



Wawne Primary School

R.E.

Long Term plan and Planning Examples

EYFS – YEAR 6

Date – January 2024

Long Term Plan

RE – Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Special people	Special times	Special places	Special times	Special things	Special books
Class 1	Unit 1.1 Christianity and Judaism Belonging	Unit 1.1 Christianity and Judaism Christmas	Unit 1.2 Christianity and Judaism Worship	Unit 1.2 Christianity and Judaism Easter	Unit 1.3 Christianity and Judaism Wonderful world	Unit 1.3 Judaism Rosh Hashanah and Yom Kippur
Class 2	Unit 3.1 Christianity and Hinduism Remembering	Unit 3.1 Christianity and Judaism Christmas	Unit 3.2 Christianity and Judaism Founders of faith	Unit 3.2 Christianity and Judaism Easter	Unit 3.3 Christianity and Hinduism Sacred places	Unit 3.3 Judaism and Islam Sacred places
Class 3	Unit 5.1 Christianity, Hinduism, Judaism Expressions	Unit 5.1 Christianity and Judaism Christmas	Unit 5.2 Christianity and Islam Faith in action	Unit 5.2 Christianity Easter	Unit 5.3 Christianity and Islam Pilgrimage	Unit 5.3 Hinduism and Judaism Pilgrimage

RE – Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Special people	Special times	Special places	Special times	Special things	Special books
Class 1	Unit 2.1 Christianity and Judaism Lead us not into temptation	Unit 2.1 Christianity and Judaism Christmas	Unit 2.2 Christianity and Judaism Believing	Unit 2.2 Christianity and Judaism Easter	Unit 2.3 Christianity, Hinduism, Islam Questions	Unit 2.3 Hinduism Hindu beliefs
Class 2	Unit 4.1 Christianity and Judaism Communities	Unit 4.1 Christianity and Judaism Christmas	Unit 4.2 Christianity and Judaism People who inspire us	Unit 4.2 Christianity and Judaism Easter	Unit 4.3 Christianity and Islam Our world	Unit 4.3 Islam 5 pillars of Islam
Class 3	Unit 6.1 Christianity and Islam Justice and Freedom	Unit 6.1 Christianity, Judaism, Hinduism Christmas	Unit 6.2 Christianity, Judaism and Islam. Living a faith	Unit 6.2 Christianity Easter	Unit 6.3 Christianity, Islam, Hinduism Hopes and visions.	Unit 6.3 Christianity, Islam, Hinduism, Judaism Influences

The following pages give examples of lesson content including key knowledge, vocabulary and links to resources that you may wish to use.

EYFS

Cycle A and B

EYFS – Autumn 1

RE Religion: N/A Unit: Special People	LO: I can recognise what special means.	LO: I can name a person who is special to me.	LO: I can know why Jesus is special to Christians.	LO: I can understand Moses is special to Jewish people.	LO: I can name a special person in school.	LO: I can show an understanding of special people.
	Religion/theme/ worldview Christianity/Judaism Special people Personal view					
	Lesson Content Show the children images/objects that are special to you. Ask what they think that means? How do we know something is special? How do we look treat something that is special? Ask the children to arrange/sort objects or images based on whether they consider them special. Discuss differences. Children to name/draw something that is special to them.	Lesson Content Recap special objects. Show the children images of different families including your own if happy to do so. Explain what is special about our family? Could include friends. Does everyone have the same family? Friends? How do we care for our families? How do we tell our family they are special? Children to think of their own special person and draw a picture of them. Discuss why this is their special person.	Lesson Content Children to be introduced to Christianity as a set of beliefs people called Christians believe in. Has anyone heard of Jesus before? What do they know? Discuss. Explain how in Christianity Jesus was born at Christmas time and is believed to be the son of God which makes him a very important person to Christians. Show images to help the children understand. Learn about one of these stories - Jesus walks on water	Lesson Content Children to be introduced to Judaism as a set of beliefs people called Jews believe in. Has anyone heard of Moses before? What do they know? Discuss. Explain how Moses is seen to be a special person to Jewish people just like Jesus is to Christians. Children to show understanding of who Moses is to Jewish people and why he might be considered special. Religious Studies KS1: The Jewish Story of Moses - BBC Teach	Lesson Content To recap what the children have learned about special people to them and in religion. Think about all the people they know in school – friends and teachers. Children to name someone who is special to them in school and why. Circle time activity.	Lesson Content Recap all of the special people the children have learned about Family Jesus Moses School Children to create an image of all of the special people they have learned about so far. Could be split into religious people and people who are special to them.

			- Jesus calms the storm - Jesus heals people. Children to show understanding of who Jesus is to Christians and why he might be considered special.	Pause the video regularly to ensure children are following the story.		
	Key vocabulary Special, belonging, care, look after, precious.	Key vocabulary Family, friends, special, person.	Key vocabulary Jesus, Christianity, God, special.	Key vocabulary Judaism, Moses, special.	Key vocabulary Special, school, friends, teachers.	Key vocabulary Special, people, family, Moses, Jesus, friends, teachers.
	Key knowledge Children can name an object/belonging that is special to them.	Key knowledge Children can name a special person in their life.	Key knowledge Children know Jesus is special to Christians.	Key knowledge Children can name Moses as a special person for Jewish people.	Key knowledge Children can name someone who is not a relative who is special to them.	Key knowledge I can name people who are special to me and others.

EYFS - Autumn 2

RE Religion: N/A Unit: Special Times	LO: I can understand 'Diwali' is a special celebration for Hindu people I can describe the special story linked to Divali	LO: I can give examples of how Hindu people celebrate Divali	LO: I can understand 'Hannukah' is a special celebration for Jewish people To know the special story linked to Hannukah	LO: I can explain how Jewish people celebrate Hannukah	LO: I can understand 'Christmas' is a special celebration for Christian people I can retell the special story linked to Christmas	LO: I can give examples of how Christian people celebrate Christmas
	Religion/theme/ worldview Christianity/ Judaism/ Hinduism Special people Personal view Belonging, commitment, faith, community Places of worship					
	Lesson Content Read/ listen to the story of Rama and Sita https://youtu.be/uRpNNF4fB4g Use story picture cards to show the sequence of events Children to help retell the story using the picture cards Who are the main characters in the story?	Lesson Content Recap on the story of Rama and Sita. Talk through the story using the pictures Show the children the video about preparing for Divali https://youtu.be/tstRrJpMT5c Children to act out preparing the house for Divali- cleaning, putting up lights, getting dressed up.	Lesson Content Read/ listen to the story of Hannukah The Jewish Story of Hanukkah - BBC Teach Tell the children this is also a festival of	Lesson Content Children to be introduced to Judaism as a set of beliefs people called Jews believe in. Watch the video about preparing for Hannukah https://youtu.be/tstRrJpMT5c Explain how Moses is seen to be a special person to Jewish people just like Jesus is to Christians.	Lesson Content Children to be reminded that Christianity as a set of beliefs people called Christians believe in. Can the children remember who Jesus was? Explain how in Christianity Jesus was born at Christmas time and is believed to be the son of God which makes him a very	Lesson Content Watch the video about preparing for Christmas Christmas - CBeebies - BBC Make links between Christmas and the other 2

	What happened at the end?	Children to engage in a range of Diwali activities including Mendhi patterns on hands, making a Rangoli pattern, making Divali sweets, making a Diva light, trying on traditional Hindu clothes. Make links between the preparations for Divali and our own preparations for celebrations like Christmas What celebrations do we dress up for and decorate our homes for? Do we have any celebrations that involve lights?	light- just like Divali Children to look at Jewish objects/ artefacts from the story (RE Judaism resources box) Does this celebration remind you of any other celebrations ?	Make links between Hannukah and the preparations for our own preparations for celebrations like Christmas	important person to Christians. Explain the Christmas story is very important to Christians Read/ listen to the Nativity story https://youtu.be/FrTFAZPQxpE Make a story stick with the children adding objects to symbolize aspects of the story in order (wool- sheep, foil- star, glitter- angel, blue fabric- Mary etc) Who are the important characters? Why was the star important?	celebrations we have looked at. The light of the star is important in the story just like in the 2 other celebrations we have looked at. How do we celebrate Christmas? Make shared list- encourage children to write/ draw on large paper (gift. Tree, advent, cards etc) Children to engage in a range of Nativity/ Christmas themed activities in the environment
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						How are our Christmas celebrations like the Divali and Hannukah celebrations ?
	Key vocabulary Rama, Sita, Lakshmana, Ganesha, Gods,	Key vocabulary Lights, Mendhi, Diva lamps, festival, Rangoli, pattern, fireworks, Celebrate, Temple	Key vocabulary Maccabees, Menorah, warriors, lamp oil, Temple, Hanukkiah, candles,	Key vocabulary Gift, food, Menorah, lights, candles, Dreidel,	Key vocabulary Mary, Joseph, Baby Jesus, Shepherds, Angel, Wise men, star, Bethlehem, stable	Key vocabulary Star, gifts, tree, family, friends, decorate, celebrate, Church, carols,
	Key knowledge Children know the key characters and events from the Hindu story Rama and Sita	Key knowledge Children can name one-way Hindus prepare for Divali	Key knowledge Children know the key characters and events from the Jewish story	Key knowledge Children can name one-way Jews prepare for Hannukah	Key knowledge Children know the key characters and events from the Christian Nativity story	Key knowledge Children can name one-way Christians prepare for Christmas

