

FPS RE, BRITISH VALUES AND SMSC MAPPING GRID

Coverage: Christianity 49%, Judaism 44% Hinduism 4%, Islam 3%,

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 Yr EY/R Cycle A	Caring and Dottie & Buzz	Special Times 1 - Celebrations - (Harvest, Sukkot, Diwali & Christmas)	Special Stories form the Bible	Jesus' Stories - A Special Person A Special Time - Easter and Dottie and Buzz	A Special Place - at the Church	A Special Place - at the Church
British Values	<p>MUTUAL TOLERANCE: Acceptance of people of different race, faith and beliefs i.e. the Christian faith & baptism, Hindu faith, Muslim faith, Jewish faith and Sikh faith; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of different race, faith and beliefs (above), understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>INDIVIDUAL LIBERTY: Considering identity, diversity and belonging.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of different race, faith and beliefs i.e. Hindu, Muslim, Jewish and Christian: a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of different race, faith and beliefs (above), understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>RULE OF LAW: Honesty and telling the truth as well as helping others are issues in this unit. Helping others through harvest distribution and bring and buy stalls, as well as some of Jesus' stories and miracles are discussed. The Diwali story lends itself well to thoughts about goodness. All these aspects help towards thinking about 'good versus evil' and 'right versus wrong'.</p> <p>INDIVIDUAL LIBERTY: Considering identity, diversity and belonging.</p>	<p>MUTUAL TOLERANCE: Acceptance of Jewish and Christian stories, allowing people the right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of Jewish and Christian faiths, understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>RULE OF LAW: Issues of fairness in Joseph's story, choosing right versus wrong in forgiving his brothers.</p> <p>INDIVIDUAL LIBERTY: Joseph was not living a life free from constraints for part of his life.</p>	<p>MUTUAL TOLERANCE: Good Samaritan Story. ~ acceptance of different race. Jesus told the story of a Samaritan's acceptance and care for the victim, a person of a different race - a Jewish person.</p> <p>RESPECTFUL ATTITUDE: Good Samaritan Story and Prodigal Son Story ~ Both stories show respect~ the Samaritan for the Jewish person; the father for the son.</p> <p>THE RULE OF LAW: Good Samaritan Story, Prodigal Son Story, Lost Sheep story. All three stories show people choosing between good and evil; right and wrong. The Samaritan helped the injured man; the father received his son back; the shepherd searched for the lost sheep.</p> <p>MUTUAL TOLERANCE: Acceptance of people of the Christian faith and beliefs; ~ a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Christian faith, understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>INDIVIDUAL LIBERTY: Considering identity, belonging and diversity in a Christian faith group.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of different race, faith and beliefs i.e. Christian ~ a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of different race, faith and beliefs (Christian), understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>INDIVIDUAL LIBERTY: Considering identity, diversity and belonging to the Christian faith.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of different race, faith and beliefs i.e. Christian ~ a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of different race, faith and beliefs (Christian), understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>INDIVIDUAL LIBERTY: Considering identity, diversity and belonging to the Christian faith.</p>
SMSC	<p>Moral development comes from valuing relationships. Social development comes from considering how they and others belong to a community.</p>	<p>Moral development comes from thinking about helping others, being thankful and honest. Cultural development comes from discovering the ways different</p>	<p>Spiritual development comes from engaging in these stories. Moral and social development comes from listening and looking at aspects</p>	<p>Moral development comes from the pupils exploring their own reactions to values such as helping and caring etc.</p>	<p>Spiritual development comes from thinking what it feels like in a church. Social development comes from starting to become involved with and investigating their own locality.</p>	<p>Spiritual development comes from thinking what it feels like in a church.</p>

	Cultural development comes from considering how babies from various faiths are introduced to a community.	cultures show their thanks and celebrate their festivals.	of the stories that involve the children in thinking about ways of behaving.	Spiritual development comes from engaging in the story of Jesus' last week. Social development comes from working with others in some activities.		Social development comes from starting to become involved with and investigating their own locality.
Class 1 Yr EY/R Cycle B	We're Special – Caring, Belonging & Baptism	Special Times 2- Celebrations – (Harvest Eid and Christmas)	Special Jewish and Christian Stories	A Special Time – Easter and Dottie and Buzz	Jesus' Miracles – A Special Person	Jesus' Miracles – A Special Person
British Values	<p>MUTUAL TOLERANCE: Acceptance of people of different race, faith and beliefs i.e. the Christian faith & baptism, Hindu faith, Muslim faith, Jewish faith and Sikh faith; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of different race, faith and beliefs (above), understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>INDIVIDUAL LIBERTY: Considering identity, diversity and belonging.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of different race, faith and beliefs i.e. Hindu, Muslim, Jewish and Christian: a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of different race, faith and beliefs (above), understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>RULE OF LAW: Honesty and telling the truth as well as helping others are issues in this unit. Helping others through harvest distribution and bring and buy stalls, as well as some of Jesus' stories and miracles are discussed. The Diwali story lends itself well to thoughts about goodness. All these aspects help towards thinking about 'good versus evil' and 'right versus wrong'.</p> <p>INDIVIDUAL LIBERTY: Considering identity, diversity and belonging.</p>	<p>MUTUAL TOLERANCE: Acceptance of Jewish and Christian beliefs about God; ~ acceptance of Jewish and Christian stories. ~ allowing people the right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of Jewish and Christian faiths, understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>THE RULE OF LAW: ~ Moses' Story – Shows people choosing between good and evil, right and wrong. Moses chooses good and right at the burning bush, whilst Pharaoh chooses evil and wrong at Moses' birth in killing all baby boys and at the Exodus in refusing to allow Moses to take the Israelites out of Egypt. ~ David's and Daniel's Stories – both show good versus evil and right versus wrong i.e. David overcomes Philistine and Goliath's oppression, Daniel survives both oppression and the Lion's den when taken into exile.</p> <p>INDIVIDUAL LIBERTY: ~ Moses' Story – Moses is saved at birth and given liberty, whilst individual liberty was not given to Israelites by Pharaoh and the Egyptians, but slavery and oppression. ~ David and Israelites threatened by Goliath and Philistines. ~ Daniel lost his liberty by being taken away as a prisoner.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of the Christian faith and beliefs; ~ a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Christian faith, understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>INDIVIDUAL LIBERTY: Considering identity, belonging and diversity in a Christian faith group.</p>	<p>MUTUAL TOLERANCE: Acceptance of Jewish and Christian beliefs and stories.</p> <p>RESPECTFUL ATTITUDE: Jesus' respectful attitude towards the needy e.g. blind, paralysed, starving people.</p> <p>THE RULE OF LAW: Jesus' healings show a choice between good and evil, right and wrong.</p>	<p>MUTUAL TOLERANCE: Acceptance of Jewish and Christian beliefs and stories.</p> <p>RESPECTFUL ATTITUDE: Jesus' respectful attitude towards the needy e.g. blind, paralysed, starving people.</p> <p>THE RULE OF LAW: Jesus' healings show a choice between good and evil, right and wrong.</p>
SMSC	<p>Moral development comes from valuing relationships. Social development comes from considering how they and others belong to a community. Cultural development comes from considering how babies from various faiths are introduced to a community.</p>	<p>Moral development comes from thinking about helping others, being thankful and honest. Cultural development comes from discovering the ways different cultures show their thanks and celebrate their festivals.</p>	<p>Spiritual development comes from reflecting on their understanding of God. Moral development comes from investigating how people have overcome great obstacles to obtain freedom.</p>	<p>Spiritual development comes from engaging in the story of Jesus' last week. Social development comes from working with others in some activities.</p>	<p>Spiritual development comes from investigating the miraculous. Moral development comes from the pupils exploring their own reactions to values such as caring and helping in friendships etc.</p>	<p>Spiritual development comes from investigating the miraculous. Moral development comes from the pupils exploring their own reactions to values such as caring and helping in friendships etc.</p>

