

**RE long term overview**

|        | Term 1  | Term 2  | Term 3  | Term 4  | Term 5  | Term 6 |
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| Year 1 | <b>What do you celebrate and why?</b>                                       |   | <b>What is a ritual?</b>                                | <b>Why is Easter celebrated by Christians?</b>  | <b>What makes some places sacred?</b>                         |        |
| Year 2 | <b>How should we care for others and the world, and why does it matter?</b> |   | <b>Who is Jewish and what do they believe?</b>          |   | <b>How &amp; why do we celebrate special and sacred times</b> |        |
| Year 3 | <b>What does it mean to be a Christian in Britain today?</b>                | <b>What happened in the Nativity story?</b>               | <b>Why is the Bible important for Christians today?</b> |   | <b>What does it mean to be a Sikh in Britain today?</b>       |        |
| Year 4 | <b>What does it mean to be a Hindu in Britain today?</b>                    | <b>What does it mean to be a Muslim in Britain today?</b> |   | <b>What is the significance of Good Friday?</b> | <b>What role does food play in religion?</b>                  |        |
| Year 5 | <b>What forgiveness mean for different religions?</b>                       | <b>What does worship mean?</b>                            | <b>Why did Jesus die?</b>                               |   | <b>What do people believe in?</b>                             |        |
| Year 6 | <b>What is humanism?</b>  |   | <b>What does eternity mean?</b>                         |   | <b>What is justice?</b>                                       |        |

## The Craylands School KS1 Long term subject: RE

| Year 1 knowledge end points   | Year 2 knowledge end points   |
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| <p>To understand what Christmas is</p> <p>To know how Christmas is celebrated</p> <p>To understand what a ritual is</p> <p>To recall rituals e.g. holy communion, Salat, Puja</p> <p>To know that we remember the death of Jesus at Easter</p> <p>To name some places of worship e.g. Synagigue, Mandir</p> | <p><b>Year 1 knowledge</b></p> <p>To recall the Christian creation story</p> <p>To know what happens at Harvest</p> <p>To explain what a Sukkot is</p> <p>To know we can learn lessons from religious stories</p> <p>To understand elements of the Jewish religion e.g. place of worship (synagogue), Jewish Holy book (Torah) and symbols related to Judaism (Star of David)</p> <p>To understand what a ceremony is; to be able to explain what happens at different ceremonies e.g. Aquiquah, Bah Mitzvah, Dastar Bandhi</p> |

| <b>Year 1 Term 2</b>                   | <b>Gifts and giving</b>    |   |                     |
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| Vocabulary                             | presents                   | Christmas   | Christianity        |
| To explain what Christmas is           | What is Christmas?         | <ul style="list-style-type: none"> <li>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion</li> </ul> |                     |
| To explain how Christmas is celebrated | What happens at Christmas? | <ul style="list-style-type: none"> <li>Identify some ways Christians celebrate</li> </ul>   | Long term learning: |

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|  |  | Christmas/Easter/Harvest/<br>Pentecost and some ways a<br>festival is celebrated in another<br>religion .  | What month is<br>Christmas is?                                     |
|  |  | Word of lesson: Christianity   |  |
| To explain why gifts are<br>given at Christmas | Why are gifts given at Christmas?                        | <ul style="list-style-type: none"> <li>Identify some ways Christians<br/>celebrate<br/>Christmas/Easter/Harvest/<br/>Pentecost and some ways a<br/>festival is celebrated in another<br/>religion</li> </ul> | Long term learning:<br><br>Who was born at<br>Christmas?           |
|  |  | Word of lesson: presents   |  |
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| <b>Year 1 Term 3</b>                           | <b>What is a ritual?</b>                                 |  |  |
| Link to prior learning                         | Year 1 terms 1 & 2                                       |  |  |
| Vocabulary                                     | Ritual routine religion prayer puja Holy Communion Salat |  |  |
| Learning objectives                            | Context  | Skills   | Knowledge  |
| To know what a ritual is                       | What is a ritual?  | Word of lesson: ritual   | Long term learning:<br><br>What do we give at<br>Christmas?        |
| To know what Salat is                          | What is Salat and who celebrates it?                     | <ul style="list-style-type: none"> <li>Identify some ways a festival is<br/>celebrated in another religion</li> </ul>  | Long term learning:<br><br>What do we<br>decorate at<br>Christmas? |
|  |  | Word of lesson: Salat  |  |

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| To know what Puja is                        | What is Puja and what happens in this ritual?     | <ul style="list-style-type: none"> <li>Identify some ways a festival is celebrated in another religion</li> </ul> Word of lesson: Puja | Long term learning:<br>How many times a day is Salat done? (5)      |
| To know what Holy Communion is              | What happens at Holy Communion?                   | Word of lesson: Holy Communion   | Long term learning:<br>Is Salat performed by Muslims or Hindus? (M) |
| To compare rituals from different religions | Are all rituals the same? How are they different? | Word of lesson: religion   | Long term learning:<br>Is Puja performed by Muslims or Hindus? (H)  |

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| <b>Year 1 Term 4</b>                     | <b>Why is Easter celebrated by Christians?</b>                           |   |  |
| Link to prior learning                   | Year 1 terms 1-3   |   |  |
| Vocabulary                               | Easter   | Palm Sunday   | Good Friday Jesus The Last Supper resurrection                   |
| Learning objectives                      | Context  | Skills  | Knowledge  |
| To explain the importance of Palm Sunday | Why is Palm Sunday important for Christians?                             | Talk about some simple ideas about Christian beliefs about God and Jesus (A1).<br><br>Word of lesson: Palm Sunday   | Long term learning:<br>Who was born at Christmas?                |
| To know what happened on Maundy Thursday | What happened on Maundy Thursday and why is it important for Christians? | <ul style="list-style-type: none"> <li>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2)</li> </ul> | Long term learning: What did Jesus ride on Palm Sunday? (donkey) |

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|  |  | Word of lesson: Easter  |  |
| To understand the importance of the cross for Christians | What does the symbol of the cross represent? Why is it important for Christians? | Identify some ways Christians celebrate<br>Christmas/Easter/Harvest/<br>Pentecost and some ways a festival is celebrated in another religion<br><br>Word of lesson: cross   | Long term learning: Which religion is Salat performed? (Muslims) |
| To understand what a surprise is                         | What is a surprise?  | Word of lesson: surprise  | Long term learning: What did Jesus die on? (cross)               |
| To know how disciples felt on Easter Sunday              | What happened on Easter Sunday? How did people feel about it?                    | <ul style="list-style-type: none"> <li>Identify some ways Christians celebrate<br/>Christmas/Easter/Harvest/<br/>Pentecost and some ways a festival is celebrated in another religion</li> </ul> Word of lesson: resurrection | Long term learning: Which religion performs Puja? (Hindus)       |
| To understand how Easter is celebrated                   | What happens at Easter? How do we celebrate it?                                  | <ul style="list-style-type: none"> <li>Identify some ways Christians celebrate<br/>Christmas/Easter/Harvest/<br/>Pentecost and some ways a festival is celebrated in another religion</li> </ul> Word of lesson: Celebrate    | Long term learning: Who died at Easter? (Jesus)                  |
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| <b>Year 1 Term 5</b>                                     | <b>What makes some places sacred?</b>  |   |  |
| Link to prior learning                                   | Year 1 term 3 & 4  |   |  |
| Vocabulary   | Worship special church mandir synagogue Jewish Christian Hindu                   |   |  |