EYFS – Spring 1

RE Unit: Special Places	LO: I can explain a place that is special to me.	LO: I can understand Church is a special place for Christians.	LO: I can understand some things that are found in a Church.	LO: I can understand a Mosque is a special place for Muslims.	LO: I can identify some things that are found in a Mosque.	LO: I can create a special place for a religion.
	Religion/theme/ worldview Christianity/Islam Special places Personal view					
	Lesson Content Children to explore the term 'special'. Look at examples of what is special to different people. Identify where/what is special to them Bring photos of special places to share	Lesson Content Children to look at special places for Christians. Identify churches – what they look like/include. What do Christian do there? Who would visit? When? Children could visit a local church	Lesson Content Children to visit a Church/virtual or physical. Identify the different areas of the Church. Why are they special? Children to look at key features of a church	Lesson Content Children to look at special places for Muslims. Identify the different parts of a Mosque. What do Muslims do there? Who would visit? When? Comparisons with the Christian church we looked at previously	Lesson Content Children to look at special places for Muslims. Identify the different areas of a Mosque. Look at key features	Lesson Content Children to create a special place based on the learning of the half term.
	Key vocabulary Special, important, individual, places,	Key vocabulary Church, Christian, special, alter, lectern, pulpit, crucifix.	Key vocabulary Church, Christian, special.	Key vocabulary Mosque, Muslim, Islam, special, dome, prayer mat, Minaret.	Key vocabulary Dome, prayer mat, minaret, mosque, Islam, Muslim.	Key vocabulary Mosque, Church, dome, alter, lectern, pulpit.
	Understanding the World Understand that some places are special to members of their community. Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.					

	Take children to places of worship and places of local importance to the community. Recognise that people have different beliefs and celebrate special times in different ways.				
	Key knowledge Children know what the term special means to them.	Key knowledge To know a Church is special to a Christian.	Key knowledge To name an item from a Church.	Key knowledge To know a Mosque is special to a Muslim.	Key knowledge To name an item from a Mosque. To know what makes a place special place.

EYFS - Spring 2

RE	Religion:	LO: I can explore a special time in my life.	LO: I can understand Easter is a special time for Christians.	LO: I can explain why Holi is a special time for Hindus.	LO: I can give examples of how Holi is celebrated.	LO: I can celebrate a special time together.	
	Unit:	Religion/theme/ worldview Christianity/Islam Special Times Personal view					
		Lesson Content Children to explore a special time in their life. Birthday, party, award, a time they consider special and how did they celebrate? Allow lots of time for discussion and a drawing of the children at their special time.	Lesson Content Children to learn about the Easter story. To know Jesus died and was brought back to life. To consider how they celebrate Easter.	Lesson Content Children to learn about the Hindu faith and that Holi is a special time for Hindus. Look at symbols and beliefs of the Hindu faith. Holi is celebrated on the 18 th March 2023.	Lesson Content Children to learn about Holi and what happens in the celebration. Children to try some food traditionally made to celebrate Holi.	Lesson Content Children to plan/take part in a celebration – could be linked to Easter/Holi. How did they feel? What did they enjoy?	
		Key vocabulary Special, birthday, Christmas, party, christening, award, medal, certificate.	Key vocabulary Easter, Jesus, Christian, eggs, death, birth.	Key vocabulary Holi, Hindu, celebration.	Key vocabulary Holi, forgiving, friendship, food, colours.	Key vocabulary Celebration, special, make, together.	
		Key knowledge Children can name a special time in their life – birthday etc.	Key knowledge Children can talk about the Easter celebration.	Key knowledge Children can talk about the Hindu faith.	Key knowledge Children can name a way Holi is celebrated.	Key knowledge Children can talk about their celebration and how they felt.	

	Literacy				
	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.				
	Understanding the World				
	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.				
	Communication and Language.				
	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.				
	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.				
	Make comments about what they have heard and ask questions to clarify their understanding.				
	Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.				

EYFS – Summer 1

RE	Religion:	LO: I can identify something that is special to me.	LO: I can identify a special object to Christians.	LO: I can identify a special object to Muslims.	LO: I can identify a special object to Jewish people.	LO: I can understand why objects are considered special.	LO:
	Unit:	Religion/theme/ worldview Christianity/Islam/Judaism/Hinduism Special things Personal view					
		Lesson Content Children to show an understanding of the word special. Bring an item that is special to you and explain to the children why it is special. Ask children to think about their 'special' object and draw/label it.	Lesson Content Recap what the children know of Christianity. Show the children some symbols of Christianity and explain why they are considered special. Allow children time to explore the physical objects from Christianity.	Lesson Content Recap what the children know of Islam. Show the children some symbols of Islam and explain why they are considered special. Allow children time to explore the physical objects from Islam.	Lesson Content Recap what the children know of Judaism. Show the children some symbols of Judaism and explain why they are considered special. Allow children time to explore the physical objects from Judaism.	Lesson Content Recap the previous learning of special objects with the children. Why are these objects special? Why is your special object 'special' to you? Collate ideas from the children about special items and why they are important. Think about memories/representation/ Who gave them to us. W How do we look after special objects? Look at how some of the special religious objects are looked after.	
		Key vocabulary Special, me.	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary

		Special, Christians, cross, Bible, candles.	Special, Islam, Qur'an, star and crescent.	Special, Judaism, Torah, star of David.	Special, important, Christian, Islam, Judaism, symbols, safe, looked after.	
	Key knowledge I know what is meant by special.	Key knowledge I know what is special to a Christian.	Key knowledge I know what is special to a Muslim.	Key knowledge I know what is special to a Jewish person.	Key knowledge I know what makes an object special.	Key knowledge
Communication and Language Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.						
Understanding the World. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.						

EYFS – Summer 2

RE	Religion:	LO: I can identify a book which is special to me.	LO: I can understand that the Bible is special to Christians.	LO: I can understand that the Qur'an is special to Muslims.	LO: I can show understanding of stories from different cultures.	LO: I can understand that the Holy scriptures are special to Hindus.	LO: I can understand why books are special to humans.
	Unit:	Religion/theme/ worldview Christianity/Islam/Judaism/Hinduism Special books Personal view.					
		Lesson Content Ask the children to define the term special (recap prior learning about special). Share with the children one of your favourite childhood books. Explain to the children why it is your favourite. Allow the children to visit the library/use class books to find their favourite book. (If they have one school do not have, allow them chance to explain the story). Share some of the children's favourite books and their reasons why they are their favourite.	Lesson Content Recap previous lesson – term 'special' and the books. Remind children of their learning about Christian people including their special place, times and things. Show the children the Bible and explain that the Bible is a special book for Christians because it is full of stories that teach people about God and how to be a 'good' person. Share the story The good Samaritan with the children. Children to act out the story.	Lesson Content Recap previous lesson – term 'special' and the books. Remind children of their learning about Islam people including their special place, times and things. Show the children the Qur'an and explain that the Qur'an is a special book for Muslims because it is believed to be the word of Allah including how to best follow the Islamic faith. Share the story 'The thirsty dog' with the children. What is the moral of the story?	Lesson Content EYFS: Listen and Play - The Rabbits and the Crocodile - BBC Teach Listen to the beginning of the video. The children to suggest ideas for where the story may be from. Listen to the different sounds and animals. Show the children images of rivers/jungles/safaris in Africa. Children to act out the song with actions with puppets or picture cards.	Lesson Content Children to see the Hindu scriptures and know that these are special to Hindu people. Recap previous 'secial books'. Look at the story of Rama and Sita. Children to listen/watch the story and retell parts of it focusing on the main characters. Hot seating/freeze frames/acting out. Focus of the story on goodness and evil.	Lesson Content Importance of stories. To look at a range of books the children have learned about including some of their own favourite stories. Children to consider why do we have books? Discuss ideas. Think about all the stories the children have heard – school, home, friends, family. Stories are an important way of people communicating and sharing knowledge. Children to consider which is their favourite story they have learned

		Focus on helping people. Even people who are not our friends.	How should animals be treated? When have you been kind to an animal? Highlight to the children that the Qur'an teaches Muslims to be kind to animals.			about and who would they like to share it with? Provide opportunity for the children to share stories with each other using props/puppets.
	Key vocabulary Book, special, feeling, happy, safe, funny.	Key vocabulary Friend, enemy, samaritan, Christian, Bible.	Key vocabulary Muslim, Islam, Qur'an, kindness, animal, selfless.	Key vocabulary Africa, animals, clever, meaning.	Key vocabulary Hindu, Rama, Sita, goodness, evil, dark, light.	Key vocabulary Special, stories, moral, knowledge, communicating.
	Key knowledge: I can name a book that is special to me.	Key knowledge: I can name the book special to Christians.	Key knowledge: I can name the book special in Islam.	Key knowledge: I know of a story from a different culture.	Key knowledge: I can name the book special to Hindus.	Key knowledge: I know why stories are important.
	Communication and Language Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary. Literacy Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.					

