

## C06 'DISTINCTIVELY LOCAL' EXEMPLARS

### Introduction

The exemplification schemes of learning here are designed to provide schools with ways of linking **local aspects of religion and belief** to selected units from the AMV programmes of study. They often consist of just a handful of lessons that can be inserted into the regular scheme of learning, or substituted for some of the original suggested lessons.

The exemplars relate to specific parts of the geographical 'AMV area' but can usually be adapted to fit with the people and places nearer to your school.

The suggested activities can thus be matched to local interests and concerns, provided the requirements for [coverage of religious and non-religious worldviews](#) and for the [learning opportunities](#) for each study unit are met.

In Bristol, for example, the following **Rationale** has been produced for localising the curriculum:

*Pupils studying Religious Education will benefit from understanding that across time and right now people living in their local area or associated with the place where they live have found belief an important part of their lives. People's convictions have led them to want to change circumstances for others or to worship in a new context.*

### Expectations for pupils in Bristol

In EACH Key Stage pupils will have encountered or visited:

at least <b>one</b> place with organised packages with education support officers:	at least <b>one</b> person or movement of historical religious significance to the area:	<b>three</b> living local Bristol people of at least two differing beliefs:
<ul style="list-style-type: none"> <li>• Bristol Cathedral</li> <li>• Wells Cathedral</li> <li>• Gloucester Cathedral</li> <li>• Glastonbury Abbey</li> <li>• Clifton Cathedral</li> <li>• The New Rooms</li> <li>• Redland Church Education Centre</li> <li>• St Mary Redcliffe Church</li> <li>• Arnos Vale</li> <li>• Bristol Muslim Cultural Society</li> <li>• Bristol Progressive Synagogue</li> <li>• Marie Sellers (Heritage Education)</li> </ul>	<ul style="list-style-type: none"> <li>• John Wesley</li> <li>• George Muller</li> <li>• Ram Mohan Roy</li> <li>• Mary Carpenter</li> <li>• Hannah Moore</li> <li>• Quakers</li> <li>• William Tyndale</li> </ul>	<ul style="list-style-type: none"> <li>• Local Christians (Church)</li> <li>• People of all faiths</li> <li>• Living communities of belief (such as the Sunday Assembly or a local Humanist group)</li> </ul>

Please see [Visitors and Local Places of Worship](#) to make contacts.

**Note: Not all units yet have distinctively local exemplars.**

### RECEPTION AND KEY STAGE 1

	Study Unit Question	AoE
1.	Who are we?	A&D
2.	Why are some times special?	B&E
3.	Why are some stories special?	C&F
4.	Where do we belong?	B&D
5.	How do we celebrate our journey through life?	C&E
6.	How should we live our lives?	A&F
7.	<a href="#">Why are some places special? (i) Local Places of Worship</a>	C&D
7.	<a href="#">Why are some places special? (ii) St Aldhelm's Well, Frome</a>	C&D
8.	Why is our world special?	A&E
9.	Why is Jesus important?	B&F

### KEY STAGE 2

	Study Unit Question	AoE
1.	What is important to me?	A&D
2.	What can we learn from the life and teaching of Jesus?	B&E
3.	Why do religious books and teachings matter?	C&F
4.	What does it mean to belong to a religion? Christianity	B&D
5.	Why are some journeys and places special?	C&E
6.	How do we make moral choices?	A&F
7.	How do people express their beliefs, identity and experience?	C&D
8.	What do people believe about life?	A&E
9.	<a href="#">How should we live and who can inspire us? (i) John Wesley</a>	B&F
9.	<a href="#">How should we live and who can inspire us? (ii) George Muller</a>	B&F
10.	What does it mean to belong to a religion? Hinduism	B,D&E
11.	What does it mean to belong to a religion? Islam	B,D&E
12.	What does it mean to belong to a religion? Judaism	B,D&E

### KEY STAGE 3

	Study Unit Question	AoE
1.	<a href="#">What experiences and beliefs are important to me and to others? - Quakers</a>	A&D

2.	Does our planet have a future?	B&E
3.	<a href="#">Where are the answers to life's big questions? - Rastafari</a>	C&F
4.	<a href="#">What can we learn from religions, beliefs and communities today? (i) Hate Crime in Totterdown</a>	B&D
4.	<a href="#">What can we learn from religions, beliefs and communities today? (ii) Somerset religions, beliefs and communities</a>	B&D
5.	How are religion and belief portrayed in the media?	C&E
6.	How might beliefs affect my thoughts, ideas and actions?	A&F
7.	How do people express their beliefs and identities?	C&D
8.	What do people believe about life and the place of religion and belief within it?	A&E
9.	<a href="#">What's to be done? What really matters in religion and belief? - Asylum seekers in Bristol</a>	B&F