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| To know what a place of worship is  | <i>What is a place of worship? What happens there?</i>  | Recognise that there are special places where people go to worship, and talk about what people do there (A1).<br><br>Word of lesson: worship                                      | Long term learning: Who died at Easter?  |
| To describe key areas of the synagogue and talk about why they are important to believers | <i>Which place of worship is sacred for Jewish people?</i><br><a href="https://classroom.thenational.academy/lessons/where-do-jews-worship-today">https://classroom.thenational.academy/lessons/where-do-jews-worship-today</a> | Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used<br><br>Word of lesson: sacred  | Long term learning: What symbols is important to Christians? (cross)             |
| To describe the Hindu Mandir and its features.  | <i>Which place of worship is sacred for Hindus?</i>   | Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used<br><br>Word of lesson: mandir  | Long term learning: What is the name of the Jewish place of worship? (Synagogue) |
| To describe places of worship whilst considering why they are important to believers.     | <i>Which place of worship is sacred for Christians?</i><br><a href="https://classroom.thenational.academy/lessons/where-do-christians-worship">https://classroom.thenational.academy/lessons/where-do-christians-worship</a>    | Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used<br><br>Word of lesson: Church  | Long term learning: What is the name of the Hindu place of worship? (mandir)     |
| To understand why places of worship are important to the community.                       | <i>Why are places of worship important to our community?</i>  | Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used<br><br>Word of lesson: special | Long term learning: What is the name of the Christian place of worship? (church) |

| Year 2 Term 1  |  | How should we care for others and the world, and why does it matter?  |  |
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| Link to prior learning   | Year 1 term 1  |   |  |
| Vocabulary   | Christians creation world harvest Sukkot                   |   |  |
| To know the Christians Creation story  | <i>How do Christians believe the world was created?</i>    | Re-tell Bible stories and stories from another faith about caring for others and the world<br><br>Word of lesson: creation  | Long term learning: What is celebrated at Christmas?                             |
| To understand the importance of the creation story to Christians                       | <i>What do Christians believe about caring for people?</i> | <ul style="list-style-type: none"> <li>Re-tell Bible stories and stories from another faith about caring for others and the world</li> <li>Identify ways that some people make a response to God by caring for others and the world</li> </ul> Word of lesson: Christians | Long term learning: What is remember at Easter?                                  |
| To explain why harvest is important to Christians                                      | What is harvest?   | Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion<br><br>Word of lesson: harvest  | Long term learning: What is the name of the Christian place of worship? (Church) |
| To describe how Jewish people might help people making links to the festival of Sukkot | What do some religions say about caring for other people?  | <ul style="list-style-type: none"> <li>Re-tell Bible stories and stories from another faith about caring for others and the world</li> <li>Identify ways that some people make a response to God by caring for others and the world</li> </ul>                            | Long term learning: What is the name of the Jewish place of worship? (Synagogue) |

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|   |   | Word of lesson: caring   |   |
| To explain the message in a story from a different religion | <i>What can we learn from the story</i> Prince Siddhartha and the Swan?   | <ul style="list-style-type: none"> <li>Identify ways that some people make a response to God by caring for others and the world</li> <li>Re-tell Bible stories and stories from another faith about caring for others and the world</li> </ul> | Long term learning: How many days did it take for God to create the world? (6 with 1 day of rest) |
| To explain the message in a story from a different religion | <i>What can we learn from the story</i> The Boy Who Threw Stones at Trees | <ul style="list-style-type: none"> <li>Re-tell Bible stories and stories from another faith about caring for others and the world</li> </ul>   | Long term learning: Which religion has Sukkot? (Judaism)  |
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| <b>Year 2 Term 2</b>  | <b>Who is Jewish and what do they believe?</b>                            |  |   |
| Link to prior learning                                      | Year 1 terms 4 & 5  |  |   |
| Vocabulary  | Judaism Israel synagogue Torah Hanukkah Star of David                     |  |   |
| To understand who founded Judaism and where                 | <i>How did the Jewish religion begin?</i>                                 | Word of lesson: Judaism  | Long term learning: What is the name of the Jewish place of worship? (Synagogue)                  |
| To understand the main beliefs of Judaism                   | What do Jews believe in?  | Talk about the fact that Jews believe in God.  | Long term learning: Which religion has Sukkot?  |
|   |   | Word of lesson: Israel   |   |



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|  |  |  | (Judaism)   |
| To explain special places for Jews                     | What is the special place called for Jewish people?              | Recognise that Jews remember God in different ways<br><br>Word of lesson: synagogue  | Long term learning: What is remembered at Easter?                           |
| To know what the Jewish religious book is              | What is the religious book called in Judaism?                    | Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers<br><br>Word of lesson: Torah   | Long term learning: Which religion carries out Salat? (Muslim)              |
| To explain the meaning of signs and symbols in Judaism | What special signs and symbols are there in the Jewish religion? | Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers<br><br>Word of lesson: Star of David   | Long term learning: What do we give at Christmas? (presents)                |
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| <b>Year 2 Term 4</b>                                   | <b>How &amp; why do we celebrate special and sacred times</b>    |  |   |
| Link to prior learning                                 | Year 1 term 4  |  |   |
| Vocabulary   | Celebrate  | rite of passage  | Aquiquah Bah Mitzvah Dastar Bandhi wedding                                  |
| To describe what a ceremony is                         | What is a ceremony?  | <ul style="list-style-type: none"> <li>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li> </ul> Word of lesson: ceremony | Long term learning: What do we do at harvest? (collect food from the crops) |

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| To know what happens at Aqiqah          | What religion celebrates Aqiqah? What happens in this ceremony?         | Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers<br>Word of lesson: Aqiqah   | Long term learning: What may you do at Christmas?                      |
| To know what happens at Bar Mitvah      | Which religion celebrates Bah Mitvah? What happens in this ceremony?    | Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers<br>Word of lesson: Bah Mitvah   | Long term learning: Which religion celebrates Aqiqah? (Islam)          |
| To know what happens as Dastar Bandhi   | Which religion celebrates Dastar Bandhi? What happens in this ceremony? | Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers<br>Word of lesson: Dastar Bandhi  | Long term learning: Which religion celebrates Bah Mitvah? (Judaism)    |
| To know what happens at a Hindu wedding | What happens at a Hindu wedding?  | <ul style="list-style-type: none"> <li>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers</li> </ul> Word of lesson: wedding | Long term learning: Which religion celebrates Dastar Bandhi? (Sikhism) |