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Understanding the World

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Cycle A

(Class 1, Class 2 and Class 3)

Class 1 – Unit 1.1 – Autumn 1

RE Religion: Christianity and Judaism. Remember when - Draw on children's own experience of belonging; is it important to feel that you belong? Identify different groups the children belong to: family, class, teams, clubs Talk about what they wear for different activities, such as uniforms and badges.	LO: I can understand what it means to belong.	LO: I can understand how Christians show their faith.	LO: I can understand how Jews show belonging to their faith.	LO: I can understand the differences and similarities between how Christians and Jews show belonging to their faith.	LO: I can give examples of some promises a faith member might make.	LO: I can express an opinion about whether it is right to break a promise.
	Religion/theme/concept/worldview Christianity/Judaism Belonging belonging, commitment, faith, community, ritual, worldview Personal view					
	Lesson Content: If possible, bring in items that show belonging such as Uniform Medals/trophies Certificates Clothing Badges passport Discuss and explore images/objects which show belonging – can the children identify which group/country/place? Children can give reasons to how it represents belonging.	Lesson Content Discuss and explore images of different people – Christian/not Christians. How do we know who is a Christian? (We don't they can look like anyone!) Explore the children's prior knowledge of Christain – do they know any special places/symbols/festivals relating to a Christian person? Show the children the special place- Church. Symbols – cross Book – Bible People – God/Jesus Festivals – Christmas/Easter. Of Christians – allow children time to ask questions or give examples of their experiences.	Lesson Content Discuss and explore images of different people – Jewish/not Jewish. How do we know who is Jewish? (We don't they can look like anyone!) Explore the children's prior knowledge of Judaism – do they know any special places/symbols/festivals relating to a Jewish person? Briefly show/discuss with the children the special place- synagogue Symbols – kippah/star of David Book – Torah People – God/Moses Festivals – Yom Kippur/Rosh Hashanah.	Lesson Content Recap first lesson on belonging. Discuss/show images of what it means to belong. Show the children the symbols for Christianity and Judaism they have learned (physical if possible). Children to discuss and sort the ways in which people show faith (Christianity and Judaism). Children can talk about each faith and their symbols of belonging. <u>Suggested evidence</u> Picture of children sorting symbols of Christianity and Judaism.	Lesson Content: Tell/show the children some promises – link to book if you want to – Tadpole's Promise/Sully the Seagull. Discuss what is meant by a promise and have they ever made any? Explore some of the promises we have made. Who did we make them to? Why did we make them? Read/discuss the promises made by Christians and Jewish people to their God. <u>Suggested evidence</u>	Lesson Content Recap a promise – can they remember any? Children to show understanding of what a promise is. Discuss/act out scenarios where it is difficult/not safe to keep a promise. - A friend is hurt. - Online safety - Make a mistake Children to vote/debate their opinions on breaking a promise.

	Children can relate to their own experience and name something they belong to – children given the opportunity to bring in an item which shows their belonging. <u>Suggested evidence</u> A collage of images showing the items that show belonging with children ideas and quotes. Or Drawn image of something the children belong to with their writing/oral idea underneath. Talk about ideas.	Show images/video of cross/baptism as ways of belonging. <u>Suggested evidence</u> Children to draw and label a Christian symbol that shows belonging. Find out about.	Of Judaism – allow children time to ask questions or give examples of their experiences. Show images/video of kippah/naming ceremony/scarf as ways of belonging. <u>Suggested evidence</u> Children to draw and label a Jewish symbol which shows belonging. Find out about.	Quotes from the children on belonging and religious symbols. Talk about ideas.	Children's drawings with words/phrase of the promises made by either them or Christians/Jewish faith. Find out about.	<u>Suggested evidence</u> Pictures of the children acting out the scenarios and quotes explaining their opinions on always keeping a promise. Talk about ideas.
	Key vocabulary: religion, life values, rules, belonging, groups, school.	Key vocabulary: religion, Christian, rules, cross, church.	Key vocabulary: religion, promises, naming ceremony, kippah, scarf, synagogue,	Key vocabulary: Christian, Judaism, cross, kippah, scarf, church, synagogue, prayer, baptism.	Key vocabulary: Christian, Judaism, rules, naming ceremonies, promises.	Key vocabulary: Breaking promises, safety, rules, promises.
	Key knowledge: Children will know an example of how people show belonging.	Key knowledge: Children will know at least one way people show they are Christian.	Key knowledge: Children will know at least one way people show they are Jewish.	Key knowledge: Children will know how Jewish and Christian people show belonging to their faith.	Key knowledge: Children will know that Jews and Christians make promises to God.	Key knowledge: Children will understand what making a promise means.

Key knowledge end of unit assessment:

Children will know how Christians and Jews show belonging to their faith.

Looking - Give an example of how we show belonging to school.

Looking - Name an example of how a Christian and/or Jew may show belonging?

Thinking - Is it ever right to break a promise? Give an example.

Social sciences

Why are symbols and artefacts important to some people?

What are the religious rituals and ceremonies connected with important times in life?

Philosophy

How does a person of faith live their life?

Learning outcomes by the end of KS1 pupils should be able to -

Reflect on what is special to themselves and others

Identify connections to religion and belief in the community

Identify precious things for people of faith

Say why religious people celebrate an important life event

Think about what matters most in a religious ceremony, including symbols and artefacts

Say why people of faith make promises

Explain how a person shows religion in their life

talk about the lives of children from two different faith communities

Class 1 – Unit 1.1 – Autumn 2

RE Religion: Christianity Christmas Remember when: This unit links to Christmas which is covered throughout school. Y1 focus on Christmas celebrations and stories. Links to FS Christmas stories.	LO: I can understand what we celebrate	LO: I can understand the Christmas story	LO: I can know how Christian families prepare for Christmas	LO: I can understand what the good news of Christmas is for everyone	LO: I can understand why Christmas is an important celebration for Christians	LO: I can talk about why Christmas is as important to me as it is Christians
	Religion/theme/concept/worldview Christianity/ Judaism Incarnation/ Gospel Christmas Personal view/ Humanism					
	Lesson Content Discover all the different types of celebrations we take part in and how they are celebrated. Look at calendars and the ways in which we celebrate – cards/decorations etc. What are our favorite celebrations? What do we do to prepare? Think about decorating, clothes, food etc.	Lesson Content Children will hear and perform/know the Christmas story. Act out main events. Talk about ideas Use picture cards as prompts to order the story Who are the important characters? Why is the star so important?	Lesson Content Prepare the classroom for a Christmas celebration. Look at how we prepare at home for a celebration of Christmas. Compare how Christians prepare for Christmas. Make a shared list in groups (writing or drawing) of way Christians prepare for Christmas)	Lesson Content Look at what salvation is. Discuss the story of Jesus and the good news. Talk about the idea of 'Good News'	Lesson Content Look at the reason behind Christmas for Christians – the birth of Jesus. Explore Jesus and his importance to Christians. Talk about the star and the birth of the baby king. Why was the birth of this baby so special?	Lesson Content Explore what Christmas is like for each child, their family/routine/preparation. Children have the opportunity to share their Christmas routines and rituals. Reflect and respond

	Draw themselves enjoying a special celebration					
	Key vocabulary: Easter, birthday, Christmas, New Year, celebration assembly, Christening, Graduation	Key vocabulary: Jesus, Christmas, Bethlehem, Mary, Joseph, Shepherds, Star, Kings, Stable, King Herod, Angel	Key vocabulary Christmas tree, decorations, presents, cards, turkey, dinner, church, charity	Key vocabulary: Gospel, salvation, forgiveness, Jesus, sin, forgiveness, news, share	Key vocabulary Advent, nativity, festival, celebration, baby king,	Key vocabulary: Family, Christmas, time, cards, gifts, dinner, decorations, church, friends
	Key knowledge: Children will know the celebrations they take part in.	Key knowledge: Children will know the main events of the Christmas story.	Key knowledge: Children will know a way Christians prepare for Christmas.	Key knowledge: Children will recognise what the good news is.	Key knowledge: Children can explain why Christmas is an important celebration for Christians.	Key knowledge: Children can talk about why Christmas is important to them.
	Key knowledge end of unit assessment: Children will know and be able to retell the Christmas story and know how Christians prepare for Christmas and why it is important to them. Looking – Who is born during the Christmas story? Looking – Use images of the Christmas story. Order the events of the Christmas story. Thinking – Christmas is important to Christians. Is it important for you? Give a reason why or why not.					
	<u>Social sciences</u> Which festivals are important to faith members? <u>Theology</u>					

What stories are told at different religious festivals?

Learning outcomes by the end of KS1 pupils should be able to -

Name some religious festivals and say how faith members celebrate them

Describe and explain some traditions linked to religious festivals

Suggest reasons why festivals are important

Talk about how stories are celebrated at different religious festivals

Class 1 – Unit 1.2 – Spring 1

RE Religion: Christianity and Judaism. Unit: Worship Remember when: Links to special places in EYFS. Children's experiences of the local area and Church.	LO: I can understand what makes a place special.	LO: I can identify what the word worship means and how it can be practised.	LO: I can identify some places of worship in my local area.	LO: I can give examples of what happens in a Church.	LO: I can give examples of what happens in a synagogue.	LO: I can understand why people worship.
	Could combine if needed					
	Religion/theme/concept/worldview Christianity/Judaism Worship/Gospel/sacred Worship Personal view/Humanism.					

