

Mount Pleasant CE VC Junior School

“Learning Through Faith, Family and Friendship.”



School Vision:

We are a happy, safe, inclusive school where excellence is celebrated. A Christian ethos encourages responsible behaviour and respect through Friendship, Trust and Forgiveness.

*We inspire a **love** of learning that encourages individuality, creativity and independence that extends from the school family into the wider world, enabling all to flourish.*

Jesus said, 'Love one another. As I have loved you, so you must love one another.' John 13:34

RE Progression Document

	LKS2- Cycle A	LKS2- Cycle B	UKS2 - Cycle A	UKS2 - Cycle B
Faiths studied	Christianity Judaism Hindu Traditions	Christianity Judaism Buddhism	Christianity Judaism Islam Humanism	Christianity Judaism Islam Humanism

Autumn	Children learn through the big question ‘What inspires people?’ This unit is focused on a social science lens of faith - understanding how people act and why. In the second half of the term, children will focus particularly on an introduction to Hindu Traditions. Children will also learn through the question ‘Was Jesus the Messiah?’ This will be taught through the lens of Theology during activities at All Saints’ Church. By the end of the unit, they will be able to: Identify positive role models Explain what prompts people to commit an ethical cause Explain and give reasons why a person of faith devoted themselves to a cause Give examples of altruistic actions in the UK	Children learn through the big question ‘How does remembering build identity?’ This unit is focused on a social science lens of belonging – understanding how different faiths demonstrate remembrance, with a particular focus on festivals. Children will also learn through the big question ‘What significance did the Trinity play in the birth of Jesus?’ This unit is taught through the lens of Theology. By the end of the unit, they will be able to: Compare the ways in which religious festivals are celebrated in the community and across the world Explain the link between the rituals associated with celebrations and the stories behind them	Children learn through the big question ‘What are the challenges of faith?’ This unit is an opportunity to use the lens of Theology to explore the impact of the teaching of religious figures and the influence they have today. Pupils go on to explore the big question of Creation vs Science and consider if scientists can have religious views. Children will also learn through the question ‘Was Jesus the Messiah?’ This will be taught through the lens of Theology during activities at All Saints’ Church. By the end of the unit, they will be able to: Explain the origins of different faith teachings Identify the challenges posed by choosing to live a life of faith	Children learn through the big question ‘How can following a faith bring justice and freedom?’ This unit provides opportunities for pupils to use a Philosophical lens to explore and explain the concepts of justice and freedom; to consider, through the lens of Theology (supported by UC), what religions teach about forgiveness and how reconciliation may take place. By the end of the unit, they will be able to: Explain what terms like freedom and justice, forgiveness and reconciliation mean. Show how this is demonstrated in the lives of people of different faiths and worldviews. Identify the responses of different religions to ethical questions. Discuss barriers to reconciliation.
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Why this? Why now?	This unit builds on prior learning in Unit 2.1. Children should be able to recall the names and actions of saints and talk about what makes a saint or a hero.	Pupils should be able to recall times of celebration and remembrance (e.g. Easter and Rosh Hashanah). This unit should come at the time of Harvest and Remembrance Day to aid understanding.	This unit builds on prior learning in Unit 3.2, where children learnt some of the key figures in faith founding.	This unit builds on prior learning in Unit 2.1. In English, pupils study books with lots of injustice as an opportunity to make connections in learning.
Key Vocab	commitment saint sacrifice altruism Ramayana Diwali Brahman Trimurti	remembrance festival peace rituals Sukkot Rosh Hashanah harvest wesak	worship prayer service charity Purim Dharma (link to prior learning of Hindu Traditions) Zakat Salah	justice freedom reconciliation forgiveness community Moses Passover commandment