### The Craylands School KS2 Long term subject: RE

| Year 3 knowledge end points                                  | Year 4 knowledge end points                                 | Year 5 knowledge end points                                    | Year 6 knowledge end points                                      |
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| <b>KS1 knowledge</b><br>To know how Christianity was founded | <b>Year 3 knowledge</b><br>To know how Hinduism was founded | <b>Year 3 &amp; 4 knowledge</b><br>To know what forgiveness is | <b>Year 3, 4 &amp; 5 knowledge</b><br>To know what a humanist is |

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| <p>To recognise the main beliefs of Christianity</p> <p>To understand key aspects of Christianity e.g. place of worship (Church), Holy Book (Bible), festivals (Easter, lent)</p> <p>To understand key aspects of the Christmas story</p> <p>To know the role different people played in the Nativity story</p> <p>To understand what makes up the Bible</p> <p>To recognise the importance of the Bible to Christians</p> <p>To know how Sikhism was founded</p> <p>To recognise the main beliefs of Sikhism</p> <p>To understand key aspects of Sikhism e.g. place of worship (Gurdwara), Holy Book (Guru Granth Sahib), festivals (Vaiskhi)</p> | <p>To recognise the main beliefs of Hinduism</p> <p>To understand key aspects of Hinduism e.g. place of worship (Mandir), Holy Book (Veda), festivals (Diwali)</p> <p>To know how Islam was founded</p> <p>To recognise the main beliefs of Islam</p> <p>To understand key aspects of Islam e.g. place of worship (Mosque), Holy Book (Qu'ran), festivals (Eid)</p> <p>To understand key points in the Easter story e.g. Palm Sunday, Mundy Thursday, Good Friday</p> <p>To understand the term resurrection</p> <p>To recognise the role food plays in religions</p> <p>To know what fasting is</p> <p>To recognise that in some religions, there is a period of fasting e.g. Muslims/Ramadan</p> | <p>To understand different religions views on forgiveness e.g. Yom Kippur, Buddhism</p> <p>To recognise people worship in different ways including song, prayer, art</p> <p>To know the events of the Easter story</p> <p>To consider whether Jesus may have know about what was going to happen to him</p> <p>To understand the term atonement</p> <p>To recognise and explain the impact faith has on people's lives</p> | <p>To know what a humanist believes in</p> <p>To understand the terms freedom and justice</p> <p>To know how people fight for freedom and justice</p> <p>To understand the term eternity</p> <p>To know what reincarnation is</p> <p>To understand different religious viewpoints on eternity</p> |
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|                        |  |       |        |      |           |               |               |
| <b>Year 3 Term 1</b>   | <b>What does it mean to be a Christian in Britain today?</b> |       |        |      |           |               |               |
| Link to prior learning | Year 1 term 4  |       |        |      |           |               |               |
| Vocabulary             | Christianity   | Jesus | Bible  | lent | Christmas | old testament | new testament |
| Learning objectives    | Context  |       | Skills |      |           | Knowledge     |               |

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| To know how Christianity was founded                 | How did Christianity start?                                     | <ul style="list-style-type: none"> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings</li> </ul> <p>Word of lesson: Christianity</p>   | <p>Long term learning: What is a Christian place of worship called?</p> <p>What is a Jewish place of worship called? (Synagogue)</p>         |
| To explain the main beliefs of Christianity          | <i>What do Christians believe in?</i>                           | <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings</p> <p>Word of lesson: Jesus</p>   | <p>Long term learning: What is celebrated at Christmas? What is remembered at Easter?</p>  |
| To identify special places of worship for Christians | <i>Where do Christians worship?</i>                             | <ul style="list-style-type: none"> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings</li> <li>Describe some ways in which Christian express their faith through hymns and modern worship songs</li> </ul> <p>Word of lesson: Church</p> | <p>Long term learning: Which religion carries out Salat – prayer 5 times a day? (Islam)</p> <p>Which religion carries out Puja? (Hindus)</p> |
| To know some Christian festivals                     | <i>What are some Christian festivals? What happens at them?</i> | <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings</p> <p>Word of lesson: lent</p>  | <p>Long term learning: Which religion celebrates Bah Mitvah? (Judaism)</p> <p>Which religion celebrates Dastar Bandhi? (Sikhism)</p>         |
| To know the importance of The Bible                  | <i>What is the Christian Holy Book? How is it organised?</i>    | <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings</p> <p>Word of lesson: Bible</p>   | <p>Long term learning: Which religion has Sukkot? (Judaism)</p> <p>What is the Jewish Holy Book called?</p>                                  |

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|   |  |   | (Torah)   |
| To know Christian symbols and signs               | <i>What symbols are important to the Christian religion?</i>           | Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings<br><br>Word of lesson: cross | Long term learning:<br>Where do Jews worship? (Synagogue)<br>What did Jesus die on? (cross)                             |
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| <b>Year 3 Term 2</b>                              | <b>What happened in the Nativity story?</b>                            |   |   |
| Links to prior learning                           | Year 2 term 2  |   |   |
| Vocabulary  | Manger frankincense inn Nazareth myrrh census Herod                    |   |   |
| Learning objectives                               | Context  | Skills  | Knowledge   |
| To understand who Mary and Joseph were            | Where is Nazareth?<br>Who were Mary and Joseph?                        | Retell some stories behind festivals (e.g. Christmas, Divali, Pesach)<br><br>Word of lesson: Nazareth   | Long term learning:<br>What is celebrated at Christmas?<br>What traditions occur at Christmas?                          |
| To understand the journey Mary and Joseph made    | Why did Mary and Joseph have to make a journey? Where did they travel? | Retell some stories behind festivals (e.g. Christmas, Divali, Pesach)<br><br>Word of lesson: census   | Long term learning<br>Where do Christians worship? (Church)<br>What is the Christian Holy Book called? (Bible)          |
| To understand what happened at the birth of Jesus | Where was Jesus born and why?  | Retell some stories behind festivals (e.g. Christmas, Divali, Pesach)<br><br>Word of lesson: inn  | Long term learning:<br>Why did Mary and Joseph have to travel to Bethlehem? (census)<br>What symbol is special to Jews? |