Possible Enrichment: Visits to places of worship, virtual tour of a place of worship, visit from a church leader to speak with the children	Lesson Content	Lesson Content	Lesson Content	Lesson Content	Lesson Content	Lesson Content
	Lesson Content	Lesson Content	Lesson Content	Lesson Content	Lesson Content	Lesson Content
	Drawing on children's prior knowledge, discuss: What makes a place special? Have you got a special place? Where is it? Why is it special? Expand further by listing places that are special to certain groups, such as a football or rugby stadium After discussing what makes a place special, children draw a picture of a place that is special to them. It could be a garden, a park, Grandma's house, his/her bedroom. Why is the place they've chosen special to them? Do they feel safe? Is it fun? Is it a calm place to think and reflect? Children write a	What does the word 'worship' mean? Children discuss and make notes. To worship means to act in a way that shows great respect and/or love for someone. People often worship God. Where can people worship? Tell the children that for many people of faith, a 'place of worship' is a special place. It is a place or building where they worship. How do people worship? • meeting and talking with others • reading and learning about their religion • spending quiet time alone, thinking • celebrating special events in someone's life, such as a wedding • celebrating religious festivals • singing/music	Use Google Maps to locate places of worship in the community/local area. Consider the idea that a place of worship is special to a group of believers. Do we have any of these places of worship near to us? Have the children been to a place of worship? Look at Google Maps and locate places of worship in the local area. List the places of worship found in the local area. Plot local places of worship on a map of the local area. Evidence for BB Photos of the children visiting one of the local places of worship Map of the local area with the places of	What is Church? Who goes there? Why? How do people worship in a church? Do people worship at home? Watch a video about the Christian place of worship: a church. Make notes about what happens in a church. What special features does a church have? Discuss the features listed below. Activity: Draw a Christian place of worship and draw/write what happens there. Evidence for BB Examples of children's drawings of a Christian place of worship and some written examples of what happens there	Which religion worships in a synagogue? What happens in a synagogue? Who goes there? Why? How do people worship in a synagogue? Watch videos of a synagogue. Draw a place of worship from another faith and say what happens there. Evidence for BB Examples of children's drawings of a synagogue and some written examples of what happens there	How does it feel to worship? What is it like in a place of worship? Children to answer why do people worship? Pupils answer the question in their books. Evidence for BB Examples of children's ideas as to why people might choose to worship

	...sentence saying: 'This place is special to me because...' Evidence for BB "Our classes special places are..."	• praying Evidence for BB Photos of the children's notes from their discussions	worship highlighted and labelled			

	Key vocabulary Special, place, important.	Key vocabulary Worship, respect, love, special.	Key vocabulary Church, mosque, synagogue, gurdwara, Buddhist temple.	Key vocabulary Christian, bible, church, religion, cross, minister, vicar, prayer, hymn, candle.	Key vocabulary Jew/Jewish, synagogue, rabbi, torah, shabbat.	Key vocabulary Worship, respect, love, important, help, faith.
	Key knowledge Children understand the term special.	Key knowledge Children understand what is meant by worship.	Key knowledge Children can name a place of worship in their local area.	Key knowledge Children can name an object or event that happens in a Church.	Key knowledge Children can name an object or event that happens in a Synagogue.	Key knowledge Children understand why someone may choose to worship.
	Key knowledge end of unit assessment: Children will know what the word worship means, explain how people might worship and can name some places of worship in the local area. Looking – Circle the Church in our local area (photos of options). Looking – Which religion worships in a synagogue? Thinking – Why might people choose to worship?					
	Social sciences How and why do people of faith worship? Describe different ways people may worship Recognise aspects of worship common to more than one faith Reflect on the importance of worship in the life of a believer Philosophy How is a place of worship used? Name the parts of two places of worship for different faiths Describe how the building and its artefacts are used in different ways Theology What makes a holy book special? Recognise and name the holy books of different faiths					

	Retell a story from two different faiths and say what they mean for the believer
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Class 1 - Unit 1.2 – Spring 2

RE Religion: Christianity and Judaism Unit: Easter	LO: I can identify what signs and symbols tell us that Easter is coming.	LO: I can understand why Holy Week is important to Christians.	LO: I can understand why the festival of Easter is an important celebration for Christians.	LO: I can give examples of what traditions are associated with the Easter story.	LO: I can talk about if Easter is as important to me as it is to Christians.	LO:
	Religion/theme/concept/worldview Christianity Easter Salvation/gospel Personal view					
	Lesson Content Display the symbols of Easter. Find out what the children know about Easter. Ask questions, such as - What happens at Easter? (i.e., sending cards, buying presents, Easter eggs, hot cross buns, holiday, Easter bunny) How do we know Easter is coming? Are there any clues? How do we feel? How do we prepare for Easter? Watch the video - Easter children to write a list/draw as many things that link to Easter, using the video as a stimulus.	Lesson Content Share the Easter story with the children. The Christian Story of Easter To discuss some of the events of Holy Week. Explain how Jesus may have felt and why Christians believe this is an important week – Jesus was welcomed as the son of God. Create freezeframes of key parts of Holy week considering how Jesus was feeling at each part. Explore the activity 'Easter feelings' - click here	Lesson Content Recap main events from Easter story with the children. Look in detail at the events from Good Friday to Easter Sunday. Discuss Easter as an important celebration for Christians as Jesus rose from the dead. Answer the key question – Easter is important to Christians because...	Lesson Content Recap briefly the Easter story. Discuss Easter celebrations with the children – how do they celebrate Easter? Explore how Easter is celebrated by different people. Easter traditions Shrove Tuesday (make pancakes) Ash Wednesday (ash crosses) Lent (giving things up) Mothering Sunday (cards and gifts for Mum) Palm Sunday (palm crosses to make; feel the palm leaves) Good Friday (make hot cross buns; vinegar to smell for the crucifixion)	Lesson Content Recap the children's learning of Easter. Consider how they celebrate Easter and what they enjoy about the celebration and/or time of year. Think about the traditions discussed and ask children to think about the traditions they take part in and what they enjoy. Explore/recap why Easter is important to Christians – why is it important to them? Is it for the same reasons? Think about the teachings of the Easter story – friendship/kindness/forgiveness.	Lesson Content

	Children to create a class 'art' work based on the symbols of Easter.	Introduce and re-enact traditions linked to Easter: Palm Sunday – waving palms Good Friday – sad faces Easter Sunday – happy, dancing as Jesus is risen.		Easter Day (taste chocolate eggs) Choose an appropriate tradition and take part in an Easter celebration as a class.		
	Key vocabulary festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day	Key vocabulary festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day	Key vocabulary festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day	Key vocabulary festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day	Key vocabulary festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day	Key vocabulary
	Key knowledge: Easter symbols are palm cross, colour purple, hot cross buns and Easter eggs.	Key knowledge: Holy week is important to Christians because Jesus was welcomed as a King/son of God.	Key knowledge: Easter is important for Christians because it celebrates when Jesus rose from the dead.	Key knowledge: Traditions at Easter time include Palm Sunday parade.	Key knowledge: Children to reflect on the celebration of Easter.	Key knowledge
	Social Sciences Which festivals are important to faith members? Name some religious festivals and say how faith members celebrate them describe and explain some traditions linked to religious festivals Theology What stories are told at different religious festivals? Suggest reasons why festivals are important talk about how stories are celebrated at different religious festivals					

Class 1 - Unit 1.3 – Summer 1

RE Religion: Christianity and Judaism Unit: Wonderful World	LO: I can understand how our world is precious.	LO: I can understand why there are different creation stories.	LO: I can identify what people with a non-religious world view believe about how the world began.	LO: I can compare the Christian creation story and a non-religious worldview.	LO: I can understand how and why we care for the world.	LO:
	Religion/theme/concept/worldview Christianity/Judaism What a wonderful world Creation/God/sacred. Humanism					
	Lesson Content Listen to Louis Armstrong's 'What a wonderful world.' Discuss: How is the Earth precious? What is wonderful about it? Where did it come from? How do people treat precious things differently? Explore a natural area, park, nature reserve or school field. Let children find things they think are wonderful; take photos and encourage children to give reasons for their choices.	Lesson Content Have ready a selection of holy books, such as The Bible, The Qur'an, The Torah, The Vedas Explain that a 'sacred' is a religious kind of 'special.' Tell them that holy books often have great stories in them – they are not just story books, but lots more as well. Ask children if they know any sacred stories? Explain that even if children aren't aware but they probably have heard or recognise some stories from holy books. Share some simple sacred stories that the children may recognise.	Lesson Content What do people with a non-religious worldview believe about how the world began? Introduce the Big Bang. Watch video clip Discuss the events of the big bang and how this differs to other religious views. Children could create a comic strip to retell the events Or Children could design own planet that could be part of our solar system. Origin Of The Universe Educational Video for Kids - YouTube	Lesson Content Watch a video clip about God and creation. What do you think Christians learn from this story? Tell the creation story using Godly Play. Give children opportunities to sequence the creation story and then retell the creation story. Compare the Big Bang and the creation story with the children.	Lesson Content Introduce the concept of 'Stewardship' – that we were created with the specific role of looking after the world in which we live. Have we been looking after the world? Is there evidence that there are organisations – some maybe religious that are trying to look after the world? Share ideas together (harvest, fair trade projects, Christian Aid, Comic Relief, Oxfam, Greenpeace, WWF etc) Mention how all religions support aid work – e.g., Hindus	Lesson Content