KS 1
Year 1/
2

FPS RE, BRITISH VALUES AND SMSC MAPPING GRID

Coverage:

Class 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr 1 /2 Cycle A	Belonging	Diwali and Christmas Celebrations	The Torah and Jewish Stories - Joseph	Easter 1 and Jesus' friends and followers	Visiting a Synagogue	From Creation to Shabbat
British Values	<p>MUTUAL TOLERANCE: Acceptance of people of the Christian faith and of baptism; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Christian faith, understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>THE RULE OF LAW: Considering behaviour that help families, schools and communities live more happily and rules that support this. Appreciation of choices of 'good over evil' and 'right over wrong'.</p> <p>INDIVIDUAL LIBERTY: Considering questions about identity, diversity and belonging in a family, school, community and faith group.</p>	<p>MUTUAL TOLERANCE: Both Diwali and Christmas celebrations - Acceptance of people of different race, faith, and/or belief and their festivals; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Both Diwali and Christmas celebrations - Respect for people of different race, faith and/or belief and their festivals; understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>THE RULE OF LAW: Diwali story - a story about 'good over evil', 'right over wrong' (e.g. Rama's obedience to his father; Rama's brother, Bharat, saves the throne for him; Rama, Lakshman and Hanuman rescue Sita from the evil Ravanna.) Christmas Story - 'good over evil' is shown when the pupils choose to use their gifts (e.g. helping someone, lending something, playing with a lonely person.)</p> <p>INDIVIDUAL LIBERTY: Both Diwali and Christmas celebrations ~ Considering questions about identity, belonging and diversity.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of the Jewish race and faith, especially the high regard they have for the Torah; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Jewish race, faith and/or belief; understanding what society gains by diversity and recognizing and celebrating human diversity. Respect for all people, treating them well.</p> <p>THE RULE OF LAW: Introduction to the 10 Commandments and investigation of rules for living and treating people properly. This could also involve choosing between 'good and evil'; 'right and wrong'. Joseph's story - issues of fairness are raised; Joseph chooses right over wrong e.g. in forgiving his brothers.</p> <p>INDIVIDUAL LIBERTY: Joseph was not living a life free from constraints for part of his life.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of the Christian faith and beliefs; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Christian faith, understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>INDIVIDUAL LIBERTY: Considering questions about identity, belonging and diversity in a Christian faith group. Christians believe Jesus' sacrifice on the cross helps people to live a life free from constraints and Jesus was the main pioneer for human freedom.</p> <p>Unit: Jesus' friends and followers</p> <p>MUTUAL TOLERANCE: Jesus' acceptance of people who could be victims of discrimination e.g. Zacchaeus and in story of 'The boy with the green skin'.</p> <p>RESPECTFUL ATTITUDE: Jesus' respectful attitude to such people as children and Zacchaeus.</p> <p>THE RULE OF LAW: Jesus' advice and wisdom on living your life. Issues of 'good over evil' and 'right over wrong' are considered in Jesus' support of Mary and yet being inclusive of Martha; Jesus' acceptance of children and victims of discrimination.</p> <p>INDIVIDUAL LIBERTY: Pioneers of human freedom e.g. Peter, Paul, disciples, Peter's escape from wrong imprisonment. Famous followers of Jesus e.g. William Wilberforce, Florence Nightingale, Gladys Aylward etc.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of the Jewish faith, race and beliefs; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Jewish faith, understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>THE RULE OF LAW: Considering codes of behaviour within a synagogue.</p> <p>INDIVIDUAL LIBERTY: Considering questions about identity, belonging and diversity in a Jewish faith group.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of the Jewish faith and their beliefs; acceptance of people of other faiths talking to God/ Allah in various ways; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Jewish faith, understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>DEMOCRACY: Listen to and learn from other children's ideas and experiences about the beauty of the world and caring for the environment.</p> <p>INDIVIDUAL LIBERTY: Considering questions about identity, belonging and diversity. Both Noah and Abraham were concerned with following God and were pioneers for human freedom, Abraham becoming the father of the Jewish (Israelite) nation.</p>
SMSC	moral development come from valuing relationships and discussing ways of behaving that enhance these relationships.	cultural development come from developing an understanding of people from different cultures and promoting of racial harmony.	spiritual development come from considering the high regard Jewish people have for the Torah, the word of God.	spiritual development come from engaging in the story of Jesus' last week. social development come from working with others in some activities.	cultural development come from understanding the significance of synagogues as a special place for the Jewish community and from	spiritual development come from responding to the beauty of the world, the wonder of creation, and the mystery of God.

