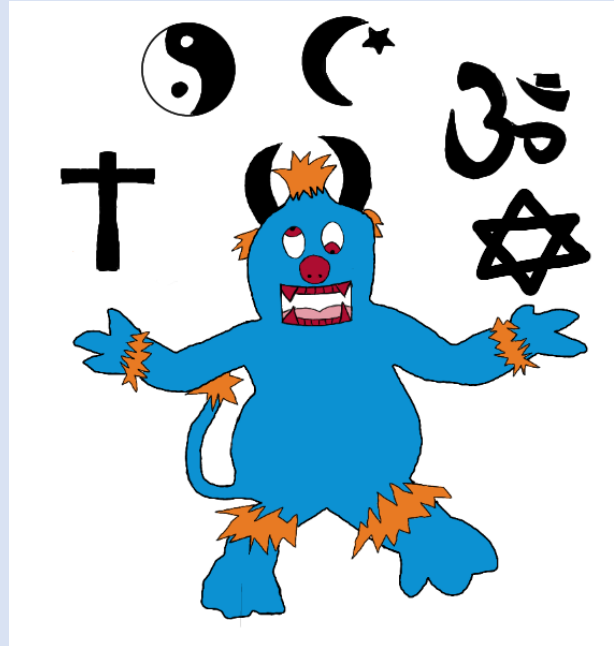


# Religious Education Intention Map

## Upper Key Stage Two



Intention Map 2024 - 2025

**Placing learning at the heart of everything we do.**



## Term One (Diwali)



### Learning Intentions

Week 1	• <i>What is special about the Mandir?</i>
Week 2	• <i>Why do Hindus believe in tidying and buying new things at the start of Diwali? Are there similarities between Hinduism and other religions?</i>
Week 3	• <i>Was Rama's step-mother right to send him into the forest? Can you think of other stories (religious or not) that are about good vs Evil?</i>
Week 4	• <i>How might we welcome visitors into a home? How might decorations make us feel?</i>
Week 5	• <i>What is Diwali? Are there any similarities between Diwali and any other beliefs?</i>

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>• <i>Learn about the Hindu's place of worship. A Mandir is a Hindu temple.</i></li> <li>• <i>At a Hindu temple, different parts of the building have a special meaning.</i></li> </ul>
Week 2	• <i>Hindus believe that tidying and buying new things keeps away evil spirits and welcomes in good ones.</i>
Week 3	• <i>Learn about the story of Rama and Sita.</i>
Week 4	<ul style="list-style-type: none"> <li>• <i>The festival of Diwali means 'festival of light' and it celebrates the victory of light over darkness.</i></li> <li>• <i>Rangoli patterns are colourful and bright designs made on the floor by the entrance of a house to welcome visitors.</i></li> </ul>
Week 5	• <i>Diwali is a very important religious celebration that takes place every year. The specific date of Diwali varies but it is between the months of October and November each year.</i>

### Assessment

*What is Diwali? Are there any similarities between Diwali and any other beliefs?*

### Agreed Syllabus

#### **Exploring**

- *Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.*
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- *Identify and begin to describe the similarities and differences within and between religions.*
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- *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 (Is the Christmas story true?)



### Learning Intentions

Week 1	<ul style="list-style-type: none"> <li>Why are we thinking about different types of truth when we are about to study Christmas?</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>What do you know about the Christmas story? Who is present at the birth of Jesus? Why are they all there at the same time? Qu: Is this Christmas story true?</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Was Jesus really born on the 25th December?</li> <li>Is the Christmas story true? If we are questioning the factual side of the Christmas story, can it be true in a different way?</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Exploring different types of truth examples: historic/scientific/personal. Is one of these more important? Which type of truth can be applied to the Christmas story?</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>After everything they have learnt, in their own beliefs: Is the Christmas story true?</li> </ul>

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Discuss how eye-witness accounts are subjective and even though we have all witnessed the same event, we each see things through our own lens.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Explore the different accounts of Christmas by different people in the bible. Explore similarities and differences.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Christians believe Jesus is the Incarnation of God on Earth. God gave Jesus to the Earth to show people how to lead good lives, forgive them for the things they do wrong and prove to them (through his resurrection) that there is life after death.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Christians believe Jesus is the Incarnation of God on Earth. God gave Jesus to the Earth to show people how to lead good lives, forgive them for the things they do wrong and prove to them (through his resurrection) that there is life after death.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Children to form their own opinion on the truth of Christmas after looking at the evidence.</li> </ul>

### Assessment

After everything they have learnt, in their own beliefs: Is the Christmas story true?

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- Reflect on sources of inspiration in their own and others' lives.



## Term Three (Ganesh Chaturthi)



### Learning Intentions

Week 1	• Why is Ganesh so popular? What might Hindus ask for when they pray to Ganesh?
Week 2	• Compare Puja to other acts of worship. Are they similar?
Week 3	• How might a murtis help Hindus think about God?
Week 4	• Exploring symbols of Ganesh. What might represent Ganesh from the stories? Can you create your own symbols with meanings?
Week 5	• What is Ganesh Chaturthi?