	In classroom provide children images of images from around the world e.g., natural wonders of the world to add to discussion on what makes the world special. Give time for children to respond in a creative way to what they think is wonderful about the world; encourage them to ask questions and record these for discussion.	Children to possible complete sorting activity to match holy book to religion and some holy stories. Christian Good Samaritan story Parable of the Good Samaritan (animation) - KS1 Religious Education - BBC Bitesize Islam The Prophet and the Ants and the crying camel. Religious Studies KS1: The Islamic Story of The Prophet and the Ants and 'The Crying Camel' - BBC Teach Jewish Religious Studies KS1: The Jewish Story of Moses - BBC Teach			support Red Cross, Muslim's support Islamic Relief, Buddhists' support Karuna Trust etc. Discuss what we can learn from these religions- how to make the world better, to look after the world. What can we do? Create their own 'Caring for the environment' poster educating others and highlighting our responsibilities in the world.	
	Key vocabulary environment, climate, world, universe, precious, care	Key vocabulary environment, climate, world, universe, precious, care	Key vocabulary environment, climate, world, universe, precious, care	Key vocabulary environment, climate, world, universe, precious, care	Key vocabulary environment, climate, world, universe, precious, care	Key vocabulary
	Key knowledge: Precious means something is greatly loved.	Key knowledge: In Islam Allah create the world.	Key knowledge: Humanists believe the world is a natural place and science gives us the best way to understand	Key knowledge: Religion teach that a God created the world. Humanists look to science for answers.	Key knowledge: We care for the world because it is not ours and must be shared.	Key knowledge



it. They do not believe in
a God.

Philosophy

Why are creation stories important to faith members?

Recall some creation stories from different traditions identify similarities and differences between creation stories talk about the meaning of two different creation stories.

How do different faiths say the world should be cared for?

Say why the world is a special place for faith members talk about ways that everyone can play their part in caring for the world.

Class 1 - Unit 1.3 – Summer 2

RE Religion: Judaism Unit: Rosh Hashanah and Yom Kippur	LO: I can understand what repentance means and how we can ask for this.	LO: I can understand what Yom Kippur is.	LO: I can understand what Rosh Hashanah is.	LO: I can understand how non-religious children could ask for repentance.	LO: I can understand the importance of Rosh Hashanah and Yom Kippur to Jewish children.	LO: I can discuss the importance of reflection and name something I would ask forgiveness for.
	Religion/theme/concept/worldview Judaism Jewish festivals Beginnings, forgiveness Judaism					
	Lesson Content Watch Saying sorry: Jonah and the Whale - BBC Teach <i>In the story Jonah found it hard to say "sorry" to God at the start. Sometimes saying sorry can be really hard to do. Why do you think that is? (Steer the children towards an understanding that saying sorry is an acknowledgement of having done something wrong - of being less than perfect - and it's not unusual to feel that</i>	Lesson Content Introduce Judaism to the children by recapping the Jewish special place/book/symbol. Introduce Yom Kippur - Jews mark the day of Yom Kippur by fasting for 25 hours. They also wear white and they don't wear make-up, perfume, or leather shoes. The most important part of Yom Kippur is the time spent in the synagogue . Even Jews who do not go to the synagogue very much will go on Yom Kippur. The day is spent in continuous prayer.	Lesson Content Recap the Yom Kippur. Rosh Hashanah is celebrated 10 days earlier. Introduce the festival and how it is celebrated to the children. It is the beginning of the Jewish new year. Watch the video - 'How my family marks Rosh Hashanah and Yom Kippur' - BBC Newsround . Children to try apple and honey as Jewish people	Lesson Content Recap the first lesson where children looked at how we can ask for forgiveness. Explain that not all people are religious – people who are religious often ask God for forgiveness. How do people who are not religious? Who do they ask? What can they do? People who are not religious do not believe in God. They believe we are here now and we must do the best we can to be kind and help others. Discuss children's ideas on how to ask for forgiveness – create a forgiving fingers task showing the children's ideas.	Lesson Content Recap learning on Yom Kippur and Rosh Hashanah. 'How my family marks Rosh Hashanah and Yom Kippur' - BBC Newsround . Why are these special times for the boy in the video? Highlight the importance of forgiveness and thinking about what you can do better in the next year.	Lesson Content Children to talk part in a mindfulness/reflection activity. Model talking about something you have done this year and something you would ask for forgiveness for. Think about forgiveness and what they would ask for forgiveness for? Children to discuss/draw their ideas.

	way because our pride can get in the way). Why is it important that we say sorry when we've done something wrong? (Steer the children towards an understanding that saying sorry is a first step towards receiving forgiveness and making things better again). What can happen if we do something wrong - for example, if we do something to hurt another person - and we don't say sorry? When we say sorry to someone that we've hurt what should the other person do in return? Should they simply forgive us? Mindmap the children's ideas on forgiveness.	Yom Kippur is a holy day in Judaism to reflect on the past year and any sins committed in that time. It is a time to ask for forgiveness before the start of the new year. Children to talk part in a reflection activity and think about their past year.	would during Rosh Hashanah. Children to consider their next year what would they like to do better?			
	Key vocabulary Repentance, Jewish people, forgiveness.	Key vocabulary Yom Kippur, Jewish faith, forgiveness, repentance, ask.	Key vocabulary Rosh Hashanah, New Year, reflect, mistakes.	Key vocabulary Apologise, non-religious, ask, forgiveness.	Key vocabulary Yom Kippur, Rosh Hashanah, forgiveness, important.	Key vocabulary Reflection, independent, actions, thoughts, forgiveness.

	Key knowledge: Repentance means to ask for forgiveness.	Key knowledge: Yom Kippur is the holiest day of the year in Judaism and it is when Jews ask for repentance.	Key knowledge: Rosh Hashanah is the Jewish New Year and they reflect on any mistakes they have made.	Key knowledge: Non-religious children know wrong from right and will say sorry.	Key knowledge: Rosh Hashanah and Yom Kippur give adults and children the opportunity to ask for forgiveness (repent) for their sins and start fresh.	Key knowledge: To have taken part in reflection.
	Theology What stories are told at different religious festivals? What stories are told at different religious festivals? Social Sciences What are the religious rituals and ceremonies? Which festivals are important to faith members? Name some religious festivals and say how faith members celebrate them. Which festivals are important to faith members? Name some religious festivals and say how faith members celebrate them.					

Class 2 - Unit 3.1 – Autumn 1

RE Religion – Christianity and Hinduism. Remember when - Recap learning from Year 1 where pupils found out about creation stories from different religions and traditions, attempting to explain how the world began.	LO: I can understand why we celebrate religious and cultural events.	LO: I can understand why we remember Harvest.	LO: I can understand why Hindus remember Vaisakhi.	LO: I can understand the similarities and differences between religious festivals and bonfire night.	LO: I can understand why it is important to remember.	LO: I can express my ideas on whether all festivals are happy and joyous.
	Religion/theme/concept/worldview Christianity/Hinduism Remembering belonging, ritual, peace, universal Humanism.					
	Lesson Content Discuss and explore different religious and cultural events. Christmas/Harvest/Diwali/ Dragon boat festival – China. Cannes Film festival – France. Carnival – Rio. Choose 2 or 3 events to look at – who? Where? Why? When? Show images and videos of events where possible. Which would the children be interested in attending – why?	Lesson Content Discuss children’s experience of Harvest (assembly/food collection). Assembly with Rev Aian. Show images/watch videos of a Harvest festival. Children to look at the reasons behind Harvest festival and where the food collected goes. When did it begin? Who does it help? How many people does it help? If possible Rev Aian to come and speak to children about Harvest festival. Harvest - BBC Teach	Lesson Content Explain and learn about Vaisakhi. The founding of the Sikh community, the Khalsa, in 1699 and takes place on 13 or 14 April every year. Religious Studies KS2: Vaisakhi - BBC Teach Compare to Harvest and how it is different/the same and just as important it is celebrated. Suggested evidence Class venn diagram exploring similarities and differences.	Lesson Content Learn about Bonfire Night and how it is different/the same from a religious festival. Children can name information about a celebration that is not religious. Compare celebration with a religious festival known to the children. (who/when/where/why/what) Suggested evidence Annotate a picture of bonfire night and Harvest festival explaining what is	Lesson Content Is it important to keep remembering events from the past? Ask the children what they can remember? What are their favourite memories? Can be school or home? How does it feel to remember them? Children can give and listen to opinions. Show iconic people/places/events what would happen if we forgot about them?	Lesson Content Debate/discuss whether all festivals are happy. Think about bonfire night/Harvest and Vaisakhi are these always times to celebrate. Think about people who may receiving donations of food – how may they be feeling? Was Bonfire Night a happy occasion? Debate and discuss ideas as a class. Provide ideas for both.