	<p>social development come from considering how they and others belong to a community.</p> <p>spiritual development come from considering the importance of baptism – both infant and adult – and its relationship to Jesus' baptism.</p>	<p>social development come from a developing awareness and increasing respect for people with views that differ from their own.</p>	<p>moral development come from thinking about how we should behave towards others.</p> <p>cultural development come from considering the things Jewish people believe are important.</p>		<p>understanding some things that are important to Jewish people.</p> <p>social development come from pupils working co-operatively as a team and from accepting people can have different views.</p>	<p>moral development come from considering the effects of human behaviour on the beauty of the world.</p> <p>social development come from exploring aspects of Jewish life, including families and communities.</p> <p>cultural development come from understanding some Jewish beliefs and their effects on Jewish actions.</p>
<p>Class 2 Yr 1 /2 Cycle B</p>	<p>Jewish Stories – David and Jonah</p>	<p>Celebrations – Eid and Christmas</p>	<p>Jewish Celebrations and Stories – Moses, Daniel and Hanukkah</p>	<p>Easter 2 and Visiting a church</p>	<p>Jesus and His Miracles</p>	<p>Jesus and His Stories</p>
<p>British Values</p>	<p>RESPECTFUL ATTITUDE: Jonah's story - mutual respect. Jonah eventually respecting the people of Ninevah.</p> <p>THE RULE OF LAW: Jonah's Story - Jonah eventually chose to obey God and go to Ninevah, thereby choosing 'good over evil' and 'right over wrong'.</p> <p>INDIVIDUAL LIBERTY: David championed individual liberty and was a pioneer for human freedom for his nation. (e.g. He silenced the Philistine oppression by killing their giant, Goliath)</p>	<p>MUTUAL TOLERANCE: Both Eid and Christmas celebrations - Acceptance of people of different race, faith, and/or belief and their festivals; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Both Eid and Christmas celebrations - Respect for people of different race, faith and/or belief; understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>INDIVIDUAL LIBERTY: Both Eid and Christmas celebrations ~ Considering questions about identity, belonging and diversity.</p>	<p>RESPECTFUL ATTITUDE: Hanukkah - Respect for people of different race, faith and/or belief; understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>THE RULE OF LAW: Moses' Story - Shows people choosing between 'good and evil', 'right and wrong'. Moses chooses good and right at the burning bush, whilst Pharaoh chooses evil and wrong at Moses' birth in killing all Israelite baby boys and at the Exodus in refusing to allow Moses to take the Israelites out of Egypt.</p> <p>Hanukkah story - a story about 'good versus evil', 'right versus wrong'.</p> <p>In both this story and Daniel's story they were asked to do something wrong (worship and bow down to someone other than God; not to pray in Daniel's case) and chose to do something right.</p> <p>INDIVIDUAL LIBERTY: Moses' Story - Moses is saved at birth and given liberty, and eventually brought liberty to the Israelites. Individual liberty was not given to the Israelites by Pharaoh and the Egyptians, but slavery and oppression.</p> <p>Daniel and the Jewish people in the story of Hanukkah championed individual liberty in different ways and were, at times, pioneers for freedom for the Israelite (Jewish) nation.</p> <p>Daniel remained true to God when the Israelites had been taken into captivity and was under very difficult circumstances.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of the Christian faith and beliefs; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Christian faith, understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>INDIVIDUAL LIBERTY: Considering questions about identity, belonging and diversity in a Christian faith group.</p> <p>Christians believe Jesus' sacrifice on the cross helps people to live a life free from constraints and Jesus was the main pioneer for human freedom.</p> <p>UNIT: VISITING A CHURCH</p> <p>MUTUAL TOLERANCE: Acceptance of people of the Christian faith and beliefs; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Christian faith, understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>THE RULE OF LAW: Considering codes of behaviour within a church.</p> <p>INDIVIDUAL LIBERTY: Considering questions about identity, belonging and diversity in a Christian faith group.</p>	<p>MUTUAL TOLERANCE: Jesus' acceptance of people who were victims of discrimination e.g. people with leprosy.</p> <p>RESPECTFUL ATTITUDE: Jesus' respectful attitude, love and care towards those needing healing or help.</p> <p>THE RULE OF LAW: Jesus' healings show a choice between 'good and evil', 'right and wrong'.</p> <p>Pupils are challenged to be thankful and to make the world a better place e.g. by helping someone who is sad or ill (i.e. choosing 'good over evil', 'right over wrong').</p>	<p>Good Samaritan Story ~ acceptance of different race. Jesus told the story of a Samaritan's acceptance and care for the victim, a person of a different race - a Jewish person.</p> <p>RESPECTFUL ATTITUDE: Good Samaritan Story and Prodigal Son Story ~ Both stories show respect~ the Samaritan for the Jewish person; the father for the son.</p> <p>THE RULE OF LAW: Good Samaritan Story, Prodigal Son Story, Lost Sheep story. All three stories show people choosing between 'good and evil'; 'right and wrong'.</p> <p>The Samaritan helped the injured man; the father received his son back; the shepherd searched for the lost sheep.</p>

			<p>Hanukkah. Matthias and his son, Judah the Maccabee, led the revolt against Syrian oppression after refusing to bow down to a stone statue, which eventually led the Israelites into freedom and freedom of worship.)</p>			
SMSC	<p>moral development come from exploring issues of obedience, and issues of right and wrong; and come from becoming more aware of their self-worth and exploring their positive attributes.</p>	<p>cultural development come from developing an understanding of people from different cultures and promoting of racial harmony.</p> <p>social development come from a developing awareness and increasing respect for people with views that may differ from their own.</p>	<p>spiritual development come from considering miraculous events in these Jewish stories.</p> <p>moral development come from exploring issues of right and wrong.</p>	<p>spiritual development come from engaging in the story of Jesus' last week and resurrection.</p> <p>social development come from exploring at their ability the feelings of the disciples</p>	<p>spiritual development come from considering the miraculous.</p> <p>moral development come from reflecting on issues involving personal positive characteristics.</p>	<p>spiritual development come from investigating the deeper meaning of some of the parables</p> <p>moral development come from the pupils exploring their own reactions to values such as love, forgiveness, commitment etc.</p>

LKS 2
Year 3 /4

FPS RE, BRITISH VALUES AND SMSC MAPPING GRID

Coverage: Christianity 55%, Hinduism 20%, Judaism 10% Islam 10% Sikhism 3%, Combination of religions including Buddhism 2%

