



Religious Education



Knowledge organiser – What makes our town a more respectful place? (UKS2)

What will we be learning?

During this unit children will be taught knowledge, skills and understanding through learning about religion and belief.

Key knowledge

Making sense of belief:

- Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs
- Describe examples of how different communities deal with diversity and interfaith issues.

Understanding the impact:

- Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.)
- Explain how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc).

Making connections:

- Make connections between religious and non-religious beliefs and practices related to living with difference in community
- Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses
- Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views
- Consider and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today.



Key Vocabulary

pluralism - a range of views

exclusivism – a belief that only one particular religion is true

inclusivism - a belief that many different sets of beliefs are true

Possible Evidence

Can explain similarities and differences between places of worship.

Can explain what might happen if religion was banned.

Can explain how I handle difference

Can make links with **British Values**: *mutual respect and tolerance*