	Children can name a reason for celebrating these events. <u>Suggested evidence</u> Children to choose an image of a religious/cultural event and write a sentence to explain why it is celebrated. Express ideas.	<u>Suggested evidence</u> Mindmap of thoughts/knowledge of Harvest. Who does it help? Why is it celebrated? Who celebrates it? Recognise, discover and respond.	Recognise, discover and respond.	happening and why? Who is celebrating? Split the class. Observe similarities and differences	Children to know why remembering the past is important. It is important to remember people events to learn from them and respect things from the past. <u>Suggested evidence</u> Children to create an image to show their favourite memory of an event (Christmas/sports day/birthday etc) Why is it important to remember? Express ideas.	<u>Suggested evidence</u> Children to write a sentence giving their opinion on whether all festivals are always joyous and happy. Children to form an opinion and be able to express it.
	Key vocabulary: festival, celebration, Bonfire night.	Key vocabulary Harvest, festival, celebration, Bonfire night.	Key vocabulary festival, celebration, parliament, bonfire night, Vaisakhi, Harvest.	Key vocabulary festival, celebration, bonfire night, Vaisakhi.	Key vocabulary festival, celebration, bonfire night, Vaisakhi, Harvest.	Key vocabulary festival, celebration, bonfire night, Vaisakhi, Harvest.
	Key knowledge Children know that people celebrate religious and cultural festivals to preserve their heritage or faith.	Key knowledge: Children know that Christians believe that it is important to thank God for the good things that he provides us.	Key knowledge Children know that Hindus celebrate Vaisakhi as a way of honouring the Goddess Jwalamukhi	Key knowledge: Children know that religious celebrations and remembrance are both celebrated to remember something important to us.	Key knowledge: Children know that we remember events or people that are important to us and to preserve their name or heritage.	Key knowledge: Children know festivals can happen for different reasons.

Key knowledge end of unit assessment:

Children will be able to compare Harvest and Vaisakhi and say why they are important.

Looking - What do Harvest and Vaisakhi celebrate?

Clue - Identify one similarity and one difference between Harvest and Vaisakhi

Thinking – Why do you think it is important to remember special people and events?

Social Sciences

What is the value of participating in a religious festival or ritual?

Theology

What is the significance of religious festivals and rituals?

Learning outcomes by the end of KS2 pupils should be able to -

Compare the experience of participating in a religious festival or
Celebration around the world

Reflect and share how religious celebrations and rituals have an impact on the community

Identify the stories celebrated at festivals

Explain the meaning behind the celebration of festivals and rituals of
Different faiths

Class 2 - Unit 3.1 – Autumn 2

RE Religion: Christianity Christmas Remember when: This unit links to the Christmas unit covered throughout school. Y3 have a focus on Mary the mother of Jesus. What are the special symbols of Christmas for Christians?	LO: I can understand some symbols of the Christmas story.	LO: I can understand what annunciation is and why it was important.	LO: I can understand the story of Epiphany	LO: I can understand why Mary is such an important part of the Christmas story.	LO: I can explain why it is important to celebrate Epiphany.	LO: I can explain why Mary is a good symbol from the Christmas story.
	Religion/theme/concept/worldview Christianity. Christmas Incarnation, God, gospel Personal View					
	Lesson Content	Lesson Content	Lesson Content	Lesson Content	Lesson Content	Lesson Content
	Children to learn about the Christmas story.	Children to explore what annunciation is and how it is relevant to the Christmas story.	Recap the Christmas story – highlighting the Wise men.	Recap the Christmas story and who Mary was in it.	Recap lesson 3 – especially the term Epiphany.	Recap lesson 4.
	Retell/story map/puppets/hot seat the story with the children.	How would different people have felt about the news?	Explore the word Epiphany – what it means? Have they ever heard it used before?	Answer – Why is Mary such an important part of the Christmas story?	Explore why Epiphany is important to Christians.	Consider the sacrifices Mary had to make and what might have been difficult.
	Asking questions	Investigate and dig deeper	Investigate and dig deeper	How would it feel to be the first person to discover exciting news?	Evaluate and review	Children to give opinions on different symbols/part of the Christmas story.
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	Jesus, nativity, wise men, North star, presents.	Annunciation, Angel Gabriel, Mary, baby, Jesus.	Epiphany, wise men, Jesus, son of God, Christmas story.	Mary, Christmas story, Mary, Mother, son of God.	Easter, Christmas, death, birth, Epiphany, Christian.	Christmas story, Mary, Jesus, son of God, symbol, wise men, star.
	Key knowledge:	Key knowledge:	Key knowledge:	Key knowledge:	Key knowledge:	Key knowledge:
	Children know that symbols are the star, present, Jesus, 3 wise men.	Children know that annunciation was when Angel Gabriel came to visit Mary to tell her the news.	Children know that epiphany is the journey the 3 wise men took to meet Jesus	Children know that Mary was the carrier of the son of God. She was also the	Children know that epiphany allows Christians to	Children know the sacrifices that Mary had to make.

			and the realisation that he was the son of God.	first person to hear and believe it.	celebrate important parts of Jesus' life.	
	Key knowledge end of unit assessment: Children will understanding about annunciation and Epiphany. They will recognise and explain why Mary was an important part of the Christmas story. Looking - What are the main symbols of the Christmas story? Clue – Why was Mary such an important part of the Christmas story? Thinking – How would you feel if you had to make a sacrifice for something good? Vocabulary – What does the word epiphany mean?					
	Theology How do people express their beliefs? Social Sciences What is the significance of religious festivals and rituals? <u>Learning outcomes by the end of KS2 pupils should be able to -</u> Identify symbols and artefacts which are important for at least two different faiths. Explain how artefacts and symbols express the beliefs of faith members. Recognise different forms of religious and spiritual expression Identify the stories celebrated at festivals from different faiths. Explain the meaning behind the celebration of festivals and rituals from different faiths					

Class 2 – Unit 3.2 – Spring 1

RE Religion: Christianity and Judaism Unit: Founders of Faith	LO: I can understand what makes a good leader.	LO: I can identify who the key religious figure for Christianity was and what he taught.	LO: I can identify who the founder for Christianity was and what he taught.	LO: I can talk about who the key religious founder for Judaism was and what he taught.	LO: I can talk about who the key religious teacher for Christianity was and what he taught.	LO:
Remember when: Recollection of some facts about key figures from different faiths e.g. Jesus	Religion/theme/concept/worldview Christianity and Judaism. Founders of Faith Incarnation, God, gospel Personal View					
Enrichment: Meet with a 'leader' to talk about what qualities are needed (Mrs Pitts/ School Governor etc)	Lesson Content Play Simon says. Ask question: What does it mean to be the leader of a group or team? Mind map the characteristics of a good leader. Link to groups we know or attend for example, Brownies, Scouts, football... Give children in pairs cards of qualities/characteristic s could include: sense of humour; responsible; empathetic; respectful,	Lesson Content Look at images- discuss who He is and what we already know about Him Explore how Jesus was the key figure for Christianity– who inspired lots of people. Important that they know that Jesus was born a Jew. Look at the first indication that he was teaching – The Boy Jesus at the Temple (12 years old). Look at how he taught the 12 disciples how to serve and care for others. Focus on some of the parables, e.g feeding	Lesson Content Look at images of St Paul. Explain who he is and why he is important. Look at his life and how he was. Use some key facts from here: https://www.bbc.co.uk/religion/religions/christianity/history/paul_1.shtml (child friendly link) https://www.bbc.co.uk/religion/religions/christianity/history/paul_1.shtml (teacher knowledge link) Focus on the story of St Paul (Saul – road to	Lesson Content Godly play – Abraham 'The Great Family' http://www.incarnation-gaffney.org/Godly%20Play/TheGreatFamily.pdf (script) Abraham was an example to people living at that time and his children (12 sons) followed his beliefs. Collage in books of Godly play session. Children to answer I wonder questions (questions on the link). Evidence for BB Photos/ colour copies of the children's collages	Lesson Content Discuss why we need rules. Explain that lots of religions have rules to follow, and Judaism and Christianity are no exception. The Bible tells a story of a man called Moses (they may have heard of him in Egypt with the plagues and the parting of the Red Sea). When Moses was leading his people to live in their new land, he walked up to the top of a mountain and came down with a new set of rules from God for them to all follow. These are	Lesson Content

