspires and guides me in my life? Pupils create a class book of 'Sacred Words' in two chapters. The first chapter can be called 'The Word: What is sacred to Christian people?' Each pupil can choose a single saying or a part of one of the stories they have studied which they think might be sacred for Christians, and say: What it means Why they think it matters to Christians How a Christian might use the text today</p>	<ol style="list-style-type: none"> <li>1. What are the functions of religions buildings and places?</li> <li>2. What evidence can I find of religions in the neighbourhood? <b>Visit to local neighbourhood</b></li> <li>3. What evidence can I find of religions in the neighbourhood helping others?</li> <li>4. What evidence can I find of religions in the neighbourhood helping others?</li> </ol> <p><b>Assessment:</b> How are religions similar and different in my neighbourhood? Designing a new community center where different religious groups can meet in and use at different times. Include in your design the purpose and function of the venue.</p>	<ol style="list-style-type: none"> <li>1. What is Easter, why is it celebrated?</li> <li>2. What is Palm Sunday?</li> <li>3. What are the events of the Last Supper and how are the symbols used today?</li> <li>4. What were the events in the Garden of Gethsemane?</li> <li>5. How do Christian people remember and celebrate Easter today?</li> </ol> <p><b>Assessment:</b> Why is Easter so important to Christian people? Creating a 'Newsround' report on 'Easter' OR create a short play to be performed around Easter around the world.</p>	<ol style="list-style-type: none"> <li>1. Who influences our life? Who or what influenced the life of St Francis?</li> <li>2. Who or what influenced the life of Pandurang Shastri Athavale?</li> <li>3. What objects are special to people in my community?</li> <li>4. What things do I care about in my community?</li> </ol> <p><b>Assessment:</b> What can I do to help improve my community? Pupils to draw an issue in their local community that matters to them or write about it. Explaining why they care about the issue and what could be done to help resolve it.</p>	<ol style="list-style-type: none"> <li>1. Understanding what a wedding is and why people get married</li> <li>2. Identifying what marriage vows are and what they mean</li> <li>3. Identifying what important actions take place in a Hindu wedding ceremony</li> <li>4. Exploring what the symbolism behind the seven steps in a Hindu wedding is</li> <li>5. To explore what Muslim people believe about marriage. What happens in a Muslim wedding?</li> </ol> <p><b>Assessment:</b> What kind of long-term relationship would I like? Pupils to answer the question: Why do some people today still get married?</p>



Beam County Primary School: Long-term Component Map  
 Subject: Religious Education (RE)  
 Year 5 - What impact do beliefs have on actions?



Domain	Inner Forces	Christmas	Muhammed & the Qur'an	Following Jesus' Example	Peace	What do religions believe about God
<b>Composite Goal</b>	To explore and understand what inner forces affect how we think and behave	To explore and understand how Christmas is celebrated around the world	To explore and understand why Muhammad and the Qur'an is important to Muslim people	To explore and understand how Christian people try and follow Jesus' example	To explore and understand what it means to live in peace	To explore and understand what religions and worldviews believe about God
<b>Components (32)</b>	<p>1. When am I tempted? Why did Adam and Eve disobey God?</p> <p>2. Why did Jonah behave in the way he did?</p> <p>3. What beliefs would I refuse to deny?</p> <p>4. Why do I find it difficult to accept what I know to be true?</p> <p><b>Assessment:</b>                      What positive forces do I have in my life?                      Pupils write a story about a situation where they find themselves having to defend their most important conviction Or write a poem dedicated to the courage of Bilal or someone else who has suffered for his/her beliefs.</p>	<p>1. What differences are there in accounts given by Luke and Matthew?</p> <p>2. Which stories have developed from the 'real' Christmas story?</p> <p>3. What happens during Advent? How do Christmas traditions vary around the world?</p> <p>4. What is Epiphany? How is Epiphany celebrated around the world?</p> <p><b>Assessment:</b>                      What story or play can we create based on traditional Christmas themes? Pupils to devise a story or play around a Christmas value or theme but set in modern day England.</p>	<p>1. Who is Muhammad and what events changed his life?  <b>A Muslim visitor</b></p> <p>2. How do Muslim people treat the Qur'an and why do they treat it in these ways?</p> <p>3. How have Muhammad's words and actions affected the way Muslims lead their lives?</p> <p>4. How have Muhammad's words and actions affected the way Muslims lead their lives?</p> <p><b>5. Mosque visit</b></p> <p><b>Assessment:</b>                      Who has been the biggest influence on my life?                      Pupils to compare and contrast the practices and values that are important to a Muslim person with their own life. And to analyse the similarities and differences and say what values lie behind them.</p>	<p>1. Who sets us an example and how do we set an example for others to follow?</p> <p>2. What might a Christian person learn from the stories about Jesus (selling possessions/overturning tables)?</p> <p>3. What did Jesus teach about giving?</p> <p>4. How did Jesus set an example for others to follow?</p> <p>5. How can we summarise Jesus' example of the right way to live?</p> <p><b>Assessment:</b>                      How does the work of some organisations exemplify Jesus' example?                      Pupils to answer the question: How does the work of some organisations exemplify Christian beliefs?                      OR design a poster campaigning for one charity</p>	<p>1. Can we develop questions which explore themes in text?</p> <p>2. What question do we want to think and discuss around the theme of peace</p> <p>3. What do different religions and worldviews teach about peace?</p> <p>4. What do we want to say about peace?</p> <p><b>Assessment:</b>                      Can we make a peace kite, showing our thoughts to others?                      Children to design their own picture or image on a kite expressing what peace means for them and others</p>	<p>1. Understanding where God is, what I think about God and what atheists believe about God</p> <p>2. Identifying what Muslim people believe about God</p> <p>3. Identifying what Hindu people believe about God</p> <p>4. Exploring what Sikhi people believe about God</p> <p>5. What do Christian people believe about God?</p> <p><b>Assessment:</b>                      How might different people represent God?                      Pupils to create a house/meeting room within a street that shows a religion or worldviews beliefs about God</p>