Class 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Yr $\frac{3}{4}$ Cycle A</p> <p>Link with 2021 Agreed Syllabus</p>	<p>Signs, Symbols and Parables</p> <p>3.4</p>	<p>Light and Dark (Christianity) + Christmas Link: Celebration time</p> <p>4.4, 5.2</p>	<p>Brave People in the Bible</p> <p>3.4</p>	<p>Visiting & Reviewing a Local Church</p> <p>3.3</p>	<p>Detectives - Investigating Jesus</p> <p>3.4, 3.1</p>	<p>Amazing Roller coaster Rides in the Bible</p> <p>3.4</p>
British Values	<p>MUTUAL TOLERANCE: Acceptance of people of the Christian faith and beliefs; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Jesus told stories that promoted both mutual tolerance and respectful attitudes e.g. acceptance of and respect for people of any age and gender e.g. story of persistent widow.</p> <p>DEMOCRACY: Discussions and debates on questions about what is important in life and about the meaning of life e.g. Parables ~The Banquet, Hidden Treasure, Pearl of Great Price. Children's ideas about 'Love is..'</p> <p>THE RULE OF LAW: The promotion of 'good versus evil', 'right versus wrong' within</p>	<p>MUTUAL TOLERANCE: Acceptance of people of different race, faith, and/or belief, i.e. Christianity and Hinduism; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of different race, faith and/or belief; recognizing and celebrating human diversity and understanding what society gains by diversity.</p> <p>THE RULE OF LAW: Investigation of the story of Diwali, which involves a battle of 'good over evil', 'right over wrong' and of 'wiping the slate clean' i.e. forgiveness. In addition, good character traits are encouraged in the development of good characteristics in pupils using, in part, Paul's fruits of the spirit.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of the Jewish race, faith and beliefs; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Acceptance of and respect for men and women in the Old Testament, Jewish and Christian people, and other people shown in the unit such as Nick Vujicic with no arms or legs (in addition he is a Christian).</p> <p>THE RULE OF LAW: In Noah's, Hannah's, Samuel's and David's lives 'Good over evil' and 'right over wrong' were chosen by these Old Testament people:- Noah - chose not to do the wrong things that the rest of the people were doing. Hannah - when accused of being drunk explained she was praying for a baby; then didn't go back on her promise but gave the baby back to God and Eli the priest.</p>	<p>MUTUAL TOLERANCE: Accepting people of Christian faith/beliefs; a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Christian faith, understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>DEMOCRACY: Throughout the unit discussions are suggested, in which listening to others about their ideas is necessary, thus contributing to learning about democracy.</p> <p>THE RULE OF LAW: Christians helping people in society in various ways (e.g. homeless, toddlers) as well as supporting each other as a Christian family (e.g. through prayer etc), thus choosing 'good over evil', 'right over wrong' and applying it to their communities.</p> <p>~ Considering Biblical quotes for ways of behaving;</p>	<p>MUTUAL TOLERANCE: and RESPECTFUL ATTITUDE: During the investigation, Jesus is found to show both of these in his behaviour towards others ie acceptance of and respect for everyone including children, the needy, and people rejected by society (e.g. people with leprosy, Mary Magdalene, Mathew and Zacchaeus, the tax collectors, the despised Romans)</p> <p>DEMOCRACY: Discussions and debates whilst investigating 'Who is Jesus', thus contributing to learning about democracy.</p> <p>THE RULE OF LAW: Investigating how Jesus and people chose between 'good and evil', 'right and wrong' e.g. when healing people.</p> <p>INDIVIDUAL LIBERTY:</p>	<p>MUTUAL TOLERANCE: Acceptance of people of the Jewish race, faith and beliefs; a right to be themselves'.</p> <p>RESPECTFUL ATTITUDE: Acceptance of and respect for men and women in the Old Testament and Jewish and Christian people.</p> <p>THE RULE OF LAW: In Jonah's, Esther's and Joseph's stories 'Good over evil' and 'right over wrong' were chosen by these Old Testament people- Esther's story - her courage and by doing the right thing, saved the Jewish people. Joseph's story - chose 'right over wrong' e.g. in forgiving his brothers. Jonah's story - chose to do 'right over wrong' to free Ninevah eventually.</p> <p>INDIVIDUAL LIBERTY:</p>

	<p>the parables and discussions of these issues from the stories.</p> <p>INDIVIDUAL LIBERTY: Considering living a life free from constraints e.g. persistent widow.</p>	<p>INDIVIDUAL LIBERTY: Consider questions about identity, belonging and diversity when exploring Paul's Damascus Road experience and his rescues (Christianity) and the story of Diwali (Hinduism).</p>	<p>Samuel - didn't do what was expected, but anointed to be king the least likely brother - David. David - he is termed 'a man after God's heart' - tried to follow God and do what was good and right.</p> <p>INDIVIDUAL LIBERTY: In difficult situations many of these Old Testament characters fought, metaphorically, for their identity:- Noah followed what he thought God was saying in a hostile environment and saved his family and himself; fought for lives free from constraints:- Hannah prayed about her inability to have a baby; David was 'only a shepherd boy' but became a king; and brought freedom for a nation:- David freed the Israelite nation from Goliath and Philistine rule.</p>	<p>behaviour codes within church.</p> <p>INDIVIDUAL LIBERTY: Considering questions about identity, belonging and diversity in a Christian faith group. In working with the community, Christians help people to be freed from constraints, and could be said to be pioneers for human freedom (e.g. CAP - debt advice, street pastors, food banks, 'healing on the street', shelter.)</p> <p>MUTUAL TOLERANCE: - Acceptance of people of the Hindu race, faith, and beliefs; ~ a right to 'be themselves'.</p>	<p>Jesus allowed people rejected in society, (some noted above), to live a life free from constraints. A pioneer of human freedom.</p>	<p>In difficult situations these Old Testament characters fought, metaphorically, for their identity Joseph - taken into slavery, falsely accused, put in prison - eventually brought freedom from famine for the Egyptian nation and liberated his own family. Joseph found individual liberty for himself and was a pioneer of freedom for nations. Esther risked her own life coming before the king to stop the Jewish nation and herself from being slaughtered. Jonah was freed from death in the big fish, chose to do what God wanted and freed Ninevah.</p>
SMSC	<p>Spiritual development comes from discussions and debates about the meaning of life Moral development comes from discussions about values. Cultural development comes from discovering about Christian symbols and teaching that is important to Christians</p>	<p>Spiritual development comes from considering light and dark symbolically and people and stories that bring spiritual uplifting. Moral development comes from considering the issues of positive influences on them and the issue of 'wiping the slate clean' and the development of good qualities Cultural development comes from exploring the ways Hindus celebrate their Festival of Diwali. Christmas: Spiritual development comes from exploring the hopes and dreams of people including them.</p>	<p>Spiritual development comes from learning from the ability of these people to listen and respond to God. Moral development comes from studying the positive attributes of these important people in Jewish, Christian and Muslim faiths and in discussing right and wrong.</p>	<p>Moral development comes from enabling pupils to discuss what is of value in life. Social development comes from enabling pupils to develop respect and tolerance towards people with a faith. Cultural development comes from enabling pupils to develop understanding and attitudes which lead to an appreciation of local and global cultures.</p>	<p>Spiritual development comes from considering the question 'Who is Jesus?' Moral development comes from investigating trustworthiness and respecting others.</p>	<p>Moral development comes from considering the character traits of people in the Bible; and right and wrong, just and fair. Spiritual development comes from thinking about how God was involved in individuals' lives and nations' destiny.</p>
<p>Class 3 Yr 3 /4 Cycle B</p> <p>Link with 2021 Agreed Syllabus</p>	<p>Hindu Worship</p> <p>3.3, 4.4</p>	<p>Hindu Family Celebrations</p> <p>Light and Dark (Hinduism)</p> <p>Link: Celebration time</p> <p>4.1, 4.4, 5.2</p>	<p>Jewish Celebrations and Family Life</p> <p>4.4, 4.1</p>	<p>Miraculous Escape (Daniel, Moses & Pesach)</p> <p>Easter</p> <p>Link: Easter</p> <p>3.1</p>	<p>Muhammad, Mosques and Prayer</p> <p>3.2, 3.3, 3.4</p>	<p>Caring and Praying</p> <p>3.2, 4.1</p>
British Values	<p>RESPECTFUL ATTITUDE: Respect for people of the Hindu race, faith and belief; recognising and celebrating human diversity and understanding what society gains by diversity.</p> <p>INDIVIDUAL LIBERTY: Considering questions about identity, belonging and diversity</p>	<p>MUTUAL TOLERANCE: - Increasing acceptance of people of the Hindu race, faith, beliefs and celebrations, through an increasing understanding of Hindu family life and commitments; ~ a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE:</p>	<p>MUTUAL TOLERANCE: Acceptance of people of the Jewish race, faith and beliefs; ~ a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for faith and beliefs of Jewish people ~ recognising and celebrating human diversity and understanding what society gains by diversity.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of the Jewish race and faith and their religious festivals; a right to 'be themselves', both in the past and now.</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Jewish race, faith, beliefs and their festivals; understanding what society gains by</p>	<p>MUTUAL TOLERANCE: Acceptance of race, faith and beliefs of Muslims. ~ a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of Muslim race, faith and belief, and other pupils in the class by encouraging their positive attributes.~ recognizing and</p>	<p>MUTUAL TOLERANCE: Accepting people of various faiths/beliefs including Christian; ~ a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of various faiths/ beliefs including Christian, ~ recognizing and celebrating</p>

