

Topic: RE: Learning about Religion	Year group	Term Spring
Religions in the local community	Year 4	6 sessions

Background knowledge

Children learn about religion in their local area by collecting and interpreting the evidence from a range of sources. They develop their understanding of the ways in which individuals and communities express their religious identity. This unit draws, together material from various units in key stages 1 and 2 about aspects of belief and practice in a range of religious traditions.

Key idea: That there are many religious traditions in Britain, some of which are represented in the school's local community

What should I already know?

I know what the aum symbol is.

I know Hindu's believe in one supreme God.

I know Hindu Gods represent different parts of a person's personality.

I know Lakshmi is the goddess of wealth and can explain why she is worshipped.

I can describe a shrine in a Hindu home.

I can talk about artefacts on a Puja tray.

R.E. Agreed Syllabus / Key Skills	The Journey
To encounter religion through visitors and visits to places of worship and focus on the impact and reality of religion on the local and global community. To consider a range of human experiences and feelings. To express and communicate their own and others' insights through art and design, music, dance, drama and ICT. To develop the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.	1. To use a range of resources to discover which religious traditions are represented in the local community. 2. Know about the main beliefs, practices, buildings and people of the religious traditions in the neighbourhood of the school. to work cooperatively with others to select and sequence information to use ICT to help make a presentation 3. To subject their work to internal appraisal from their peers, then redraft in the light of feedback 4. To recognise the ways in which religious communities express their beliefs and identity

I can research different religions in my local area. I can work with others to create a presentation about one of the religions. I can discuss what I have learnt. I can present my work to the class. I can compare and contrast key features of different religions. I can evaluate and summarise what I have learnt.	5. Know that there is diversity within and between religions and some of the reasons why this is the case
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Outcomes

An overview of what children will know / can do

Working towards: Children work as part of a group to identify one religious tradition in their local community. They will understand some beliefs and practices of a local religious tradition and create a presentation to present to a group with others.

Expected: Children will identify a number of religious traditions in their local community. They will write about religious beliefs and practices involved with local places of worship. They will compare and contrast key features of religious traditions in their local area. They will work with others to create a presentation.

Exceeding: Children will identify religious traditions in their local community. They will show knowledge and understanding of beliefs and practices at a local place of worship. They will compare and contrast key features of religious traditions in their local area. Work as part of a group to present their findings.

Key Vocabulary	Timeline / Diagrams
Christianity - Christianity is mostly about the life and teachings of Jesus Christ, in the New Testament and interpreted of prophesied in the Hebrew Bible/Old Testament. Christianity is the world's largest religion, with 2.1 billion followers around the world. Christians consider the Holy Bible to be a sacred book, inspired by God. Judaism - a religion developed among the ancient Hebrews that stresses belief in one God and faithfulness to the laws of the Torah. Islam - s a religion that believes in one god. In Islam, Allah is always Allah, which is the Arabic word for 'the god' or 'the deity'. ... People who follow Islam are called Muslims. They believe that the Qur'an was spoken to Muhammad by the angel Gabriel, and that it consists of words of Allah. Hinduism - is a religion of many gods. However, all Hindus worship one supreme being who created a bunch of gods to be his helpers. One of the unique beliefs in Hinduism is that God is not up in some remote, far away heaven, but is instead inside each and every soul, waiting to be discovered. Sikhism - Sikhism is a religion that believes in one god. The followers are called "Sikhs", and their holy book is the Guru Granth Sahib. 27 million people are followers of Sikhism, that makes it the fifth largest religion in the world. It is most popular in Asia. Buddhism - is a religion founded by Siddhartha Gautama. Buddhism teaches people how to end their suffering by cutting out greed, hatred and ignorance. When people do bad things, they will get bad consequences. When people do good things, they will get	The religious make up of Newcastle upon Tyne is: 56.4% Christian, 27.8% No religion, 6.3% Muslim, 1.1% Hindu, 0.6% Buddhist, 0.4% Sikh, 0.2% Jewish, 0.1% Agnostic. 17,639 people did not state a religion.

good consequences. Good and bad things do not cancel out. Worship - to honour or respect as a divine being. To regard with respect, honour, or devotion Prayer - Prayer is a communication to God. God - the Being worshipped as the creator and ruler of the universe. Devotion - deep love or loyalty. Sacred - Something sacred is holy, devoted to a religious ceremony, or simply worthy of awe and respect. Holy - Something that is sacred can be described as holy. A place, object, or person who has been blessed can be described as holy, meaning "associated with God."	
Important people or places Church - Christians Mosque - Muslims Synagogue - Jewish People Mandir - Hindu's Gurdwara - Sikhs Buddhist Temple - Buddhists	

Assessment questions / outcomes
Which religious traditions are represented in our local community? What are the main beliefs and practices of these faith communities? Why is there such diversity between some of these religious traditions? What have I learned from these religious traditions/faith communities that might help me to understand why some people have and live by a religious faith?