# Beam County Primary School: Long-term Component Map

## Subject: Religious Education (RE)

### Year 6 - How important are the similarities and differences between and within religions and worldviews?



Domain	Faith in Arts	Life after Death	Easter	Similarities & Differences	Religious Leaders	Celebration
<b>Composite Goal</b>	To explore and understand how people express their faith through the arts in Christianity	To explore and understand what people believe about life after death	To explore and understand what happened on the first Easter Sunday	To explore and understand what similarities and differences religions and worldviews share?	To identify which qualities are important to present day religious leaders.	To explore how we could design a celebration that involved everyone, whether religious or not.
<b>Components (32)</b>	<ol style="list-style-type: none"> <li>How do people express their faith through art?</li> <li>How can colour express religious ideas or feelings?</li> <li>How is sculpture used in religion?</li> <li>How might music be used as worship?</li> <li>How might drama express faith?</li> </ol> <p><b>Assessment:</b> What is similar and different about Christian arts to other religions? Pupils to answer the question: How are different art forms important to Christian worship, and how is this different to other faiths?</p>	<ol style="list-style-type: none"> <li>What is life like? Living and dying: what do religions and worldviews say?</li> <li>What do Hindu people believe about life after death?</li> <li>What do Christian people believe about life after death?</li> <li>What do Muslim people believe about life after death?</li> </ol> <p><b>Assessment:</b> Is death the end? P4C session on life and death Pupils write a piece of extended writing on either of these statements: Is death the end? Discuss OR 'There are no pockets in a shroud' Discuss Islamic idea that there can be nothing taken with you when you die, therefore this should encourage people to not be greedy.</p>	<ol style="list-style-type: none"> <li>What do people know about the Easter story and where do their ideas come from? Part 1</li> <li>What do people know about the Easter story and where do their ideas come from? Part 2</li> <li>How do artists show the themes of Jesus' death and resurrection from the gospels?</li> <li>What other stories explore Easter themes? What symbol can we create together which use the themes and symbols of Easter?</li> <li>Is Easter the end of the story?</li> </ol> <p><b>Assessment:</b> What difference does the Easter story make? Pupils to plan an answer to the key question, drawing on what they have discovered from this unit. This could take the format of a newspaper article for their school paper; a 'Newsround' report or script or a drama script or even a dance or a piece of music they compose to be played at Easter</p>	<ol style="list-style-type: none"> <li>What values and practices do religions and world views share?</li> <li>Why is meeting together important for religious people?</li> <li>What differences do places of worship make to an area?</li> <li>What beliefs do religions and world views share?</li> </ol> <p><b>Assessment:</b> What do I want to say to the world about community? Pupils to answer the question: What do I want to say to the world about community? Pupils can create a piece of artwork or a piece of writing explaining what they want to say about the importance of community to them.</p>	<ol style="list-style-type: none"> <li>Why do we need leaders?</li> <li>What qualities do leaders possess?</li> <li>Who is an important religious leader in Barking and Dagenham?</li> <li>Who are important world religious leaders?</li> <li>Can I compare different religious leaders?</li> </ol> <p><b>6. Buddhist temple visit</b></p> <p><b>Assessment:</b> What is the difference between a religious leader and a secular leader? Pupils some religious groups believe you do not need a religious leader to follow your faith. Do you agree?</p>	<ol style="list-style-type: none"> <li>Why do we have celebrations? What is special about celebrations in Islam and Christianity?</li> <li>Can I compare and contrast a Muslim celebration with a Christian celebration?</li> <li>Is it okay to take part in the celebrations of other religions?</li> </ol> <p><b>Assessment:</b> How can we make a celebration inclusive to everyone? Pupils to answer the question: How does a person's faith affect the way they celebrate special occasions?</p>