	determined; confident; courageous; fair; good listener; common sense; thoughtful; loyal; honest; inspiring; kind; dependable. Children to rank in order of importance. Discuss. Children to write a job advert for a good leader. Evidence for BB Example of mind map, photos of the children in group discussions Photo of the children speaking with a leader (visiting the class)	of the 5000, the blind man, etc Explain that he was later baptised a Christian by John the Baptist when he was approximately 30 years old. Children to retell one of the parables. Evidence for BB Photos of the children engaging in group work	Damascus) who went on to found the religion – Christianity. https://ministry-to-children.com/story-of-paul-lesson/ (Simplify ideas from here – focus on how St Paul taught others to believe in God and how to behave from his letters e.g. love. - God's love. In all of his lessons there are recurring themes: sin, Christ's death and resurrection, and our need to believe in Christ by faith and follow him. Children write a letter of their own/poem highlighting their beliefs and values – e.g. kindness, honesty, etc. Evidence for BB Copies of some of the children's letters/poems		known as the Ten Commandments. Explain that the short video (link below) they are now going to watch imagines what it would have been like if Moses vlogged about his meeting with God and posted the video to his social media channel. https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-moses-10-ten-commandments-vlog-1/zjqbf82#:~:text=Summary%3A%20The%20story%20of%20Moses,torah%20%2D%20usually%20translated%20as%20law. Children rewrite the ten commandments using child friendly language. Change the order, rank them in order of importance according to them. Evidence for BB "Our classes ten commandments"	
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	Key vocabulary founder, leader, teaching, values, Jesus, St. Paul, Abraham, Moses.	Key vocabulary founder, leader, teaching, values, Jesus, St. Paul, Abraham, Moses.	Key vocabulary founder, leader, teaching, values, Jesus, St. Paul, Abraham, Moses.	Key vocabulary founder, leader, teaching, values, Jesus, St. Paul, Abraham, Moses.	Key vocabulary founder, leader, teaching, values, Jesus, St. Paul, Abraham, Moses.	Key vocabulary
	Key knowledge Children know that a leader listens to others, is fair and can make decisions.	Key knowledge Children know that Jesus was the key religious figure for Christianity. He taught others how to live a good life, particularly love thy God and love thy neighbour.	Key knowledge Children know that St Paul was the key faith founder for Christianity. He taught people about God and how to live a Christian life.	Key knowledge Children know that Abraham was the key faith founder for Judaism. He taught that there is only 1 God and he was the connection between God and the people.	Key knowledge Children know that Moses was the key teacher for Christianity. His main teaching was the 10 commandments.	Key knowledge
	Key knowledge end of unit assessment: Children will know who the key faith founders of Christianity and Judaism were; and understand what the Ten Commandments were and why they were needed. Looking – Who was the key faith founder of Christianity? Looking – Who was the key faith founder of Judaism? Clue – Why did God send the Ten Commandments for people to follow? Vocabulary- What does the word founder mean?					
	Theology How do the lives of faith founders influence believers? Identify key events in the lives of faith founders and their impact on those around them. Explain the relevance of different faith founders for their followers today. Theology What do key religious figures teach? Explain the significance of the key teachings of faith founders for faith members.					

	Describe the teachings of key religious figures, identifying some similarities and differences. Reflect on the teachings of key religious figures and how these teachings impact on society.
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Class 2 - Unit 3.2 – Spring 2

RE Religion: Christianity and Judaism Unit: Easter	LO: I can understand what betrayal means.	LO: I can understand who was at the Last Supper and why.	LO: I can say what happened in the Garden of Gethsemane.	LO: I can understand the feelings of Jesus' disciples.	LO: I can understand the good news of Easter.	LO:
	Religion/theme/concept/worldview Christianity Easter Salvation/gospel Personal view					
	Lesson Content Give examples of betrayal. Have the children ever experienced betrayal? How did it feel? What happened? Look at a definition of betrayal. Explore the Easter story with the children – how/who betrayed Jesus. How did he feel? Why did he do it? What happened? Create thought bubbles around the betrayal.	Lesson Content Tell the pupils the story of the Last Supper (from Matthew 26:17–25) or watch the video: The Last Supper The Last Supper (animation) Explore the concept of a disciple. Stop the story before Judas betrays Jesus. How has the mood changed? What do they think Judas is going to do? Why? Re-enact the events of the Last Supper. Set up your classroom without chairs; lead the pupils in to sit around a cloth on the floor. On the cloth have a series of foods that would have been shared at Passover (or pictures of them — see Resources for details).	Lesson Content Revisit the story of Easter. Explore the events of the Garden of Gethsemane – the arrest and crucifixion of Jesus. Recap lesson 1 and the meaning of betrayal. Look at how Jesus is feeling throughout the time in the Garden of Gethsemane. Create freeze-frames of the events.	Lesson Content Explore/recap the concept of a disciple. Recap the whole Easter story and pinpoint the disciples and how they may have been feeling at each point in the story. Christians believe Jesus accepted suffering because it was God's will. How do you think it felt to take the blame and punishment for something you haven't done? Create a short storyboard of the disciples - 2/3 parts and write how the disciples were feeling at each point.	Lesson Content Christians believe the good news of Easter is that Jesus is alive again and there is life after death. They believe that when you die on this Earth you live with God. Explore how Christians celebrate Easter and how they celebrate Easter in their homes.	Lesson Content

		Have some real unleavened bread (if possible) and red grape juice.				
	Key vocabulary Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion	Key vocabulary Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion	Key vocabulary Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion	Key vocabulary Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion	Key vocabulary Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion	Key vocabulary
	Key knowledge: Betrayal means to go against someone's trust.	Key knowledge: Judas, Peter, John and Jesus were at the Last Supper.	Key knowledge: Jesus took his disciples to the Garden to pray and was betrayed there.	Key knowledge: Jesus accepted God's will, even though it meant his suffering and death.	Key knowledge: Christians celebrate Easter to remember what Jesus did for us.	Key knowledge
	Social Sciences How do people express their beliefs? Identify symbols and artefacts which are important for at least two different faiths explain how artefacts and symbols express the beliefs of faith members recognise different forms of religious and spiritual expression. Theology What is the significance of religious festivals and rituals? Identify the stories celebrated at festivals from different faiths explain the meaning behind the celebration of festivals and rituals from different faiths.					

Class 2 - Unit 3.3 – Summer 1

RE Religion: Christianity/ Hinduism Unit: Sacred Places	LO: I can understand what sacred means.	LO: I can understand what makes a building sacred.	LO: I can understand how respect is shown in sacred places.	LO: I can understand the meaning of artefacts and symbols in sacred places.	LO: I can understand why people of faith have sacred places.	LO:
	Religion/theme/concept/worldview Christianity/Hinduism Sacred Places Sacred/holy Humanism					
	Lesson Content Drawing on prior knowledge, ask children to talk about previous visits to sacred places and ways of showing respect. Discuss the meaning of the word sacred with the children so they have a good understanding. Provide the children with cards/post its with things that could be considered sacred (you could leave some blank for their ideas) e.g. family, health, chocolate etc. Ask the children to order them. What are the similarities/differences? How would they feel if something they considered	Lesson Content Read an extract or show a clip from the early part of 'The Lion, the Witch and the Wardrobe' where the children discover a door through a wardrobe to Narnia. What could be behind the door? In the story it was magical. Some places, when we go in, feel like this. Discuss the excitement of discovering new places. Ask children to think of a special place which they enjoy. Brainstorm their feelings when thinking about it. Link to the language of emotions: excited, full of wonder, curious, inspired, anxious. Discuss places of special importance. If they could go to one place, where would	Lesson Content Recap the sacred places for our religions, Christianity, Hinduism. What happens in these places? Watch videos/ visit/ have a virtual tour. Research/ share information about how Christians show respect when they are in a church or another sacred place. Repeat for members of Hindu faith. For example, bowing, bringing offerings, singing, dancing, how they store the holy book...	Lesson Content Look at images/ artefacts from different sacred buildings. What do they have in common? What is different about them? Do you already know anything about these objects? Symbols and artefacts to consider may include: Symbols and artefacts in Churches- candles, Bible, altar, pews, biblical scenes, flowers, cross, font, stained glass windows, Symbols and artefacts in Mandirs- lotus flower, The Vedas, murti, prayer beads, incense, lamps, puja tray and contents Match the symbols and artefacts to different places of worship.	Lesson Content Recap. Share how the need for a special place is common to many people in many countries and is often the heart of their religion. Discuss what 'sacred' means and how special places for those with a faith are sacred places. Do some people worship without a special building. How do we know which places could be special or sacred? Do they look different from the outside? Share information about sacred places for Christians- church, and Hindus- mandir.	Lesson Content

	sacred were hurt or broken? Take photos or children to stick/write their order of sacred things in their books. it be and why? Where are the special places they have been to and what is special about them? Are they places to be alone or to share with others? Outdoors or inside? Share how the need for a special place is common to many people in many countries and is often the heart of their religion. Discuss what 'sacred' means and how special places for those with a faith are sacred places. What happens in a sacred place? What places are sacred in different religions? Is a focus to a sacred place important? Do some people worship without a special building? Create a mind map of sacred places. Or Complete the sentences: •A special place I'd love to visit is... because... •A place where I feel very good is... because...	Discuss the type of behaviour needed in a sacred place and how people might show their respect when they enter - clean clothes, cover heads, quiet etc. Brainstorm how you would feel if you went to your special place, and you found it spoilt or polluted or desecrated or if someone didn't behave in your special place. Compare sacred places for Christians and one other religion. Inside a Hindu temple video Inside a church video Tour inside a church video	If possible visit a place of worship to look at the symbols and artefacts. Or if possible talk to a faith member about symbols and artefacts they have in their sacred building or at home. How are they the same and different?	Sort information about sacred places for different religions, to show how their buildings are considered to be sacred. Write information about religious buildings on big paper. Pass around in groups to share and add more information. Around an image of the sacred buildings write key facts/ information about why it is considered to be sacred. Discuss why religions may build places of worship when they believe God is everywhere.	
	Key vocabulary sacred places, ceremony, symbols, artefacts, milestones of life – marriage, stewards rota, temple, church.	Key vocabulary sacred places, ceremony, symbols, artefacts, milestones of life – marriage, stewards rota, temple, church	Key vocabulary sacred places, ceremony, symbols, artefacts, milestones of life – marriage, stewards rota, temple, church	Key vocabulary sacred places, ceremony, symbols, artefacts, milestones of life – marriage, stewards rota, temple, church	Key vocabulary

