

Royal Greenwich  
**Agreed Syllabus for Religious  
Education 2019-24**

Understanding Faith  
in Royal Greenwich



## Understanding Faith in the Royal Borough of Greenwich

An opportunity for each school to design its own unique RE units of work for Upper KS2

Key questions to be addressed by this unit:

- **What can we discover about the faiths and beliefs in our class and school?**
- **What can we discover about the faiths and beliefs in the local community and Greenwich?**
- **How have faith and belief communities in Greenwich changed over the past 50 years?**
- **What are the reasons for changes in these communities in Greenwich?**
- **How do faith groups work in partnership with each other and the local community?**
- **How has life in Greenwich been enriched by the diversity of the faiths and beliefs that make up the borough?**

<b>Beliefs, teaching and sources</b> <i>What do I believe in and where do these beliefs come from?</i>	<b>Practices and ways of life</b> <i>How do I live my life?</i>	<b>Forms and expressing meaning</b> <i>How do I show my belief?</i>
<ul style="list-style-type: none"> <li>• Recall beliefs, teaching and sources of relevant faiths.</li> <li>• Identify key beliefs of smaller local communities, not previously studied, e.g. Rastafarianism.</li> </ul>	<ul style="list-style-type: none"> <li>• Are there any ways where practices and ways of life are shared with, or impact on, the broader community?</li> <li>• How have practices and experiences changed over the years?</li> </ul>	<ul style="list-style-type: none"> <li>• How do faith communities show and share their beliefs and faiths in the wider community?</li> <li>• Has this changed?</li> <li>• Do people from the same faith do things differently because of their family's link to other countries, e.g. specific foods eaten at festivals?</li> </ul>
<b>Identify, diversity and belonging</b> <i>What does it mean to be a member of my faith locally, nationally and globally?</i>	<b>Meaning, purpose and truth</b> <i>How does my faith help my understanding of life's journey?</i>	<b>Values and commitments</b> <i>What is important to me and my faith?</i>
<ul style="list-style-type: none"> <li>• To which communities do the class belong?</li> <li>• What communities make up the school, area and borough?</li> <li>• How has this changed in the past 50 years?</li> </ul>	<ul style="list-style-type: none"> <li>• How do faith communities support members of other communities when they have a need (times of celebration or crisis)?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you need to have a faith or belief to have values?</li> <li>• Does the broader community link people of faith and belief with those that have no religious faith?</li> </ul>