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|  |   |   | (Star of David)  |
| To understand what happened after Jesus was born | Who came to visit Jesus when he was born?   | Retell some stories behind festivals (e.g. Christmas, Divali, Pesach)<br><br>Word of lesson: Frankincense                                     | Long term learning<br>Where was Jesus born?(In a stable)<br>Who were Jesus' parents? (Mary and Joseph)                                   |
| To understand what happened after Jesus was born | Who came to visit Jesus when he was born?   | Retell some stories behind festivals (e.g. Christmas, Divali, Pesach)<br><br>Word of lesson: myrrh  | Long term learning<br>What is the name of the Jewish Holy Books? (Torah)<br>What is the name of the Jewish place of worship? (Synagogue) |
| To understand who King Herod was                 | Was everyone happy that Jesus was born?   | Retell some stories behind festivals (e.g. Christmas, Divali, Pesach)<br>Word of lesson: Herod  | Long term learning<br>What gifts was Jesus given? (Gold, Frankincense, Myrrh)<br>Who do Christians believe Jesus was? (Son of God)       |
| <b>Year 3 Term 3</b>                             | <b>Why is the Bible important for Christians today?</b>                                   |   |  |
| Links to prior learning                          |   |   |  |
| Vocabulary                                       | old testament    new testament    scripture    parable    disciple    Holy Book    sacred |   |  |
| Learning objectives                              | Context   | Skills  | Knowledge  |
| To understand what makes something sacred        | <i>What makes an item sacred?</i>   | Recognise that sacred texts contain stories which are special to many people and should be treated with respect<br><br>Word of lesson: sacred | Long term learning:<br>What is the Jewish Holy Book called? (Torah)<br>What is the Christian Holy Book called?                           |

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|   |   |  | (Bible)  |
| To understand who wrote the Bible                         | <i>Who wrote the Bible?</i>   | Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings<br><br>Word of lesson: scripture            | Long term learning:<br>Which religion celebrates Bah Mitvah?<br>(Judaism)<br>Which religion celebrates Aquiquah?<br>(Islam)                  |
| To understand there are different text types in the Bible | <i>Is everything in the Bible the same?<br/>What different types of writing are in the Bible?</i> | Talk about the stories used in religion and why people still read them<br><br>Word of lesson: Old Testament/New Testament  | Long term learning:<br>Who do Christians believe is the son of God?<br>(Jesus)<br>In which religion do they pray 5 times per day?<br>(Islam) |
| To understand the importance of stories in the Bible      | <i>What lesson do stories from the Bible teach Christians?</i>                                    | Re-tell stories from the Bible; suggest the meaning of the stories<br><br>Word of lesson: parable  | Long term learning<br>How many parts is the Bible split into? (2)<br>What are they called? (Old Testament, New testament)                    |
| To understand how Christians use The Bible                | <i>What do Christians believe that the Bible teaches them?</i>                                    | Re-tell stories from the Bible; suggest the meaning of the stories<br>Talk about the issues of good, bad, right and wrong from these stories<br><br>Word of lesson: disciple | Long term learning<br>What is the Bible?<br>(Christian Holy Book)<br>What is remember at Easter?<br>(Death of Jesus)                         |
| To consider what is sacred                                | <i>What is sacred to you?</i>   | Suggest their own ideas about what is sacred<br><br>Word of lesson: special  | Long term learning<br>In which testament is Jesus' life written about?<br>(New Testament)  |

| Year 3 Term 5                                   |  |  |            | What does it mean to be a Sikh in Britain today? |  |        |          |   |        |         |
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| Links to prior learning                         |  | Year 2 term 2, year 3 term 1               |            |  |  |        |          |   |        |         |
| Vocabulary                                      |  | Guru Granth Sahib                          | Guru Nanak | Guru Gobind Singh                                | Gurdwara   | Khanda | Vaisakhi | kesh  | kirpan | kachera |
| Learning objectives                             |  | Context                                    |            |  | Skills/Knowledge   |        |          |   |        |         |
| To understand how the Sikh religion was founded |  | Who are Sikhs? How did the religion begin? |            |  | <ul style="list-style-type: none"> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> </ul> Word of lesson: Sikhism |        |          | Long term learning:<br>Which religion worships in a Synagogue? (Judaism)<br>Which religion worships in a Church? (Christians) |        |         |
| To understand the main beliefs of Sikhism       |  | What do Sikhs believe in?                  |            |  | <ul style="list-style-type: none"> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> </ul> Word of lesson: Guru Nanak   |        |          | Long term learning<br>Where was Judaism founded? (Israel)<br>What happens at lent? (Christians give something up)             |        |         |
| To recognise the Sikh special place of worship  |  | <i>Where do Sikhs worship?</i>             |            |  | <ul style="list-style-type: none"> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> </ul> Word of lesson: Gurdwara   |        |          | Long term learning:<br>How many times for Muslims pray a day? (5)<br><br>What is the Jewish holy book called? (Torah)         |        |         |



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| To describe Sikh festivals                | <i>What festivals take place in the Sikh religion?</i> | Make connections between stories, symbols and beliefs with what happens in at least two festivals<br><br>Word of lesson: Vaisakhi | Long term learning:<br>Name a Christian festival (Christmas, Easter, Lent)<br>Which religion celebrates Sukkot? (Judaism) |
| To recognise the Sikh Holy Book           | What Holy Book do Sikhs use?                           | Word of lesson: The Guru Granth Sahib   | Long term learning:<br>Where do Sikhs worship? (Gurdwara)<br>Name a Sikh festival (Vaisakhi)                              |
| To understand the meaning of Sikh symbols | What do these Sikh symbols represent?                  | Word of lesson: 5 Ks  | Long term learning<br>What is the Sikh Holy Book called? (Guru Granth Sahib)<br>Who founded Sikhism? (Guru Nanak)         |

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| <b>Year 4 Term 1 &amp; 2</b>           | <b>What does it mean to be a Hindu in Britain today?</b> |   |           |
| Link to prior learning                 | Year 2 term 2, year 3 term 1                             |   |           |
| Vocabulary                             | Hinduism Brahma Diwali mandir India murti Aum            |   |           |
| Learning objectives                    | Context  | Skills  | Knowledge |
| To know where Hindusim originated from | Who are Hindus? Where did the religion originate from?   | Describe some examples of what Hindus do to show their faith,<br>Describe some ways in which Hindus express their faith<br><br>Word of lesson: Hinduism |           |
| To explain the main Hindu beliefs      | What do Hindu's believe in?                              | <ul style="list-style-type: none"> <li>Make connections with some Hindu beliefs and teachings about aims and duties in life</li> </ul>                  |           |

