



RE Topic: What will make our community respectful?

Year: 5 **Term:** Spring 2

Key Knowledge/Content:

- Use some religious words accurately to describe how our town can be more respectful.
- Use keywords to describe some of the religious diversity of our region, referring to people, places and events.
- Identify similarities and differences in aspects of their lives with those of other people of different religions.
- Make links between values like respect and tolerance and their own behaviour.

Key vocabulary with definition:

Prior vocabulary:

- Diversity- A range of different things.
- Equality- The state of being equal, especially in status, rights, or opportunities.
- Tolerance- The ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.
- Community- A group of people living in the same place or having a particular characteristic in common.

New vocabulary:

- Inter-faith relations- The word "interfaith" describes an interaction between people of different religions or faith traditions.
- Census- An official count or survey, especially of a population.

Links to:

Prior learning:

To discuss the diverse community that we live in.

Future learning:

To deepen their understanding of the faiths and religions in our community.

By the end of this unit

All children can: **recognise** four different major religions and **respond** sensitively to people from a different faith.

Most children can: **demonstrate** the use of keywords to describe some of the religious diversity of our region, referring to people, places and events.

Some children can: **demonstrate** and **explain** ideas like respect, tolerance and community and link their own ideas to some issues of diversity and living together.

Background understanding for teachers and parents:

For some, the development of attitudes of respect to diversity is the key to good RE. This development is to be founded on learning about the local community. The UK and each of its regions has, of course, long and deep Christian traditions, as well as many decades of development for the communities of Hindus, Muslims and Sikhs in some areas.

Curriculum Driver (one):

Communication.

Evidence outcome:

Children will look closely at the community that we live in and will be able to communicate the similarities that we have.