and living a life free from constraints.

Respect for people of the Hindu race, faith, beliefs and celebrations; ~ recognising and celebrating human diversity and understanding what society gains by diversity after different celebrations and ceremonies are investigated.

THE RULE OF LAW: Investigating 'good over evil' and 'right over wrong' in Hindu stories (e.g. Story of Holi, Krishna's birth).

INDIVIDUAL LIBERTY:
Considering questions about identity, belonging and diversity.

Christmas Yr3/4

MUTUAL TOLERANCE:
Acceptance of people of the Christian faith and their beliefs, allowing them the right to 'be themselves'.

RESPECTFUL ATTITUDE:
Respect for people of the Christian faith, understanding what society gains by diversity and recognizing and celebrating human diversity.

DEMOCRACY
: Discussions and reflections about people with a hope or dream (Y3 e.g. magi) which contributes towards learning about democracy.

THE RULE OF LAW:
Joseph and Mary chose good over evil and right over wrong.

INDIVIDUAL LIBERTY:
Pioneers of human freedom who had a hope/ dream (e.g. Mother Teresa, Martin Luther King, Susan Boyle, Mary, Jesus' mother, the Magi and organisations such as Operation Christmas Child - Y3) and people who bring light into their lives and how they can do the same (Y4) are considered.

THE RULE OF LAW: Investigating codes for living in Jewish faith e.g. kosher; the 'Shema' (ie 'Love God with all your heart....etc) in the mezuzah on the doorpost of their house.

INDIVIDUAL LIBERTY: Questions about identity, belonging and diversity are considered in this unit.

diversity and recognizing and celebrating human diversity.

THE RULE OF LAW:

In both Daniel's and Moses' stories and the 10 commandments. 'Good over evil' and 'right over wrong' were chosen by many Old Testament people.

Daniel - who carried on praying to God even when ordered to pray only to the king,

Moses' Story - Shows people choosing between 'good and evil', 'right and Wrong'. Moses chooses good and right at the burning bush, whilst Pharaoh chooses evil and wrong at Moses' birth in killing all baby boys and at the Exodus in refusing to allow Moses to take the Israelites out of Egypt and out of slavery. 10 Commandments - code for living, used by people of faith and no faith.

DEMOCRACY

Discussions about the 10 commandments today; slavery and the Exodus story; Daniel and friends refusal to follow King's orders; and about violence.

INDIVIDUAL LIBERTY:

Moses - saved at birth from Pharaoh's genocide of Israelite baby boys. At the Burning Bush, Moses was willing to do God's will by facing Pharaoh and bring Israelites out of Egyptian slavery and into freedom. Jewish Pesach - Passover - celebrates Israelites crossing Red Sea into freedom. Daniel & his friends for their right to follow God with a hostile civilisation.

Easter YR3/4

MUTUAL TOLERANCE:
Acceptance of people of the Christian faith and their beliefs; allowing them the right to 'be themselves'.

RESPECTFUL ATTITUDE:
Respect for people of the Christian faith, recognizing and celebrating human diversity and understanding what society gains by diversity.

THE RULE OF LAW:
Jesus chose 'good over evil', 'right over wrong' and Christians apply His ideas to their own lives and communities.

INDIVIDUAL LIBERTY:
Christians believe that Jesus' sacrifice on the cross gives everyone the chance of a life free from constraints and Jesus was the main pioneer for human freedom.

celebrating human diversity and understanding what society gains by diversity.

THE RULE OF LAW: Some Muslim stories support 'good over evil' and 'right over wrong' e.g.

Muhammad and the Thirsty Camel.

INDIVIDUAL LIBERTY: Considering questions about identity, belonging and diversity.

human diversity and understanding what society gains by diversity.

THE RULE OF LAW:

Choices are made between 'good and evil', 'right and wrong' when people consider others' needs, care and help each other. ~ Goodness is shown particularly in the selfless 'story of Albrecht Durer'.

<p>SMSC</p>	<p>Spiritual development comes from exploring the spirituality of the Hindu people. Cultural development comes from investigating the people and religion of another culture. Easter : Spiritual development comes from considering the meaning of different crosses and the significance of new life.</p>	<p>Moral development comes from discussions about commitments and promises Cultural development comes from developing an increasing understanding of Hindu family life and Hindu commitments Christmas: Spiritual development comes from considering people that light their lives and ways we can bring light to others.</p>	<p>Social development comes from considering the importance of marking important events in the journey through Jewish and others'lives. Cultural development comes from the study of the way of life of the Jewish people and how their traditions are passed on.</p>	<p>Moral development comes from reflecting on the way these characters fought against such issues as right and wrong, just and fair. Spiritual development comes from discovering how these characters responded to God, and affected the destiny of nations. Social development comes from considering the importance of Pesach to Jewish people and how they celebrate the festival. Easter: Spiritual development and Moral development comes from discussions on the meaning of the phrase - 'Greater love hath no one than he lay down his life for his friend'. Also from considering Jesus' feelings knowing his death was imminent Social development comes from considering the relationships at the Last Supper particularly, and the changes of feelings in his disciples.</p>	<p>Moral development comes from learning from Muslim stories about behaviour and attitudes and discussions about what is important in the pupils' lives. Social development comes from discussing relationships and developing an encouraging attitude towards others. Cultural development comes from finding out about and respecting Muslim people and how they practice their faith.</p>	<p>Spiritual development comes from discussing the concept of God and listening and talking to God. Moral development comes from considering the pupils' needs and the needs of people around the world. Social development comes from discussing relationships</p>
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UKS 2
Year 5/6

