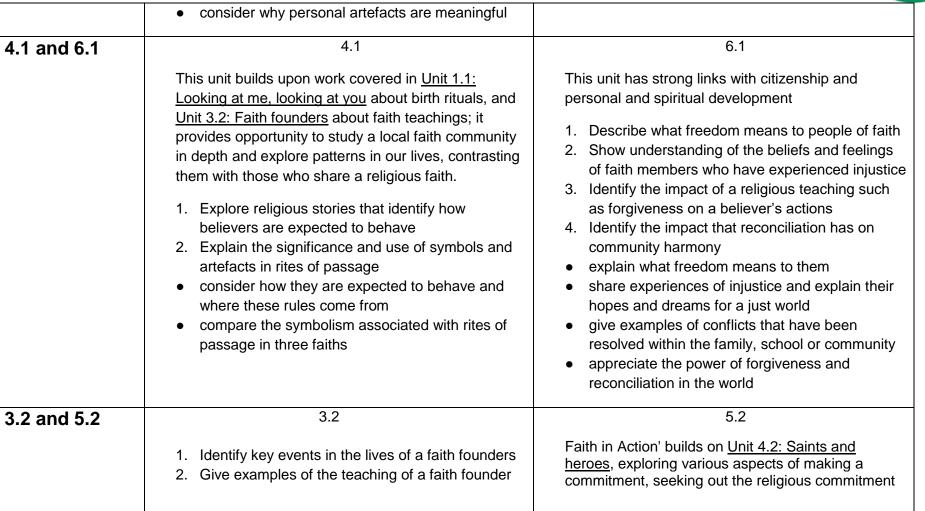
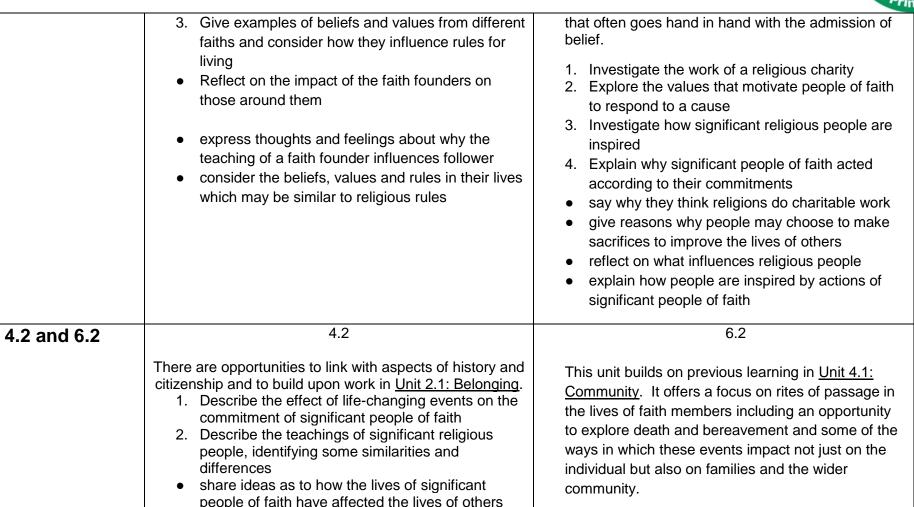


Objectives from East Riding R.E. Syllabus 2016	Phase 3 Years 3 and 4	Phase 4 Years 5 and 6
3.1 and 5.1	<ul> <li>3.1</li> <li>This unit builds on work from <u>KS1 Unit 1.3: Worship and</u> <u>festivals</u> and provides opportunity to explore remembrance in the context of some major faith festivals; include Remembrance Day and festivals of remembrance (religious and secular).</li> <li>1. compare the experiences of different people participating in a religious festival or celebration</li> <li>2. describe the ways in which people of faith have demonstrated forgiveness and reconciliation</li> <li>3. explain how personal symbols and artefacts relate to religious beliefs</li> <li>consider the positive aspects of participating in religious celebrations</li> <li>recognise situations where they need to forgive or be forgiven and ways they might enable this to happen</li> </ul>	<ul> <li>5.1</li> <li>The unit builds on <u>Unit 4.1: Belief in the Community</u></li> <li>1. explain how artefacts and symbols express the beliefs of two different faith members</li> <li>2. show understanding of the way participating in a festival may impact on the life of a faith member</li> <li>3. investigate the impact of religious beliefs, values and rules on the life of a believer</li> <li>be creative in showing how believers may express themselves through symbols and artefacts</li> <li>reflect and share how religious celebrations have an impact on the community</li> <li>explain the challenges that believers face when following religious beliefs, values and rule</li> </ul>











	<ul> <li>reflect on the teachings of significant religious people and how these teachings impact on society</li> </ul>	<ol> <li>Show how forms of worship are expressions of belief</li> <li>Show how the milestones of life give a sense of identity and belonging for faith members</li> <li>express thoughts about the importance of worship for faith members</li> </ol>
		<ul> <li>discuss the impact of rites of passage on faith members, their family and community</li> </ul>
3.3 and 5.3	<ul> <li>3.3</li> <li>Build on work in <u>Unit 1.3: Worship and festivals</u> and provide opportunities to observe worship in more than one faith, focusing on its significance for faith members.</li> <li>1. Describe some different ways people communicate with their God</li> <li>2. Describe the uses of sacred places, symbols and artefacts by believers and the community</li> <li>3. Compare activities at different places of worship</li> <li>consider the meaning of different forms of religious worship</li> <li>share thoughts and feelings about sacred spaces and their use</li> <li>explain how activities at local places of worship create a sense of community</li> </ul>	<ul> <li>5.3</li> <li>Pilgrimage builds upon the understanding of 'journey to explore personal responses to pilgrimage, exploring local and global pilgrimage sites for different faiths.</li> <li>1. Compare key places of pilgrimage and identify why a faith member might go there</li> <li>2. Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage</li> <li>3. Show understanding of what is sacred for believers in religious places</li> <li>reflect on the reasons a faith member may make a special journey</li> </ul>
		<ul> <li>suggest ideas about the meaning of pilgrimage to a believer and the impact on their life</li> </ul>



		• explain the impact of a sacred place on believers
4.3 and 6.3	<ul> <li>4.3</li> <li>The unit builds upon understanding and appreciation of the natural world which was fostered in <u>Unit 1.3: Caring for our world</u> at KS1.</li> <li>1. Compare different faith beliefs about how the universe began</li> <li>2. Give reasons why people of faith have a sense of awe and wonder about the Earth</li> <li>3. Explore religious teachings to see how faith members should care for the Earth</li> <li>4. Investigate how faith members show care for the environment</li> <li>5. Investigate how faith members show care for the environment</li> <li>express thoughts and beliefs about how the universe began</li> <li>share feelings about the sense of awe and wonder in the natural world</li> <li>share thoughts on how and why religions treat the world with respect</li> <li>show understanding of stewardship and suggest actions everyone can take</li> </ul>	<ul> <li>6.3</li> <li>This unit builds on work from <u>Unit 3.2: Faith Founders</u> where pupils will have explored some key teachings of faith founders, and follows on directly from <u>6.2: Living a faith</u>.</li> <li>1. Explain the significance of the key teachings of faith founders for faith members</li> <li>2. Identify what makes some questions ultimate</li> <li>3. Offer answers to an ultimate question from different faith perspectives</li> <li>consider how key teachings may impact on faith members and the community</li> <li>suggest answers to some ultimate questions</li> <li>compare their responses to an ultimate question with that of a faith member, respecting all viewpoints</li> </ul>