

## British Values in RE

Year 3	<i>Pupils will have the opportunity to:</i>
What do people believe about God?	-explore attitudes of open-mindedness by engaging in positive discussion and debate, considering the beliefs of others -consider a diverse range of views about the characteristics of God (different ideas are positively welcomed.)
Who is inspiring? (Hindus and Sikhs)	-develop a willingness to learn from religions they do not belong to (respect for all) -explore diverse examples of key leaders from different faiths around the world.
What do we celebrate and why? (Christianity, Islam and Sikhism)	-think about the British Values of tolerance and respect in relation to different religious communities in our area -feel confident about their own beliefs and identity -share their beliefs and ideas without fear of ridicule -be sensitive to the feelings and ideas of others.
What can we learn from visiting a Gurdwara? <b>Spring term visit to the Guru Nanak Gurdwara.</b>	-be sensitive to the feelings and ideas of others: develop tolerance through deepening understanding of others -be willing to learn and gain new understanding about people different to themselves -begin to develop an awareness of similarities and differences between places of worship.

Year 4	<i>Pupils will have the opportunity to:</i>
Why does the Prophet matter to Muslims?	-be willing to learn from other people's beliefs about the Prophet Muhammad (PBUH) -learn about the way Muslims show respect for the Prophet (PBUH) and the Qur'an and compare this to other important figures and sacred books
What is it like to be a Hindu?	-make connections between Hindu life in Wolverhampton and the life of the whole community -identify things which enable a peaceful society for the good of all -reflect on how they can appreciate different ways in which people express their beliefs and what matters most to them
Why do some people think Jesus is inspirational?	-develop a willingness to learn from religions they do not belong to (respect for all) -explore diverse examples of key leaders from different faiths around the world -encounter creative and expressive arts from other cultures
Keeping Five Pillars: what difference does it make to Muslims?	-compare the five Pillars of Islam to sources of strength in their own lives -to think about how to make a fair society (zakat) -develop their sense of tolerance and respect for those who live differently to themselves
What can we learn from visiting a Church? <b>Spring term visit to St. Philip's Church, Bradmore.</b>	-be sensitive to the feelings and ideas of others: develop tolerance through deepening understanding of others -be willing to learn and gain new understanding about people different to themselves -begin to develop an awareness of similarities and differences between places of worship.

Year 5	<i>Pupils will have the opportunity to:</i>
How and why do Muslims and Hindus pray? (Islam and Hinduism)	-think about differences and similarities between religious ways of life and their own -to be respectful to two religious traditions -to work together in teams on set tasks (showing respect and tolerance for each other's views).
When, how and why do Christians pray? (Christianity)	-recognise diversity in the ways in which people express their faith -be prepared to examine the claims for the efficacy of prayer with open minds -relate the values and commitments shown in Christian prayer to their own lives.
What can we learn from religions about temptation? (Christianity and Islam)	-engage in positive discussion about what is right and wrong, good and bad -deepen awareness of choice and its consequences -examine ideas of choice, responsibility, goodness and morality
What can we learn from visiting a Mosque? <b>Autumn term visit to Madina Masjid Wolverhampton.</b>	-be sensitive to the feelings and ideas of others: develop tolerance through deepening understanding of others -be willing to learn and gain new understanding about people different to themselves -develop an awareness of similarities and differences between places of worship.

Year 6	<i>Pupils will have the opportunity to:</i>
Religions in the local community. What will make Wolverhampton a more respectful place? (All local religions)	-become increasingly alert to the religious environment of the city and their place in it -develop a willingness to learn from religious plurality and diversity -engage in positive discussion about the benefits of living in a diverse community of many cultures -think about their own experiences and views in relation to questions of community cohesion.
Can Christian Aid and Islamic Relief change the world? (Christianity and Islam)	-enquire about and discover some ways that Muslim and Christian charities contribute to the well-being of all -develop their understanding of community and to relate what they learn to their own questions of value and commitment -be able to empathise with the plight of those suffering in the world.
Values: what matters most? Exploring right and wrong with Christians and Humanists. (Christianity and Humanism)	-engage in positive debate about values, including views they disagree with to show open-mindedness -be enabled to clarify and apply their own values -explore the way values make a difference to our lives and examine where our values come from (home, British values taught in school, religious...) -understanding of the values people share, and the fact that not all values are shared.
What can we learn from visiting a Mandir? <b>Autumn term visit to Shree Krishna Mandir, Penn.</b>	-be sensitive to the feelings and ideas of others: develop tolerance through deepening understanding of others -be willing to learn and gain new understanding about people different to themselves -develop an awareness of similarities and differences between places of worship.