FPS RE, BRITISH VALUES AND SMSC MAPPING GRID

Class 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Class 4 Yr 5 /6 Cycle A</p> <p>Coverage Christianity 49%, Judaism 44% Hinduism 4%, Islam 3%,</p>	<p>WHAT'S IMPORTANT; EXPLORING VALUES</p>	<p>INVESTIGATING RELIGIONS AND RESPECT, FURTHER CHRISTMAS YEAR 5</p>	<p>MAKING A DIFFERENCE IN THE WORLD</p>	<p>JOURNEY THROUGH LIFE</p> <p>EASTER 5</p>	<p>EXPLORING MUSLIM BELIEFS</p>	<p>MUSLIM FAMILIES AND CELEBRATIONS</p>
<p>British Values</p>	<p>MUTUAL TOLERANCE and RESPECTFUL ATTITUDE: During the investigations of the five religions and people's values and views, both tolerance and respect are encouraged by an acceptance of people of different race, faith and belief. DEMOCRACY: Discussions and debates about guidelines of behaviour, choices and their consequences, together with moral dilemmas, all contribute towards learning about democracy. THE RULE OF LAW: After exploring good and bad actions in</p>	<p>MUTUAL TOLERANCE: Acceptance of people of a different race, faith, beliefs and ways of worshipping within the UK and the world. Ways of worshipping God are also particularly important within the Christian religion - the acceptance of the different ways by different denominations. ~ a right to 'be themselves', RESPECTFUL ATTITUDE: Respect for people of different race, faith and beliefs, especially when visiting different faiths' places of worship - e.g. gurdwara. Respect involves recognizing, appreciating and celebrating human diversity and how society gains through this.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of a different race and/ or faith, particularly Christian and Muslim faiths: ~ a right to 'be themselves', RESPECTFUL ATTITUDE: Respect for people who need help, e.g. the poor; challenging the children to be open hearted and to 'make a difference'.~ Investigating modern inspirational people and their respect for people.~ Jesus' acceptance of and respect for people rejected by society e.g. people with leprosy, DEMOCRACY: Discussions about the poor and how charities and the children can make a difference, and examining the idea of using our voice for the well being of others,</p>	<p>MUTUAL TOLERANCE: Acceptance of people of a different race, faith, and their beliefs about the practices and commitments made in their journeys through life.~ a right to 'be themselves', RESPECTFUL ATTITUDE: Respect for people of different race, faith and viewpoints and recognizing, appreciating and celebrating human diversity and gains society makes. DEMOCRACY: Discussions about events, ceremonies and stages of life, and various positive aspects of life involve listening to others and being open minded.~discussions about helping or hindering others on their journeys. ~The 'Community of Enquiry' activity</p>	<p>MUTUAL TOLERANCE: Acceptance of people of the Muslim faith, their beliefs and celebrations. ~ a right to 'be themselves', RESPECTFUL ATTITUDE: Respect for people of the Muslim faith and their beliefs; and respect towards and seeing positive characteristics in pupils within their class. Respect involves recognizing, appreciating and celebrating human diversity and how society gains through this. DEMOCRACY: Discussions about the development of positive characteristics, which involves listening to others and contributes towards learning about democracy. Discussions and reflections whilst</p>	<p>MUTUAL TOLERANCE: Acceptance of people of the Muslim faith, their family life and their family celebrations, such as weddings and naming ceremonies. ~ a right to 'be themselves', RESPECTFUL ATTITUDE: Respect for people of the Muslim faith, family life and beliefs; and respect towards and seeing positive characteristics in pupils within their class. Respect involves recognizing, appreciating and celebrating human diversity and how society gains through this. DEMOCRACY: Discussions about the important things in life, which involves listening to others, and</p>