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|  |   | Word of lesson: India   |   |          |       |         |  |             |        |
| To understand the special places related to Hinduism                 | Where is a special place for Hindus?                      | <ul style="list-style-type: none"> <li>• Make connections with some Hindu beliefs and teachings about aims and duties in life</li> <li>• Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</li> </ul> Word of lesson: mandir |   |          |       |         |  |             |        |
| To know some of the festivals related to Hinduism                    | What festivals do Hindus celebrate?                       | <ul style="list-style-type: none"> <li>• Make connections with some Hindu beliefs and teachings about aims and duties in life</li> </ul> Make connections between stories, symbols and beliefs with what happens in at least two festivals<br>Word of lesson: Diwali  |   |          |       |         |  |             |        |
| To recognise the holy book in Hinduism                               | What is the Holy Book called for Hindus?                  | <ul style="list-style-type: none"> <li>• Make connections with some Hindu beliefs and teachings about aims and duties in life</li> </ul> Word of lesson: Veda   |   |          |       |         |  |             |        |
| To understand the meaning of signs and symbols                       | What do these Hindu signs and symbols represent?          | <ul style="list-style-type: none"> <li>• Make connections with some Hindu beliefs and teachings about aims and duties in life</li> </ul> Word of lesson: Aum  |   |          |       |         |  |             |        |
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| <b>Year 4 Term 2 &amp; 3</b>   | <b>What does it mean to be a Muslim in Britain today?</b> |   |   |          |       |         |  |             |        |
| Links to prior learning  |   |   |   |          |       |         |  |             |        |
| Vocabulary   | Islam   | Muslim  | mosque  | Muhammed | Allah | prophet | Ramadan  | Eid-Al-fitr | Qu'ran |
| Learning objectives  | Context   |   | Skills  |          |       |         | Knowledge  |             |        |
| To explain where Islam was founded and who founded the Muslim faith. | Who is a Muslim? What is Islam?                           |   | <ul style="list-style-type: none"> <li>• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</li> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims.</li> </ul> |          |       |         | Long term learning<br>What are the items called worn by Sikhs?<br>(5 Ks) |             |        |

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|   |   | <ul style="list-style-type: none"> <li>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils</li> </ul> <p>Word of lesson: Islam</p>   | <p>What is the Jewish place of worships called? (Synagogue)</p> <p>What is the Christian Holy Book called? (Bible)</p>  |
| To explain the key beliefs held by Muslims                  | What are the main beliefs of a Muslim?                | <ul style="list-style-type: none"> <li>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</li> <li>Make connections between the key functions of the mosque and the beliefs of Muslims.</li> <li>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils</li> </ul> <p>Word of lesson: Muhammed</p> | <p>Long term learning:</p> <p>Who are the people called that follow Islam? (Muslims)</p> <p>What is celebrated at Christmas? (Birth of Jesus)</p> <p>Who founded Sikhism? (Guru Nanak)</p>                |
| To explain the key features in a Muslim's place of worship. | What is a Muslim place of worship called?             | <ul style="list-style-type: none"> <li>Describe what the Mosque is used for</li> <li>Make connections between the key functions of the mosque and the beliefs of Muslims.</li> </ul> <p>Word of lesson: mosque</p>  | <p>Long term learning</p> <p>What is the name of the God that Muslims believe in? (Allah)</p> <p>Who is the prophet of Islam? (Muhammed)</p> <p>What is the name of Hindu place of worships? (mandir)</p> |
| To name and explain the key Muslim festivals.               | <b><i>What festivals does a Muslim celebrate?</i></b> | <ul style="list-style-type: none"> <li>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</li> </ul>   | <p>Long term learning</p> <p>What is the name of an Islam place of worship? (Mosque)</p>  |

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|   |  | <ul style="list-style-type: none"> <li>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils</li> </ul> <p>Word of lesson: Eid</p>  | <p>How many items do Sikhs have to wear on them? (5)</p> <p>Name a Sikh festival (Vaisakhi)</p>  |           |           |         |                |       |
| To explain what the Muslim holy book is and how it is used. | <b><i>What is the Holy Book called for a Muslim?</i></b> | <p>Identify reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims</p> <p>Word of lesson: Qu'ran</p>  | <p>Long term learning</p> <p>Name an Islamic festival (Eid, Ramadan)</p> <p>What is the name of a Sikh place of worship? (Gurdwara)</p> <p>What is the name of the Jewish Holy Book? (Torah)</p> |           |           |         |                |       |
| To recognise the main symbol associated with Islam          | <b><i>Is there a sign related to Islam?</i></b>          | <ul style="list-style-type: none"> <li>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</li> <li>Make connections between the key functions of the mosque and the beliefs of Muslims.</li> <li>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils</li> </ul> <p>Word of lesson: prophet</p> | <p>Long term learning</p> <p>Where was Judaism founded? (Israel)</p> <p>What is the name of the Muslim Holy Book? (Qu'ran)</p> <p>What is the name of the Muslim place of worship? (Mosque)</p>  |           |           |         |                |       |
| <b>Year 4 Term 4</b>  | <b>What is the significance of Good Friday?</b>          |  |  |           |           |         |                |       |
| Links to prior learning                                     | Year 1 term 4, Year 2 term 2,                            |  |  |           |           |         |                |       |
| Vocabulary  | Crucifixion  | tomb   | resurrection   | disciples | sacrifice | priests | Pontius Pilate | cross |
| Learning objectives   | Context  |  | Skills/Knowledge   |           |           |         |                |       |

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| <p>To recount the Easter story</p>                       | <p>What happens in the Easter story?</p>                                       | <ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> </ul> <p>Ask questions and give ideas about what matters most to believers in festivals</p> <p>Word of lesson: disciples</p>   | <p>Long term learning</p> <p>What is celebrated at Christmas?<br/>(Birth of Jesus)</p> <p>How many parts if the Bible split into? (2)</p> <p>What are the parts called?<br/>(Old and New testament)</p> |
| <p>To understand what happened at the 'Last Supper'</p>  | <p>What did Jesus say at the 'Last Supper'?</p>                                | <ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> </ul> <p>Ask questions and give ideas about what matters most to believers in festivals</p> <p>Word of lesson: Pontius Pilate</p>  | <p>Long term learning</p> <p>What was given to Moses?<br/>(The Ten Commandments)</p> <p>How many Gods do Christians believe in? (1)</p> <p>Who do Christians believe Jesus was?<br/>(Son of God)</p>    |
| <p>To recognise how prayer is related to Good Friday</p> | <p><i>Why may people pray on Good Friday?</i></p>                              | <ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> </ul> <p>Ask questions and give ideas about what matters most to believers in festivals</p> <p>Word of lesson: crucifixion</p>   | <p>Long term learning</p> <p>Who did Jesus have a last supper with? (disciples)</p> <p>Who was Jesus's parents?<br/>(Mary and Joseph)</p> <p>Where was Jesus born( In a stable)</p>                     |
| <p>To relate Jesus' love with a more recent story</p>    | <p>Who was Maximilien Kolbe? How can we relate his story to that of Jesus?</p> | <ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>• Ask questions and give ideas about what matters most to believers in festivals Identify how and say why it makes a difference in people's lives to believe in God (B1).</li> </ul> | <p>Long term learning</p> <p>What happened on Good Friday?<br/>(Jesus died on the cross)</p> <p>What was the name of the Roman who sentenced Jesus to death?</p>  |

