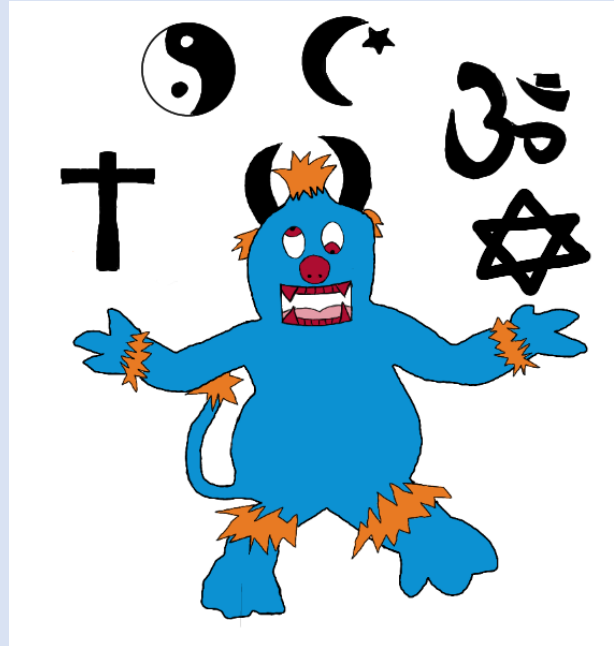


Religious Education Intention Map

Upper Key Stage Two



Intention Map 2023 - 2024

Placing learning at the heart of everything we do.



Term One (Beliefs & Moral Values)



Learning Intentions

Week 1	<ul style="list-style-type: none"> Does anything last forever? Doesn't everything change all the time?
Week 2	<ul style="list-style-type: none"> What does eternity mean?
Week 3	<ul style="list-style-type: none"> How do Christians get to Heaven? Can everybody go to Heaven?
Week 4	<ul style="list-style-type: none"> Can a non-Christian go to Heaven? Is going to Heaven a Christian's only motivation for doing good things?
Week 5	<ul style="list-style-type: none"> Do Christians believe that anything is eternal? If so what and why? Do you think anything is ever eternal and why?
Week 6	<ul style="list-style-type: none"> Whatever you believe, it is important to lead a good life. Why is it important? How can we do this?

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Understand and think about what lasting forever means and will everything last forever? Christians believe that their relationship with God lasts forever, that God will always be there.
Week 2	<ul style="list-style-type: none"> Understand a Christian wedding ceremony. Wedding bands are given to represent eternity. Can love be unconditional.
Week 3	<ul style="list-style-type: none"> Parable of the sheep and the goats - (Matthew 25: 31-46). Christians believe that for eternal life they need to believe in God, do their best to follow the Ten Commandments and the 2 great commandments, and ask for forgiveness when they need it (sin). They believe Jesus made forgiveness possible by his crucifixion.
Week 4	<ul style="list-style-type: none"> Introduce children to the Humanist perspective that it is right to lead a good life even though they do not believe in life after death.
Week 5	<ul style="list-style-type: none"> Summarise the Christian teaching of eternal life and unconditional love and explain that even if your personal belief is that nothing is eternal, many religions believe that some things are eternal e.g. God, the soul, Brahman etc.
Week 6	<ul style="list-style-type: none"> Make a class collage of what the world would look like if everyone 'loved their neighbour'.

Assessment

Do Christians believe that anything is eternal? If so what and why?
Do you think anything is ever eternal and why?

Agreed Syllabus

Exploring

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.
- Identify and begin to describe the similarities and differences within and between religions.
- Investigate the significance of religion in the local, national and global communities.
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.
- Describe and begin to understand religious and other responses to ultimate and ethical questions.
- Use specialist vocabulary in communicating their knowledge and understanding.
- Use and interpret information about religions from a range of sources.

Responding

- Reflect on what it means to belong to a faith community, communicating their own and others' responses.
- Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.
- Discuss their own and others' views of religious truth and belief, expressing their own ideas.
- Reflect on ideas of right and wrong and their own and others' responses to them.
- Reflect on sources of inspiration in their own and others' lives.



Term Two (Navratri)



Learning Intentions

Week 1	• <i>What is God like? Do we all view God the same way?</i>
Week 2	• <i>What do stories teach Hindus about right and wrong?</i>
Week 3	• <i>Why might we sometimes wear special clothes? What are they for?</i>
Week 4	• <i>How do different items hold meaning for Hindus?</i>
Week 5	• <i>Do all people celebrate the same way? Why do some people worship God when they celebrate?</i>

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> • <i>Learn about the different Gods of Hinduism.</i> • <i>These are considered the Trimurti: Brahma, Vishnu, Shiva</i> • <i>The Tridevi are Goddesses who are equally important: Saraswati, Lakshmi, Shakti</i> • <i>Other key Gods: Durga, Ganesha, Indra, Agni, Surya, Vayu, Hanuman</i>
Week 2	• <i>Read about the story Durga and the Buffalo Demon.</i>
Week 3	• <i>Colourful clothes are worn on each day of the festival.</i>
Week 4	<ul style="list-style-type: none"> • <i>For others, Navratri is a colourful time of celebration which includes lots of feasting and dancing. It is a time for Hindu families and communities to come together.</i> • <i>Navratri Puja thalis (decorated trays) – Each item on the tray helps Hindus to think about God.</i>
Week 5	• <i>Children to form an opinion on celebrations.</i>

Assessment

Do all people celebrate the same way? Why do some people worship God when they celebrate?