<p>cartoon heroes and villains, guidelines and rules for living in the home, school, and community are explored, and thereby, the choice between 'good and evil' and 'right and wrong' is raised.</p> <p>Guidelines in different faiths, together with 'the Golden Rule' are investigated.</p> <p>~ Rules of law for society and how fairness is applied equally to all are considered.</p>	<p>DEMOCRACY: Discussions about various faiths. Discussions and debates about good and bad karma, good and bad consequences to actions. Discussing inspiring people and who inspire them. These involves listening to others, which contributes towards learning about democracy.</p> <p>THE RULE OF LAW: In examining quotes from Hindu and Sikh scripture and Sikh's care for the community, 'good over evil' and 'right over wrong' are considered. ~ 'The Golden Rule' is investigated in 7 religions.</p> <p>INDIVIDUAL LIBERTY: Sikh's community care helps people (e.g. the langar is open to all). Self-sacrificing people, giving lives for the service of others can create individual liberty for others but also for themselves.</p> <p>MUTUAL TOLERANCE: Acceptance of people of the Christian faith and beliefs. Acceptance of people of all races, faiths and beliefs (Y6 e.g. refugees, Magi). ~ a right to 'be themselves',</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Christian faith, understanding what society gains by diversity and recognizing and celebrating human diversity. Respect for people of all races, faiths and beliefs (Y6 e.g. refugees, Magi).</p> <p>DEMOCRACY: Discussions and reflections about angels (Y5), and in 'Solving the Mystery' (Y6) helps pupils to listen to others, which contributes towards learning about democracy.</p> <p>THE RULE OF LAW: Joseph and Mary chose 'good over evil' and 'right over wrong'.</p> <p>INDIVIDUAL LIBERTY: Mother Teresa, Bob Geldof and Mary the mother of Jesus were people on a mission and pioneers of human freedom in differing ways. (Y5). The meaning of Christmas is explored (Y6) showing the relationship between Jesus' birth and issues today (e.g. Jesus born long way from home - issue of refugees today.)</p>	<p>contributes towards learning about democracy.</p> <p>THE RULE OF LAW: Exploring Jesus' wise sayings raise issues about codes for living and involve choosing 'good over evil' and 'right over wrong' (e.g. be peacemakers, forgive others completely). The work by charities also involves choices of 'good over evil', 'right over wrong'.</p> <p>INDIVIDUAL LIBERTY: Modern inspirational people explored in this unit often helped people in dire circumstances and sometimes changed whole nations, helping people to live lives free from constraints (e.g. Gandhi, Dr Martin Luther King etc). They belonged to various faiths and were pioneers of human freedom.</p>	<p>particularly contributes towards learning about democracy.</p> <p>THE RULE OF LAW: Commitments and taking responsibilities in life are discussed, together with aspects of journeys through life that could be 'right/wrong' or 'good /evil'.</p> <p>INDIVIDUAL LIBERTY: Questions about identity and belonging are important.</p> <p>MUTUAL TOLERANCE: Acceptance of people of the Christian faith and beliefs; allowing them a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Christian faith, understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>DEMOCRACY: Discussions and reflections about Jesus' non-violent action and strength (Y6)</p> <p>THE RULE OF LAW: Jesus chose 'good over evil'. 'right over wrong' e.g. forgiveness (Y5); non-violent actions (Y6). Christians apply His ideas to their own lives and communities.</p> <p>INDIVIDUAL LIBERTY: Christians believe that Jesus' sacrifice on the cross gives everyone the chance of a life free from constraints and Jesus was the main pioneer for human freedom. ~ Amnesty International - an organisation helping people whose freedom has been taken away for unfair reasons - is considered (Y6).</p>	<p>'Solving the Mystery', help pupils to listen to others, which contributes towards learning about democracy.</p> <p>THE RULE OF LAW: The Five Pillars of Islam are investigated in which Muslims choose 'good over evil', 'right over wrong'. The need for rules is also discussed.</p>	<p>contributes towards learning about democracy. Discussions and reflections whilst 'Solving the Mystery', help pupils to listen to others, which contributes towards learning about democracy.</p> <p>THE RULE OF LAW: The Muslim prayer life and wudu are investigated in which Muslims choose to give up their time for Allah. The wudu or cleansing, being clean for Allah, is an important part of this. Right over wrong' and the need for rules can also be discussed.</p> <p>MUTUAL TOLERANCE: Acceptance of people of the Muslim faith, their family life and their family celebrations, such as weddings and naming ceremonies. ~ a right to 'be themselves',</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Muslim faith, family life and beliefs; and respect towards and seeing positive characteristics in pupils within their class.</p> <p>Respect involves recognizing, appreciating and celebrating human diversity and how society gains through this.</p> <p>DEMOCRACY: Discussions about the important things in life, which involves listening to others, and contributes towards learning about democracy. Discussions and reflections whilst 'Solving the Mystery', help pupils to listen to others, which contributes towards learning about democracy.</p> <p>THE RULE OF LAW: The Muslim prayer life and wudu are investigated in which Muslims choose to give up their time for Allah. The wudu or cleansing, being clean for Allah, is an important part of this. Right over wrong' and the need for rules can also be discussed.</p>
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<p>SMSC</p>	<p>moral development comes from exploring values and what is important to them and the consequences of their choices.</p> <p>social development comes from collaborative activities and from exploring how values make a difference to our communities and to society, including globally.</p> <p>cultural development comes from exploring the views of people of different faiths and those without a faith.</p>	<p>spiritual development comes from developing attitudes of open minded engagement with different views.</p> <p>moral development comes from exploring attitudes of respect for others, recognising the rights of all.</p> <p>social development comes from developing an appreciation of the ways in which diversity enriches human life.</p> <p>cultural development comes from investigating the ways of living in different faith groups.</p> <p>Christmas Year 5</p> <p>spiritual development comes from considering Mary's reactions and actions to and after the visit of the angel</p> <p>cultural development comes from considering the possible reactions from the people in her culture.</p>	<p>spiritual development comes from reflecting on how key beliefs can make a difference to people's lives and actions.</p> <p>moral development comes from thinking about generosity, wealth and poverty.</p> <p>social development comes from exploring some ideas about global community and inter-relatedness.</p> <p>cultural development comes from taking account of similarities, differences and diversity in charitable work.</p>	<p>spiritual development comes from considering aspects of life's journey and discussing what comes before and after life.</p> <p>moral development comes from considering commitments and responsibilities, important aspects of life and the ways others can be helped on their journey.</p> <p>cultural development comes from considering the various practices used by different faiths to show commitment.</p> <p>Easter:</p> <p>spiritual development comes from considering what Christians believe Jesus did on the cross, in forgiving and taking everyone's wrongs.</p> <p>moral development comes from talking and reflecting on times of being let down or letting others down, and times when forgiveness could be given.</p> <p>social development comes from working together with others to produce an Easter experience for younger children.</p>	<p>moral development comes from exploring the development of positive attributes in pupils and investigating what is of value.</p> <p>social development comes from exploring relationships and the development of valuing and respecting others.</p> <p>cultural development comes from finding out about how Muslim people practice their faith.</p>	<p>moral development comes from exploring what is valuable to Muslims and the pupils.</p> <p>social development comes from exploring Muslim relationships and their festivals.</p> <p>cultural development comes from developing an understanding of Muslim people and their family celebrations.</p>
<p>Class 4 Yr 5/6 Cycle B</p> <p>Coverage Christianity 49%, Judaism 44% Hinduism 4%, Islam 3%.</p>	<p>EXPLORING THE OLD TESTAMENT</p>	<p>EXPLORING THE NEW TESTAMENT</p> <p>CHRISTMAS YEAR 6</p>	<p>EXLORING RELIGIOUS AND HARMONY: NEAR AND FAR</p>	<p>EXPRESSING FAITH THROUGH THE ARTS</p> <p>EASTER 6</p>	<p>BEAUTIFUL WORLD, BEAUTIFUL GOD?</p>	<p>PILGRIMAGES</p>
<p>British Values</p>	<p>MUTUAL TOLERANCE: Acceptance of people of a different race and/ or faith and their beliefs.</p> <p>RESPECTFUL ATTITUDE: Respect for people, friendship and loyalty, valuing people and treating others well are examined whilst exploring the inspirational story of Ruth. From scenarios, where positive situations and reconciliations are explored.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of a different race and/ or faith, is shown in Jesus' story of the Good Samaritan and Paul's change of heart after the Damascus road experience.</p> <p>RESPECTFUL ATTITUDE: Respect for people, friendship and loyalty, valuing people and treating others well are found whilst exploring the inspirational stories of ,</p>	<p>MUTUAL TOLERANCE: Acceptance of people of a different race, faith, beliefs and ways of worshipping within their locality, city and the world. ~ a right to 'be themselves',</p> <p>RESPECTFUL ATTITUDE: Respect for people of different race, faith and beliefs, especially when discussing harmony in communities. Respect involves recognizing, appreciating and celebrating human diversity and how society gains through this.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of a different race and/ or faith, particularly their views about various art forms used in their worship.~ a right to 'be themselves',</p> <p>RESPECTFUL ATTITUDE: Respect for people of different race, faith and viewpoints through learning how different people express meaning in their lives. ~ Recognizing, appreciating and celebrating human diversity and how society gains through this.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of a different race, faith and beliefs.</p> <p>RESPECTFUL ATTITUDE: During the discussions of various puzzling questions, especially the origins of the universe and the meaning of life, mutual respect for people with beliefs and viewpoints that differ. This can involve the beliefs of people of different faiths, but not exclusively.</p>	<p>MUTUAL TOLERANCE: Acceptance of people of a different race and/ or faith, particularly Christian and Muslim faiths; ~ a right to 'be themselves',</p> <p>RESPECTFUL ATTITUDE: Respect for people who need help, e.g. the poor; challenging the children to be open hearted and to 'make a difference'. ~ Investigating modern inspirational people and their respect for people. ~ Jesus' acceptance of and respect for</p>