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|  |   | Word of lesson: sacrifice   | (Pontius Pilate)  |
| To understand the link between the cross and resurrection                              | What does resurrection mean? What is the link with the Christian symbol of the cross? | <ul style="list-style-type: none"> <li>• Ask questions and suggest some of their own responses to ideas about God (C1).</li> <li>• Identify how and say why it makes a difference in people's lives to believe in God</li> </ul> Word of lesson: resurrection | Long term learning<br>In which testament is the story of Jesus told? (New)<br>How many days did it take for God to create the world according to Christians? (6 with 1 day of rest)<br>What did Jesus ride on Palm Sunday? (donkey) |
| To understand how eggs represent new life.   | Why do we give Easter eggs at Easter? What do they represent?                         | Word of lesson: tomb  | Long term learning<br>What happened on Easter Sunday? (Jesus rose from the dead)<br>What is the name of the Islam place of worship? (mosque)<br>What is the name of the Islam holy book? (Qu'ran)                                   |
| To apply what I have learnt about the role of food in religions to plan a feast event. | When may we eat a feast?  | Explain similarities and differences between the way religions live their lives and the codes they follow.<br><br>Word of lesson: Eid   | Long term learning<br>What is given at Easter and why? (egg – represents new life)<br>What symbol is important to Christians? (cross)<br>What symbol is important to Jews? (Star of David)  |
| <b>Year 4 Term 5</b>   | <b>What role does food play in religion?</b>  |   |   |

| Links to prior learning   | Year 3 term 1  |  |   |
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| Vocabulary  | Fasting    abstain    Ramadan    kosher    lent    Eid |  |   |
| Learning objectives   | Context  | Skills   | Knowledge   |
| To discuss the different ways food is thought about and used in our everyday lives. | How do we think about food?                            | <p>Make links between teachings and the way that people live their lives</p> <p>Word of lesson: lent</p>   | <p>Long term learning</p> <p>Which religion prays 5 times per day? (Muslims)</p> <p>What is celebrated at Christmas?</p> <p>What is remembered at Easter?</p>   |
| To explore religious rules about food and know what 'kosher' is                     | Are there any religious rules about food?              | <p>Make links between teachings and the way that people live their lives</p> <p>Word of lesson: abstain</p>  | <p>Long term learning</p> <p>What is the name of the Jewish place of worship? (Synagogue)</p> <p>What is the name of the Muslim place of worship? (Mosque)</p> <p>What is the name of the Sikh place of worship? (Gurdwara)</p> |
| To explore the different effects of abstaining from something.                      | Why may someone give up food?                          | <p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories</p> <p>Word of lesson: fasting</p> | <p>Long term learning</p> <p>What do Christians do at lent? (Give something up)</p> <p>How many parts if the Bible split into? (2)</p> <p>What rules do Jews/Christians follow?</p>   |

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|  |  |  | (The ten commandments)  |
| To explore how and why religious believers fast              | What does fasting mean?                | Identify that religions believe that serving others and supporting the poor are important parts of being a religious believer<br>Identify some ways that Muslims mark Ramadan<br>Word of lesson: Ramadan | Long term learning<br>Which religion worships Allah? (Islam)<br>Which religion is founded by Guru Nanak? (Sikhism)<br>Which religion celebrates the festival of Eid? (Islam)                                |
| To understand how food is used for celebration in religions. | What food do we eat when we celebrate? | Give examples of rules for living for certain religions.<br><br>Explain similarities and differences between the way religions lives.<br>Word of lesson: Kosher  | Long term learning<br>What do Muslims do at Ramadan? (fast)<br>What do Christians do at lent? (Give something up)<br>What do Christians remember at lent? (Jesus time in the desert for 40 days and nights) |

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| <b>Year 5 Term 1</b>                   | <b>What do religions say about forgiveness?</b> |  |   |
| Link to prior learning                 | Year 3 term 4                                   |  |   |
| Vocabulary                             | Forgive   | repent   | peace Yom Kippur confess atonement eightfold path |
| Learning objectives                    | Context   | Skills   | Knowledge   |
| To explore the concept of forgiveness. | What is forgiveness?                            | Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied<br>Explain similarities and differences between the way religions live their lives and the codes they follow. |   |



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|  |   | Word of lesson: forgive  |  |
| To explore and discuss what Jews believe about forgiveness | What does Judaism teach about forgiveness?  | Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied<br>Explain similarities and differences between the way religions live their lives and the codes they follow.<br><br>Word of lesson: repent         |  |
| To explore the significance of Yom Kippur for Jews.        | What is Yom Kippur?   | Explain similarities and differences between the way religions live their lives and the codes they follow.<br><br>Word of lesson: Yom Kippur   |  |
| To explore what Buddhists believe about forgiveness.       | What does Buddhism teach about forgiveness?                                       | Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied<br>Explain similarities and differences between the way religions live their lives and the codes they follow.<br><br>Word of lesson: eightfold path |  |
| To compare forgiveness in Buddhism and Judaism.            | Are there any similarities or differences between religious views on forgiveness? | Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied   |  |

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|   |  | Explain similarities and differences between the way religions live their lives and the codes they follow.<br><br>Word of lesson: atonement  |  |
| To create and explain a symbol for forgiveness.                                   | What symbol may represent forgiveness?                   | Word of lesson: peace  |  |
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| <b>Year 5 Term 2</b>  | <b>What does worship mean?</b>                           |  |  |
| Links to prior learning   |  |  |  |
| Vocabulary  | Diversity prayer scripture respect holy expression faith |  |  |
| Learning objectives   | Context  | Learning objectives  | Context  |
| To consider how worth is determined and what has worth to me                      | <b><i>What does having worth mean?</i></b>               | Select and describe the most important functions of a place of worship for the community .<br><br>Word of lesson: faith  | Long term learning<br>Which religion does not have a God? (Buddhism)<br>Where was Hinduism founded?<br>(India)<br>Name the Hindu place of worship (mandir) |
| To reflect upon how music makes us feel and why it is used for religious worship. | What type of music may you hear in a place of worship?   | Describe and make connections between examples of religious creativity (buildings) (A1).<br>Show understanding of the value of sacred buildings and art<br><br>Word of lesson: diversity | Long term learning<br>Name the Jewish place of worship (Synagogue)<br>Name the Sikh place of worship (Gurdwara)  |