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>• Ganesh Chaturthi is a joyous, ten-day festival which takes place in August or September.</li> <li>• Lord Ganesh is one of the best known and most popular Hindu Gods.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Puja involves praying to an image of a deity (murti) and giving offerings to the deity.</li> <li>• Worshippers take off their shoes to worship. They usually begin with the sacred word 'Aum' then repeat prayers (mantras) and the name of their favourite gods or goddesses.</li> <li>• Puja is a daily routine for Hindus and is carried out at least once every day.</li> <li>• Each shrine contains a puja tray, which holds several important items: Bell, Incense holder, Kum Kum powder, Diva lamp.</li> <li>• Water containers and spoons.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• A murtis is a special object to help Hindus think about God. During this celebration statues of Ganesh are made.</li> <li>• Children to experience making a murtis of Ganesh.</li> <li>• Statues of Lord Ganesh will be placed where everyone can see him.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Ganesh is well known to like sweets and for having the head of an elephant.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Children can describe what Ganesh Chaturthi is.</li> </ul>

### Assessment

What is Ganesh Chaturthi?

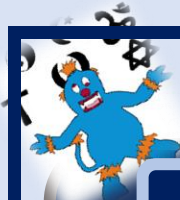
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- Reflect on sources of inspiration in their own and others' lives.



# Term Four (Beliefs & Practices)



## Learning Intentions

Week 1	<ul style="list-style-type: none"> <li>Introduce "consubstantial" meaning of the same substance or essence. do both flames have the same properties? Can you "see" warmth?</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>What does the Bible say about the Trinity?</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>What does the Church say about the Trinity?</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>What have other sources to add? Does belief in the Trinity help Christians make better sense of God as a whole?</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Discuss that other people may have hidden aspects too. How can understanding this give us more empathy with others? By seeing people in different ways, can we understand them better?</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Do these three "persons" help a Christian understand God? Why/why not?</li> </ul>

## Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>"consubstantial" meaning of the same substance or essence.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Christians believe in The Trinity - one God is 3 consubstantial persons - Father, Son and Holy Spirit</li> <li>Jesus himself uses the phrase Father, Son and Holy Spirit. Matthew 28:18-20</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>The "Creed" states church's beliefs (Credo means "I believe") so summarises teaching on the Trinity.</li> <li>Look at Nicene Creed, Apostles Creed and excerpts from the Athanasian Creed which "Book of Common Prayer" states should be read on Trinity Sunday.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Look at different quotes about the Trinity.</li> <li>Hymns such as Holy, Holy, Holy paintings.</li> <li>Rubelev, fresco by Luca Rossetti da Orta.</li> <li>Stained glass quotations and any other sources (lots of pictures on Google).</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Define Father, son and Holy spirit.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Children to form an opinion.</li> </ul>

## Assessment

Do these three "persons" help a Christian understand God? Why/why not?

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## Term Five (Holi)



### Learning Intentions

Week 1	• <i>Does good always overcome evil?</i>
Week 2	• <i>Why are music and dancing used to tell special stories?</i>
Week 3	• <i>Why do you think Hindu's feel that the colours of Holi make everyone equal? Should everyone be treated equal? Is everyone in the world treated equal?</i>
Week 4	• <i>What do Hindus believe about living things? What are your beliefs about living things, conservation and the world we live in?</i>
Week 5	• <i>What does the word need mean? Is the word want the same as need? Should everyone have what they want? What will happen if people want too much from the world?</i>

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>• <i>Saffron – the colour of fire.</i></li> <li>• <i>Many Hindu priests wear saffron coloured robes to show that they want to burn away their faults and follow God.</i></li> </ul>
Week 2	• <i>Blue -Krishna the blue God. Throwing coloured paint and playing musical instruments are a big part of celebrating Holi.</i>
Week 3	<ul style="list-style-type: none"> <li>• <i>Many Hindus feel born into one of four Varnas (groups) and each group has specific dharmas (tasks) to perform.</i></li> <li>• <i>During Holi, when everyone is covered in colours differences in class, gender or age disappear.</i></li> </ul>
Week 4	• <i>Green – Natural world. The Holi festival celebrates the winter harvest and the return of spring. IT also touches on their beliefs in Karma and reincarnation.</i>
Week 5	• <i>Children to discuss their own beliefs.</i>

### Assessment

*What does the word need mean? Is the word want the same as need? Should everyone have what they want? What will happen if people want too much from the world?*

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## Term Six (Pentecost)



### Learning Intentions

Week 1	<ul style="list-style-type: none"> <li>How do you think Pentecost affects the lives of Christians today?</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>What helps you do the right thing? How do you know right from wrong?</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>How might Christians recognise God as three different people? (Father, Son, Holy spirit)</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>What do you think "You are the body of Christ" means to Christians?</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Why are leaders important for communities?</li> <li>Can someone do what they want and still be part of a community? Why might it be hard to be part of a community?</li> </ul>

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Pentecost is celebrated 50 days after Easter. In the Bible, Jesus had ascended to heaven 10 days earlier and the disciples were waiting to receive power from God to help them spread Jesus's message.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Christians believe that they have received the gift of the holy spirit. The fruits of the holy spirit are: Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness and Self-control.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Holy trinity – God the Father created and cared for the world, God the Son came to Earth as Jesus and God the Holy Spirit helps Christians spread God's message today.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>One body, many parts 1 Corinthians:12.</li> <li>Christians believe that the word church means a group of Christians who meet together, not just the building where they meet.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Pentecost celebrates the fruits of the Holy Spirit and the start of the Christian church. There are many Christian communities living and working together all over the world.</li> </ul>

### Assessment

Why are leaders important for communities?

Can someone do what they want and still be part of a community? Why might it be hard to be part of a community?

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