Broadway Junior School

Subject: RE Topic: Why do some people believe in God and some people not? Year: 6 Term: Autumn 2

NC Purpose of Study
Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE offers pupils the opportunity to examine the significance of religion in relation to themselves and others, as they consider how religion and beliefs have an impact on individuals and groups in local, national and global contexts. It offers opportunities for personal reflection and spiritual development and it encourages pupils to explore their own beliefs (whether they are religious or not) in the light of what they learn. RE encourages empathy and enables pupils to develop their own sense of identity and belonging.RE encourages respect for all, including those with differing faiths and beliefs, as pupils develop understanding and appreciation of our diverse society and world. RE helps to challenge prejudice, discrimination and racism.

Intent	Implementation	Impact
At Broadway Junior School, Religious Education enables our children to develop their own understanding of the world around them. It helps our children to acquire and build upon knowledge, understanding, skills and attitudes needed to handle questions raised by religion, beliefs and worldviews. Our curriculum allows children to explore and reflect on their own personal views and ways of living. We strive to open up the world to our children by preparing them for life in the wider world, after Broadway. We aim to equip children with the knowledge, understanding and skills to enable them to participate positively in our diverse society and we intend for them to develop and articulate their own ideas, values and identities. Our children's personal development is at the forefront of what we do. Our RE curriculum contributes to children's spiritual, moral, social and cultural development, as well as allowing them to understand important fundamental British values.	Religious Education is an important part of the broad and balanced curriculum that we deliver to our children. We provide them with many opportunities to explore what people believe and how that impacts the way that they live through an ambitious systematic programme of study. We implement a creative curriculum that is progressive throughout the whole school. Through following our half termly overview and schemes of work, each year group plans and delivers a clear, systematic unit of work, based around outlined objectives. We bring our Religious Education to life by offering learning outside the classroom. Children experience a variety of enrichment opportunities such as: assemblies, guest speakers, themed days and educational visits. We also maximise learning opportunities in our local area through visiting places of worship.	Through learning about different religious and non-religious beliefs, we ensure that children at Broadway Junior School are able to build upon skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3, and for life as an adult in the wider world. We aim for our children to: • Understand the concepts, skills and processes of different religions, beliefs and worldviews. Understand the impact and significance of religious and non-religious beliefs. Be able to make connections between various religions, worldviews and their own beliefs.Be tolerant and respectful of those who have different religions and beliefs to that of themselves. • Become critical thinkers and handle questions raised by religion and belief effectively. Reflect on their own beliefs, ideas and ways of living. Develop and articulate their own ideas, values and identities. Participate positively in society.

Key Vocabulary
Theist, atheist, agnostic, belief, faith.

Knowledge	Skills
• Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. • Give examples of reasons why people do or do not believe in God. • Give evidence and examples to show how Christians sometimes disagree about what God is like. (e.g. some differences in interpreting Genesis) • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.	• Make clear connections between what people believe about God and the impact of this belief on how they live. • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. • Make connections between belief and behaviour in their own lives, in the light of their learning.

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Learning Objectives/End Points				
How many people believe in God? Pupils know and explain what a theist, atheist and agnostic is	Is God real? What do people think? Pupils make connections between what people believe and the impact of this belief on how they live	Why do people believe or not believe in God? Pupils explain reasons why people believe or don't believe in God.	What do people say about Science and believing in God? Pupils know why scientists can also have faith	What impact does believing in God have on the way people live and think? Pupils explain what difference it makes for someone to believe or not in God

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • RE teacher • Primary teacher • Community worker • Youth worker • Interfaith coordinator • Community engagement officer • Journalist • Historian • Translator/interpreter • Museum education officer • Archaeologist • Charity worker / fundraiser • Social worker • Community support officer • Civil servant • Equality and diversity officer • Human rights worker • Diplomat Transferable skills such as: Respect – valuing people with different beliefs and experiences Communication – expressing ideas clearly and appropriately Active listening – listening carefully to different perspectives Empathy – considering how other people may feel or think Curiosity – asking thoughtful questions Cultural awareness – understanding different communities and traditions Critical thinking – considering information and different viewpoints Reflection – thinking about their own beliefs, values and experiences Teamwork – working cooperatively with others Confidence – sharing ideas and asking questions Open-mindedness – being willing to learn about perspectives different from their own Problem-solving – considering how people can work together respectfully	**Learning from Career and Labour Market Information** • Introduce pupils to careers such as faith leader, teacher, community worker, charity worker, journalist, museum worker, historian, social worker, diplomat and international development worker. Discuss where these professionals might work and why understanding different communities is important. **Addressing the Needs of Each Pupil** • Encourage pupils to recognise their own strengths in asking questions, listening, communicating, showing empathy, researching, reflecting and working respectfully with others. Pupils can identify which roles and activities they find interesting. **Linking Curriculum Learning to Careers** • Make explicit links between RE skills and careers: asking respectful questions supports interviewing and research; comparing beliefs develops analytical thinking; discussing different perspectives develops communication and empathy; learning about and festivals develops cultural awareness. **Encounters with Employers and Employees** • Where possible, pupils could meet a community member, volunteer, charity worker, teacher, journalist or interfaith/community worker. A visit to a local place of worship or community organisation could provide a meaningful workplace and community encounter. **Experiences of Workplaces** • Explore different workplaces where people work with diverse communities, including community centres, schools, charities, museums, libraries, local councils, hospitals, media organisations and international organisations. **Encounters with Further and Higher Education** • Show pupils that careers involving religion, culture, history, languages and communities can involve different pathways, including secondary education, college, university, vocational training, apprenticeships and workplace learning.

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