<p>DEMOCRACY: Discussions and debates about guidance, rules for living and wisdom contribute towards learning about democracy.</p> <p>THE RULE OF LAW: Wise sayings from the Bible can show ways for living and involve choosing good over evil and right over wrong.</p> <p>Also suggestions for wise advice at crucial times during the lifetime of Biblical characters (e.g. to Jonah in the belly of the big fish - what would you say?)</p> <p>INDIVIDUAL LIBERTY: Through discussing the liberty of the characters that have already been discovered in the Bible.</p>	<p>Jesus' Prodigal Son and Good Samaritan, Papa Panov's story, and Gordon Wilson's forgiveness story. Also from researching reconciliation, e.g. Desmond Tutu's South African Truth and Reconciliation Commission; Corrie Ten Boom.</p> <p>DEMOCRACY: Discussions and debates about moral dilemmas from Jesus' teaching on the Widow's Mite, contribute towards learning about democracy.</p> <p>THE RULE OF LAW: Jesus' teaching can give ways for living and involve choosing good over evil and right over wrong. ~ Choosing good over evil and right over wrong in the different versions of the Good Samaritan story and Prodigal Son story.</p> <p>INDIVIDUAL LIBERTY: Gordon Wilson's forgiveness for the bombing of his daughter in Enniskillen led to his and his wife's work to help bring peace and reconciliation to Northern Ireland; pioneers of human freedom</p> <p>MUTUAL TOLERANCE: Acceptance of people of the Christian faith and beliefs. Acceptance of people of all races, faiths and beliefs (Y6 e.g. refugees, Magi). ~ a right to 'be themselves',</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Christian faith, understanding what society gains by diversity and recognizing and celebrating human diversity. Respect for people of all races, faiths and beliefs (Y6 e.g. refugees, Magi).</p> <p>DEMOCRACY: Discussions and reflections about angels (Y5), and in 'Solving the Mystery' (Y6) helps pupils to listen to others, which contributes towards learning about democracy.</p> <p>THE RULE OF LAW: Joseph and Mary chose 'good over evil' and 'right over wrong'.</p> <p>INDIVIDUAL LIBERTY: Mother Teresa, Bob Geldof and Mary the mother of Jesus were people</p>	<p>DEMOCRACY: Discussions and debates considering unity and harmony within communities, a charter for peace and non-violent opposition. This involves listening to others which contributes towards learning about democracy.</p> <p>THE RULE OF LAW: A charter for peace is produced - good is chosen over evil. In examining Guru Nanak's main teachings, 'good over evil' and 'right over wrong' are considered.</p> <p>INDIVIDUAL LIBERTY:</p> <p>~ Investigation of people who advocated non-violent opposition (e.g. Gandhi, Martin Luther King, Jesus and Leyman Gbowee - Liberian peace movement) and promoted lives free from constraints were pioneers of human freedom.</p>	<p>DEMOCRACY: Discussions about different art forms in different religions which involves listening to others, thereby contributing towards learning about democracy.</p> <p>THE RULE OF LAW: 'Good over evil' and 'right over wrong' are expressed through Hindu dance and drama in the popular story of Rama and Sita.</p> <p>MUTUAL TOLERANCE: Acceptance of people of the Christian faith and beliefs; allowing them a right to 'be themselves'.</p> <p>RESPECTFUL ATTITUDE: Respect for people of the Christian faith, understanding what society gains by diversity and recognizing and celebrating human diversity.</p> <p>DEMOCRACY: Discussions and reflections about Jesus' non-violent action and strength (Y6)</p> <p>THE RULE OF LAW: Jesus chose 'good over evil'. 'right over wrong' e.g. forgiveness (Y5); non-violent actions (Y6). Christians apply His ideas to their own lives and communities.</p> <p>INDIVIDUAL LIBERTY: Christians believe that Jesus' sacrifice on the cross gives everyone the chance of a life free from constraints and Jesus was the main pioneer for human freedom. ~ Amnesty International - an organisation helping people whose freedom has been taken away for unfair reasons - is considered (Y6).</p>	<p>DEMOCRACY: Discussions and debates about fundamental questions of life and environmental issues, thereby learning about and listening to each person's ideas, culminating in a range of perspectives. This contributes towards learning about democracy.</p> <p>THE RULE OF LAW: Through exploring issues about the environment, caring for the environment and choices of 'right and wrong' actions are debated.</p> <p>INDIVIDUAL LIBERTY: Through investigating environmental issues, pioneers of human freedom are introduced e.g. 'The Girl who silenced the World for 5minutes'.</p>	<p>DEMOCRACY: Discussions about the poor and how charities and the children can make a difference, and examining the idea of using our voice for the well being of others, contributes towards learning about democracy.</p> <p>THE RULE OF LAW: Exploring Jesus' wise sayings raise issues about codes for living and involve choosing 'good over evil' and 'right over wrong' (e.g. be peacemakers, forgive others completely). The work by charities also involves choices of 'good over evil', 'right over wrong'.</p> <p>INDIVIDUAL LIBERTY: Modern inspirational people explored in this unit often helped people in dire circumstances and sometimes changed whole nations, helping people to live lives free from constraints (e.g. Gandhi, Dr Martin Luther King etc). They belonged to various faiths and were pioneers of human freedom.</p>	<p>people rejected by society e.g. people with leprosy,</p>
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		on a mission and pioneers of human freedom in differing ways.(Y5). The meaning of Christmas is explored (Y6) showing the relationship between Jesus' birth and issues today (e.g. Jesus born long way from home - issue of refugees today.)				
SMSC	<p>moral development comes from discussions and reflections on the biblical examples of ways of living, such as Ruth and loyalty.</p> <p>social development comes from considering the effects of a society prepared to live using wise rules or morality.</p>	<p>Spiritual and moral development come from investigations into and reflections on Jesus' teachings and the examples of ways of living.</p> <p>social development comes from considering how society has been affected by living with these teachings.</p> <p>Christmas Y6 spiritual and moral development come from considering the symbolic events at the birth of Jesus and exploring the meaning of Christmas</p>	<p>spiritual development comes from developing attitudes of open minded engagement with different views.</p> <p>moral development comes investigating people who have fought for freedom, recognising the rights of all and the need to live in harmony with each other.</p> <p>social development comes from developing an appreciation of the ways in which diversity enriches human life.</p> <p>cultural development comes from appreciating the wide and global range of cultures in Nottingham city, county and the world</p>	<p>social development comes from working together in collaborative situations and through the encouragement and development of respect for others and the way they live and the art forms they enjoy.</p> <p>cultural development comes from introducing and investigating the arts in different faith groups and cultures.</p> <p>Easter Year 6</p> <p>spiritual development and social development come from attempting to see the Easter story, resurrection and ascension through the disciples feelings and points of view</p> <p>moral development and spiritual development come from discussing and reflecting on Jesus' non-violent actions.</p>	<p>moral and social development comes from investigating the consequences of right and wrong actions and issues involving the care of the environment</p> <p>spiritual development comes from asking questions about and investigating the awesomeness of the universe and nature.</p>	<p>spiritual development comes from understanding that many people who do go on pilgrimages do so for spiritual reasons.</p> <p>cultural development comes from understanding the different pilgrimages chosen by different religions.</p>