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|  |  |  | Name the Hindu place of worship (mandir)   |
| To discuss why and how religious believers pray.                                       | What is prayer and how is it important to religions? | Describe and make connections between examples of religious creativity (buildings) (A1).<br><br>Show understanding of the value of sacred buildings and art<br><br>Word of lesson: prayer  | Long term learning<br>How many times a day do Muslims pray for? (5)<br>Which religion has more than 1 god? (Hinduism)<br>Which religions believe Jesus was the son of God? (Christians/Jews) |
| To compare expressions of worship in art.  | How is art used as a form of worship?                | Describe and make connections between examples of religious creativity (buildings) (A1).<br>Show understanding of the value of sacred buildings and art<br><br>Word of lesson: expression  | Long term learning<br>What festival is the most important for Jews? (Yom Kippur)<br>Name a Hindu festival: (Diwali)<br>Name a Sikh festival (Vaisakhi)                                       |
| To investigate how artefacts are used as objects of worship within different religions | What artefacts are used in religions?                | Describe and make connections between examples of religious creativity (buildings) (A1).<br><br>Show understanding of the value of sacred buildings and art<br><br>Word of lesson: respect | Long term learning<br><br>Name the Jewish Holy Book (Torah)<br>Name the Christian Holy Book (Bible)<br>Name the Sikh Holy Book (Guru Granth Sahib)   |
| To explore what religious freedom is   | What is meant by religious freedom?                  | Word of lesson: holy   | Long term learning<br>What is the word called for wrong doing? (sin)   |

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| and how people use it.  |  |  | How many parts is the Bible split into? (2)<br>Who founded Sikhism? (Guru Nanak)   |
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| <b>Year 5 Term 3 &amp; 4</b>  | <b>Was Jesus' death part of God's plan?</b>  |  |  |
| Links to prior learning   | Year 4 term 4, Year 4 term 3   |  |  |
| Vocabulary  | Crucifixion free will determinism destiny sacrifice choice                                 |  |  |
| Learning objectives   | Context  | Learning objectives  | Context  |
| To remember key events in Holy Week and begin to question them.                                     | What are the main events of the Easter story?  | Outline Jesus' teaching on how his followers should live<br><br>Explain the impact Jesus' example and teachings might have on Christians today<br><br>Identify the most important parts of Easter for Christians and say why they are important<br><br>Word of lesson: crucifixion | Long term learning<br>What is remembered at Easter?<br>What happened on Good Friday? (Jesus was crucified)<br>What happened on Easter Sunday? (Jesus rose from the tomb) |
| To understand the terms 'free will' and 'determinism' and can relate these terms to the crucifixion | What does 'free will' and 'determinism' mean? What part did they play in the Easter story? | Outline Jesus' teaching on how his followers should live (A2).<br>Explain the impact Jesus' example and teachings might have on Christians today (B1).<br><br>Word of lesson: determinism  | Long term learning<br>What did Jesus die on? (Cross)<br>What do Muslims do during Ramadan? (fast)<br>What is the festival called at the end of Ramadan? (Eid)            |

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| <p>To question if Jesus' life was part of a plan and I can relate these thoughts to my own life.</p> | <p>Was Jesus's life part of a bigger plan?</p>  | <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today</p> <p>Outline Jesus' teaching on how his followers should live</p> <p>Explain the impact Jesus' example and teachings might have on Christians today</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p>Word of lesson: destiny</p> | <p>Long term learning</p> <p>What is the name of the Hindu place of worship? (mandir)</p> <p>What is the name of the Muslim holy book? (Qu'ran)</p> <p>What are the rules called that Christians follow? (The ten commandments)</p> |
| <p>To analyse events in Holy Week to justify a line of argument.</p>                                 | <p><i>Are there any parts of the Easter story that suggest Jesus knew what was going to happen?</i></p> | <p>Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).</p> <p>Word of lesson: free will</p>  | <p>Long term learning</p> <p>What does repent me? (ask for forgiveness)</p> <p>What happened on Good Friday (Jesus was crucified)</p> <p>Who did Jesus eat his last supper with (his disciples)</p>                                 |
| <p>To understand the term 'atonement' and relate it to commitments in my life.</p>                   | <p>What does 'atonement' mean?</p>  | <p>Give simple definitions of some key Christian terms</p> <p>Word of lesson: atonement</p>   | <p>Long term learning</p> <p>What is the Bible? (Christian Holy Books)</p> <p>What is the Guru Granth Sahib (Sikh Holy Book)</p>  |

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|   |   |   | What is the Torah (Jewish Holy Book)  |
| To relate the experience of Jesus and the idea of a life plan to my own life and choices I make | What plan do I have for my own life?          | Present their own ideas about the most important attitudes and values to have today, making links with Christian values<br><br>Word of lesson: choice | Long term learning<br>What should Sikhs wear on them? (5Ks)<br>Who do Christians believe Jesus was? (God's son)<br>What is the name of the God Muslims believe in? (Allah)      |
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| <b>Year 5 Terms 5 &amp; 6</b>   | <b>How does faith impact of lives?</b>        |   |   |
| Links to prior learning   | Year 2 term 2, Year 3 term 1, Year 4 term 1   |   |   |
| Vocabulary  | Faith   | Dalai Lama  | Malala Yousafzai  |
|   |   |   | Rabbi Jonathan Sacks  |
|   |   |   | Fauja Singh   |
| Learning objectives   | Context                                       | Learning objectives   | Context   |
| To retell the story of Malala Yousafzai's life.   | Who is Malala Yousafzai?                      | Give examples of ways in which some inspirational people have been guided by their religion<br><br>Word of lesson: Malala Yousafzai                   | Long term learning<br>Which religion has no God? (Buddhism)<br>Which is the most important festival for Jews? (Yom Kippur)<br>What is celebrated at Christmas? (Birth of Jesus) |
| To identify the Dalai Lama's beliefs  | Who was the Dalai Lama? What are his beliefs? | Give examples of ways in which some inspirational people have been guided by their religion<br><br>Word of lesson: Dalai Lama                         | Long term learning<br>Which religion was founded in Israel? (Judaism)<br>Which religion was founded in India? (Hinduism)  |

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|  |  |   | Which religion was founded by Guru Nanak? (Sikhism)   |
| To explore Rabbi Jonathan Sacks' beliefs.      | Who is Rabbi Jonathan Sacks?                               | Give examples of ways in which some inspirational people have been guided by their religion<br><br>Word of lesson: Rabbi Jonathon Sacks | Long term learning<br>Which religion celebrates Bah Mitvah? (Judaism)<br>Which religion celebrates Eid? (Islam)<br>Which religion celebrates Diwali? (Hinduism)                           |
| To explain how Fauja Singh's faith helped him. | Who is Fauja Singh? How has his faith helped him?          | Give examples of ways in which some inspirational people have been guided by their religion<br><br>Word of lesson: Fauja Singh          | Long term learning<br>Which religion has an eightfold path? (Buddhism)<br>In which religion do they pray 5 times per day? (Islam)<br>In which religion must they wear a Kirpan? (Sikhism) |
| To examine the role of beliefs in my life.     | What beliefs do you have? How do they impact on your life? | Find out at least two teachings from religions about how to live a good life<br>Word of lesson: beliefs                                 | Long term learning<br>What is sin? (Wrongdoing)<br>What does repent mean? (asking for forgiveness)<br>Which religion celebrates Sukkot? (Judaism)   |

