

KS2.CB.T1.1	Area of study: Living by Rules Unit aims / outcome: To explore religious rules and values, how they guide believers' actions, and how these values relate to caring and respectful behaviour in community and school life	
Religious Education concepts to organise knowledge: Belief Values Inspirational People Identity and Diversity		
Key strands of learning:		
<ul style="list-style-type: none"> • Rule • Sacred texts and their messages • Treating others with care • morals 		
Learning in Reception: <ul style="list-style-type: none"> • Children explore special events and places (e.g. church, community helpers) • Understand simple rules within the class and how they help people • Identify who helps them and who they care for • Begin to recognise belonging (e.g. school uniform, family) 	Tier 2 <u>New</u> <ul style="list-style-type: none"> • Community • Values • Belonging • Respect • Fairness • Religion • Faith • Worship <u>Review</u> <ul style="list-style-type: none"> • Bible 	Tier 3 <u>New</u> <ul style="list-style-type: none"> • Commandments <u>Review</u> <ul style="list-style-type: none"> • Gurdwara • Langar • The Five Ks
SACRE objectives	Vocabulary and crucial knowledge:	
EXPLORE Learners should be able to	<u>Context of study:</u> 	

<p>identify rules found in sacred writings and show how these influence the behaviour of believers</p> <p>ENGAGE Learners should be able to show how these rules influence the behaviour of believers – individually and in communities</p> <p>REFLECT Learners should be able to identify rules that are important to them and make the link between personal values, rules, and behaviour</p>	<p>This unit supports children in becoming religiously literate by helping them identify and understand rules within religious traditions. Children reflect on their own values, rules in everyday life, and how rules promote care, kindness, and fairness.</p> <p>The unit builds upon early learning around special people and places (e.g. family, police, church) and introduces the idea that religious people live by a set of rules found in sacred texts.</p> <p>This unit of work is placed in the Autumn Term as class charters and classroom routines are being established with children in their new classes.</p> <p><u>Crucial Knowledge:</u></p> <ul style="list-style-type: none"> • Know that RE stands for Religious Education • Know that Religious Education is when we learn about different people’s faiths and their beliefs • Know that there are different religions including: Christianity, Islam, Hinduism, Sikhism, and Judaism • Know that religious people believe in God and worship their God • Know that worship means showing deep love and respect for God • Know that Christians worship in a church and read the Bible KS1.CA.T1 • Know that Sikhs follow the Five Ks and worship in a Gurdwara KS1.CB.T1 • <i>The Five Ks are more than just symbols; they reflect a life of discipline, humility, and service to others, which is a form of kindness.</i> • Know that Sikhs run a Langar to care for others KS1.CB.T1 • <i>The Langar is a practical and powerful expression of kindness and generosity. It is a free community kitchen where food is prepared and served by volunteers to anyone who visits, regardless of religion, status, or wealth.</i> • Know that Christians follow the Ten Commandments • Know that rules in religion help believers to live good, caring lives • “Treat others as you would like to be treated” <p>Personal & Social Development:</p> <ul style="list-style-type: none"> • Children reflect on their own values and the rules they follow
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	<ul style="list-style-type: none">• Understand how kind actions can show care (e.g. Random Acts of Kindness)• To know what a 'moral code is' To know a 'moral code is a set of rules or guidelines followed by a group• Participate in planning and carrying out acts of kindness• Make links between religious rules and their own school/class rules• Consider how their actions impact others
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