Agreed Syllabus

Exploring

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Responding

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- *Reflect on ideas of right and wrong and their own and others' responses to them.*
- *Reflect on sources of inspiration in their own and others' lives.*



Term Three (Kumbh Mela)



Learning Intentions

Week 1	• How do Hindu myths impact their beliefs?
Week 2	• Where do Hindu pilgrimages take place?
Week 3	• How might a Hindu feel if they believed their bad karma had been washed away?
Week 4	• How easy might it be to live as a Naga Sadhu (holy man)? *
Week 5	• Can devotion affect a person's life?

* Note: be careful if allowing children to research as there are some inappropriate parts of lifestyle for children.

Knowledge Intentions

Week 1	• Learn of the myth 'churning of the ocean milk' which is believed to be the origin of the Kumbh Mela.
Week 2	• Over 12 years, the festival is celebrated four times in different sacred rivers.
Week 3	• According to Hindu tradition, the gods released drops of immortality in the rivers. • Hindus believe that by washing in these rivers, they will be cleaned of their sins or wrong actions. • It's an ancient festival and was first recorded in AD 643, nearly 1500 years ago!
Week 4	• There is no certification for sadhus. • A Naga Sadhu can only eat once a day and must only eat whatever he has been given. He can beg for sattvic food in maximum 7 houses after which, if he has not been given any food, he has to starve for the day.
Week 5	• Children to think about what true devotion means.

Assessment

Can devotion affect a person's life?

Agreed Syllabus

Exploring

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Responding

- Reflect on what it means to belong to a faith community, communicating their own and others' responses.
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- Reflect on sources of inspiration in their own and others' lives.



Term Four (Janmashtami)



Learning Intentions

Week 1	• Explore the different Gods of Hindu beliefs. Focus on Krishna and god family.
Week 2	• Compare similarities and differences in the stories of the birth of religious figures (Jesus and Krishna)
Week 3	• Why does Krishna have so many names? Why do you think Hindus worship Krishna?
Week 4	• What happens during the festival of Janmashtami?
Week 5	• What is a role model? Is it important to have a role model? Should a role model always be good?

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> • Krishna is one of the most popular Hindu gods. He is the eighth incarnation of the Hindu god Vishnu but he is also a god in his own right. In fact, he is the most worshipped of all. • Krishna has 108 names. Hindus often consider him a warrior, hero, teacher and philosopher and a great leader, Lord Krishna was born in a prison, Krishna aids Arjun during the battle of Kurukshetra, the stories of Krishna's life are generally titled as Krishna Leela, Krishna's conch named Panchjanya, Sudarshan Chakra was his favourite weapon, the Pandavas are related to Shri Krishna from their mother's side.
Week 2	• Explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions
Week 3	<ul style="list-style-type: none"> • Use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • Describe why people belong to religions know that similarities and differences. • illustrate distinctive beliefs within and between religions and suggest possible reasons for this.
Week 4	<ul style="list-style-type: none"> • Use an increasingly wide religious vocabulary to explain the impact of beliefs upon individuals and communities. • Describe why people belong to religions know that similarities and differences. • illustrate distinctive beliefs within and between religions and suggest possible reasons for this.
Week 5	<ul style="list-style-type: none"> • Formulate and suggest answers to questions raised by religion and belief, relating them to their own and others' lives. • Explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.

Assessment

What is a role model? Is it important to have a role model? Should a role model always be good?

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- Reflect on ideas of right and wrong and their own and others' responses to them.
- Reflect on sources of inspiration in their own and others' lives.



Term Five (Sunday)



Learning Intentions

Week 1	• How might bible stories increase a Christians belief in God?
Week 2	• Where do Christians worship?
Week 3	• Why are there different types of Christian music? How might music affect belief?
Week 4	• Why do Christians worship?
Week 5	• How can worship bring people together? • How can worship separate people? Is all worship the same?

Knowledge Intentions

Week 1	• Explore different bible stories and how these might help a Christians belief in God.
Week 2	• Trip to local church to look at a church and create their own diagram of the local church with sketches of significant things.
Week 3	Explore hymns: - All things bright and beautiful - Amazing Grace - Lord of the dance • Explore the meanings of these songs and compare/contrast.
Week 4	• Christians worship to feel a deeper connection to God.
Week 5	• Children to form their opinions.

Assessment

How can worship bring people together?
How can worship separate people? Is all worship the same?

Agreed Syllabus

Exploring

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Term Six (What are religions & world views?)

Learning Intentions

Week 1	• <i>What is a world view?</i>
Week 2	• <i>Religious or not religious? What is religion?</i>
Week 3	• <i>Religious dimensions – Build on what the children believe a religion is.</i>
Week 4	• <i>Can things like football be seen as a religion?</i>
Week 5	• <i>What is a religion? – Using meanings of words children to refine their own beliefs of what a religion is.</i>
Week 6	• <i>People's views. – Children to create their own manifesto of their world view.</i>

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> • <i>A world view is your way of seeing the world. The bottom line of what you believe and how it makes you behave.</i> • <i>A way of seeing the world that is shared by a group of people.</i>
Week 2	• <i>Children to think about all their knowledge of religion. Can everyday events, stories etc be defined as non-religious and religious. E.g. Christmas is celebrated by most non-religious people – however it is a religious ceremony.</i>
Week 3	• <i>Religion can be broken into 7 components: Doing, Stories, Guidance, Big thinking, Experiencing, Organization, Materials.</i>
Week 4	• <i>Understand what makes a religion. Can everyday things be thought of as a religion. Is there anything that can fit all 7 categories.</i>
Week 5	• <i>Define meanings of words and develop an understanding.</i>
Week 6	• <i>Children to combine all knowledge of religion to create their own understand of the world and world view.</i>

Assessment

Create your own manifesto of your world view.

Agreed Syllabus

Exploring

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