Spring	Children learn through the big question ‘What do religions teach about caring for our world?’ Children study the theology of the Christian God (using UC) in the first half term, and then answer philosophical questions about the idea of creation. By the end of the unit, they will be able to: Reflect and present ideas about the origin of the universe Offer reasons why it is important to look after the earth from different viewpoints.	Children learn through the big question ‘Who are the faith founders and what did they teach?’ Children study the theology of Jesus’ life and teachings (using UC) in the first half term, and then learn about the key beliefs of different faith founders and how the faith members follow their teachings. By the end of the unit, they will be able to: Recognise key events in the lives of some faith founders. Describe links between the teachings of different faith founders.	Children learn through the big question ‘What is belonging and identity?’ This unit is an opportunity to use social sciences to observe how people live and practise their belief (worship). Children will also learn about a non-religious worldview (Humanism) and understand how Humanists view belonging and identity. By the end of the unit, they will be able to: Explain how personal milestones produce a sense of identity Provide examples of how participating in rites of passage have an impact on religious communities Understand who and what influences someone’s identity.	Children learn through the big question ‘How do believers express their faith?’ This unit is an opportunity to use social sciences to observe how people live and practise their belief (worship) with a particular focus on diversity. By the end of the unit, they will be able to: Recognise different forms of spiritual and religious expression within and between worldviews. Identify the importance of symbolism.
Why this? Why now?	This unit builds on prior learning in Unit 1.3.	Children will be familiar with some key figures in different faiths (e.g. Jesus)	This unit builds on prior learning in Unit 3.3 and 4.1. Takes the ‘theory’ of Unit 5.2 and looks more closely in how faith members enact this in society. At this time of the year, we also take the opportunity to study how different groups of Christians mark Easter.	This unit builds on prior learning in Unit 1.2 and Unit 3.3.

Key Vocab	creation fall stewardship sacred Tu B'Shevat karma ahimsa reincarnation	gospel parable commandments Buddha disciples Bible Torah enlightenment	spiritual rites of passage confirmation communion Eucharist Bar/Bat Mitzvah kosher 5 Pillars of Islam non-religious worldview	People of God Apostles Creed Shema Mosque Qu'ran Ramadan menorah Sedar Plate
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Summer	Children learn through the big question 'Where is religion?' This unit is focused on the social science lens of community. Pupils will also study (in more depth) the Christian theological idea of the People of God (UC2a.2) By the end of the unit, they will be able to: Explain what makes a community Know about the religions and other worldviews represented in their locality Describe the contribution of a religious group to their community.	Children learn through the big question 'What makes a place sacred?' Children learn through a social science lens. Looking at places that are special to different faiths, and what they do there (worship). Pupils will also study (in more depth) the Christian theological idea of the Kingdom of God (UC2a.6) By the end of the unit, they will be able to: Recognise what makes a place sacred and explain reasons why.	Children learn through the big question 'What is life about?' This unit looks at big philosophical questions through the different teachings of faiths. In order to support their understanding of a Christian point of view, the UC unit 2b.8 is used. By the end of the unit, they will be able to: Debate ultimate questions from different perspectives. Explain how people of different faiths respond to the question 'Who is god?' Offer some answers to challenging questions.	Children learn through the big question 'Why do people make a pilgrimage?' This unit looks at pilgrimages of people of different faiths and non-religious worldviews and considers the social impact of the 'journey', investigating the effect on participants. In order to support understanding of the challenges to commitment, pupils will also study UC2b.5 to learn what Christians believe Jesus would do in situations. By the end of the unit, they will be able to: Understand the purpose of making a pilgrimage. Explain what happens during a pilgrimage and its impact.
Why this? Why now?	This unit builds on prior learning in Unit 1.1.	This unit builds on prior learning in Unit 1.2.	This unit builds on prior learning in Unit 5.2 (where pupils learn about key religious teachings) and directly from Unit 6.2.	This unit builds directly on from prior learning in Unit 5.1 - considering pilgrimage as an expression of faith.

Key Vocab	community baptism marriage diversity vicar rabbi kippah puja	sacred symbols artefacts church synagogue temple prayer meditation	aspirations soul philosophy life after death prophet Abraham Mohammad (PBUH) Kingdom of God	miracles pilgrim Lourdes crucifixion Pesach Mecca Hajj 5 pillars of Islam non-religious pilgrimage
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