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| <b>Year 6 Terms 1 2</b>                    |           |                                 |                  |
| <b>What does it mean to be a humanist?</b> |           |                                 |                  |
| Links to prior learning                    |           |                                 |                  |
| Vocabulary                                 | Worldview | humanist    atheist    agnostic | values    reason |
| Learning objectives                        | Context   | Learning objectives             | Context          |

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| To explore what a worldview is.                            | What is known as a worldview?                            | Describe some Humanist values simply (B3).<br><br>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied<br><br>Word of lesson: world view |  |
| To identify the key ideas of influential humanist thinkers | What is a humanist thinker?                              | Describe some Humanist values simply<br><br>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied<br><br>Word of lesson: humanist         |  |
| To explore the ideas of humanist thinkers.                 | What ideas do humanist thinkers have?                    | Describe some Humanist values simply<br>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied<br><br>Word of lesson: values               |  |
| To recognise the main beliefs of a humanist                | What do humanists believe in?                            | Describe some Humanist values simply<br>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied<br><br>Word of the lesson:                  |  |
| To create a symbol representing a value.                   | <i>What symbols and signs have a value in our lives?</i> | Word of lesson: reason   |  |
| To consider scenarios and decide how                       | How may a humanist respond in different situations?      | Describe some Humanist values simply   |  |



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| humanists might respond.  |  | Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied<br><br>Word of lesson: agnostic |  |
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| <b>Year 6 Terms 2 &amp; 3</b>   | <b>What is meant by justice and freedom?</b>                   |  |  |
| Links to prior learning   |  |  |  |
| Vocabulary  | Justice   freedom   fairness   human rights   debate   protest |  |  |
| Learning objectives   | Context  | Learning objectives  | Context  |
| To examine the concept of freedom.  | What does it mean to be free?                                  | Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied<br><br>Word of lesson: freedom  | Long term learning<br>Which religion has more than 1 God? (Hinduism)<br>What do humanists not believe in? (Life after death)<br>Which religion believes in the prophet Muhammed? (Islam) |
| To examine the concept of justice   | What is justice?   | Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied<br><br>Word of lesson: justice  | Long term learning<br>Who do Christians believe created the world? (God)<br>Who is Jesus? (Son of God)<br>Who is Guru Nanak? 9he founded Sikhism)  |
| To describe the influence of religious and non-religious world views on the | What are human rights?   | Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied                                 | Long term learning<br>What was given to Moses? (Ten Commandments)  |

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| human rights movement.   |   | Word of lesson: human rights  | Which religion worships 5 times per day? (Islam)<br>Which religion celebrates the festival of Vaisakhi? (Sikhism)   |
| To describe the influence of religious views on non-violent protest movements. | What is a human rights movement?                  | Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied<br><br>Word of lesson: protest | Long term learning<br>Name a way people can express themselves through worship (art, song, prayer)<br>Name the Muslim place of worship (Mosque)<br>Name the Hindu place of worship (mandir)                                   |
| To examine the concepts of freedom and justice and how they might conflict     | <b>What is more important freedom or justice?</b> | Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied<br><br>Word of lesson: debate  | Long term learning<br>What does agnostic mean? (someone who believes there is no proof in a God)<br>Name a religion with only 1 God: Christianity, Judaism, Sikhism, Islam<br>Name a religion with no God: Buddhism, Humanism |

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| <b>Year 6 Term 4</b>    | <b>What is eternity?</b> |                     |         |          |           |         |
| Links to prior learning | Year 3 term 1            |                     |         |          |           |         |
| Vocabulary              | Heaven                   | reincarnation       | rebirth | eternity | mortality | nirvana |
| Learning objectives     | Context                  | Learning objectives |         | Context  |           |         |

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| <p>To analyse the definition of eternity.</p>          | <p>What does 'eternity' mean?</p>              | <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths</p> <p>Word of lesson: eternity</p>   | <p>Long term learning</p> <p>What do Buddhists follow to reach Nirvana? (Eightfold path)</p> <p>When do Christians believe that Jesus died? (Easter)</p> <p>What was the name of the Roman who sentenced Jesus to death? (Pontius Pilate)</p>   |
| <p>To investigate popular concepts of immortality.</p> | <p>What does immortality mean?</p>             | <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths</p> <p>Word of lesson mortality</p>  | <p>Long term learning</p> <p>What does eternity mean? (forever)</p> <p>What is remembered at lent (Jesus walking in the desert for 40 days and nights)</p> <p>What do Muslims do at Ramadan? (Fast)</p>   |
| <p>To examine religious ideas about Heaven</p>         | <p>What do religions believe about heaven?</p> | <p>Describe some Christian and Humanist values simply (</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths</p> <p>Word of lesson: nirvana</p> | <p>Long term learning</p> <p>Name a religious festival and the religion it belongs to:</p> <p>Yom Kippur –Judaism</p> <p>Diwali – Hinduism</p> <p>Vaisakhi – Sikhism</p> <p>Easter/Christmas/Lent – Christianity</p> <p>Ramadan/Eid – Islam</p> |

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| <p>To understand the concepts of reincarnation and emancipation from life</p> | <p>What is reincarnation? Which religions believe in this?</p> | <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths</p> <p>Word of lesson: reincarnation</p> | <p>Long term learning</p> <p>What does immortality mean?<br/>(To live forever)</p> <p>What does a humanist believe in?<br/>(No life after death)</p>   |
| <p>To explore humanist ideas of eternity</p>                                  | <p>What does a humanist believe about eternity?</p>            | <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths</p> <p>Word of lesson: rebirth</p>       | <p>Long term learning</p> <p>Why is an egg used as a symbol at Easter?<br/>(represents new life/Jesus rising from the tomb)</p> <p>Why is a cross an important symbols for Christians?<br/>(symbolises cross that Jesus died on)</p> |
| <p>To compare and contrast ideas about eternity.</p>                          | <p>Does everybody believe the same about eternity?</p>         | <p>Consider similarities and differences between beliefs and behaviour in different faiths</p> <p>Word of lesson: heaven</p>  | <p>Long term learning</p> <p>Give a fact that you can remember about any of the religions studied.</p>   |