	Key knowledge: Sacred means something is connected to God or something which is given special care and protection.	Key knowledge: A church is a sacred building in Christianity. A Hindu temple is a sacred place in Hinduism.	Key knowledge: Hindus remove footwear before entering a temple. Christians have a stewards rota in church.	Key knowledge: A cross is the main symbol in Christian Church. Hindus have a table service in their temple. Both sacred places have places for pure water.	Key knowledge: Sacred places make people feel closer to their faith.	Key knowledge SK:
	Theology What makes a place sacred? Show understanding of what is sacred for believers in religious places. Describe the uses of sacred places, symbols and artefacts by believers and the community. Explain how activities at local places of worship create a sense of community. Social Sciences Which religious rituals show identity and belonging for different traditions? Suggest how the milestones of life give a sense of identity and belonging for faith members. How do people express their beliefs? Identify symbols and artefacts which are important for at least two different faiths. Explain how artefacts and symbols express the beliefs of faith members. Recognise different forms of religious and spiritual expression.					

Class 2 - Unit 3.3 – Summer 2

RE Religion: Judaism and Islam	LO: I can understand how we show something is important to us.	LO: I can understand what makes a building sacred.	LO: I can understand how respect is shown in sacred places.	LO: I can understand the meaning of artefacts and symbols in sacred places.	LO: I can understand why religions build places of worship.	LO: I can consider a place that is sacred to us.
Unit: Sacred Places	Religion/theme/concept/worldview Judaism/Islam Sacred Places Scared/holy Judaism/Islam					
	Lesson Content Begin by showing the children an item/object which is important to you. Explore with the children how we would take care/treat something we consider important. Think about things that are important personally but also at school (laptops etc). Ask children to think about something that is important to them- list the ways they show it is important to them.	Lesson Content Read an extract or show a clip from the early part of ‘The Lion, the Witch and the Wardrobe’ where the children discover a door through a wardrobe to Narnia. What could be behind the door? In the story it was magical. Some places, when we go in, feel like this. Discuss the excitement of discovering new places. Recap previous half term learning on ‘sacred’. Show the children a range of buildings some sacred some not. Ask them to identify which ones they believe to be sacred and why?	Lesson Content Recap the sacred places for our religions, Judaism and Islam. What happens in these places? Watch videos/ visit/ have a virtual tour. https://youtu.be/p1U7MrUhuOY BBC Two - See You See Me, Buildings of Faith, Buildings of Faith - The Jewish Synagogue, The Synagogue Research/ share information about how Jews show respect when they are in a synagogue or another sacred place. Repeat for members of the Islamic faith. For example, bowing, taking shoes off, kneeling,	Lesson Content Look at images/ artefacts from different sacred buildings. What do they have in common? What is different about them? Do you already know anything about these objects? Symbols and artefacts to consider may include: Symbols and artefacts in synagogues – star of David, ark, Torah, New Tamid, Bimah, Mezuzah, Rabbi. Symbols and artefacts in Mosques – Iman, Qur’an, prayer mat, rehal, prayer cap, Ka’ba, prayer beads. Match the symbols and artefacts to different places of worship.	Lesson Content Show children images of the Quba Mosque and the Old New Synagogue of Prague built in 1270. It is the world’s first Mosque. This was built by the last prophet of Islam Muhammad (PBUH) and it is still one of the precious Islamic Landmarks. This mosque is located in Madinah, Saudi Arabia., Do they look similar to the more modern Mosques and Synagogue we have seen?	Lesson Content Recap learning about sacred places and what they mean for people who use them. Show the children a variety of sacred places religious and non-religious. If possible, share somewhere you consider sacred with the children. Children to think about somewhere that is special to them – emphasise why? How does it make them feel? What happens in their special place? Do they visit regularly?

	Show the children images of things that could be considered important – friends/jewelry/toy use to help them think about the way we would treat something important.	Lead to children to consider the use of the building rather than the look. Introduce the children to the Jewish and Islamic place of worship - Synagogue - Mosque Children to learn about the buildings' features and what happens at each of these places.	Discuss the type of behaviour needed in a sacred place and how people might show their respect when they enter - clean clothes, cover heads, quiet etc. Compare sacred places for 2/3 religions.	If possible visit a place of worship to look at the symbols and artefacts. Or if possible talk to a faith member about symbols and artefacts they have in their sacred building or at home. How are they the same and different?	Are there any differences? Why? Discuss the events that happen in these buildings - Worship Studying Community Weddings Emphasise the importance of bringing people together – still important after 1000s of years. Children to finish the stem sentences. Religions build places of worship because...	Children to create an image and explanation of their sacred place linking to prior knowledge.
	Key vocabulary Dedication, important, question, Judaism.	Key vocabulary Synagogue, Mosque, together, worship, sacred.	Key vocabulary Respect, sacred, Kippah, headscarf, qiblah, prayer wall.	Key vocabulary Artefacts, symbols. Star of David, 5 pillars of Islam.	Key vocabulary Worship, together, community, religions.	Key vocabulary Sacred, place, special, important, mine.
	Key knowledge: We show dedication through asking questions. SK: I can give an example of how we	Key knowledge: A synagogue is a sacred building in Judaism. A mosque is a sacred place in Islam.	Key knowledge: Jews show respect to God by wearing a Kippah or headscarf. Muslims show respect by removing their shoes and sitting on the floor facing the qiblah or prayer wall.	Key knowledge: The star of David in the main symbol in a synagogue. Muslims have the star and crescent that represent the 5 pillars of Islam.	Key knowledge: Places of worship are a place to come together. SK: Why is it important for	Key knowledge: To reflect on somewhere I consider important and special. SK: Describe my sacred place.

	show something is special.	SK: Name a sacred place for Islamic or Jewish people?	SK: Name a way Jewish people show respect in a synagogue.	SK: Name an artefact or symbol from the Islamic faith.	religions to have a place of worship?	
	Theology What makes a place sacred? Show understanding of what is sacred for believers in religious places. Social sciences Which religious rituals show identity and belonging for. How do people express their beliefs? Identify symbols and artefacts which are important for at least two different faiths.					

Class 3 - Unit 5.1 – Autumn 1

RE Religion: Christianity, Hinduism, Judaism Remember when- The unit builds on Unit Y1 Autumn 2 - Worship and Y3 Spring 1 - What is sacred? Recall visits made to places of worship and conversations with faith members, and the personal use of symbols to express faith.	LO: I can understand ways people from different faiths express their beliefs.	LO: I can explain how places of worship are expressions of faith.	LO: I can understand how different faiths and denominations express faith.	LO: I can recognise different forms of religious and spiritual expression.	LO: I can understand how non-religious world views express their beliefs and ideas.	LO: I can understand how expressing beliefs can create a sense of belonging.
	Religion/theme/concept/worldview Christianity, Hinduism, Judaism Expressions People of God, gospel, worship, spiritual, community Humanism.					
	Lesson Content Use the resources from the cupboard and have the symbols/books etc from each religion for the children to explore and look at. Watch the clips and pause regularly asking children for ways each religion is expressing their faith. What is Hinduism? - BBC Bitesize Religious Studies KS2: What is Christianity? - BBC Teach Religious Studies KS2: What is Judaism? - BBC Teach Suggested evidence Create 3 class flipcharts (1 for each religion) of all the ways each religion expressed beliefs.	Lesson Content Children can compare synagogues, churches and Mandirs and the symbols found in them. Watch the videos and discuss the symbols found in each place of worship and what main events take place in each. In Mandir, Hindus ay express their faith by bringing a gift to give the Gods. Religious Studies KS2: Inside a Hindu temple - BBC Teach Religious Studies KS2: Christian Worship - BBC Teach Symbols of faith found in a Church are bread and wine used in a holy communion to symbolize the body and blood of Jesus.	Lesson Content Which are the common expressions of faith? What other expressions did you find out about? Why are there these commonalities? In a Synagogue, Jews may express their faith by reading from the Torah. Religious Studies KS2: The Torah - BBC Teach In a church, Christians may express their faith by taking holy communion. Religious Studies KS2: Holy Communion - BBC Teach Are the symbols of expressions of faith found anywhere else? Identify and explain.	Lesson Content Learn about dance, art and song in Christianity and Hinduism. How can people express the spiritual through art, music and literature? – KS3 Religious Studies – BBC Bitesize - BBC Bitesize Listen to a range of music (gospel/hymn/music influenced by Hinduism) Ask the children how it makes them feel. Look at a famous range of art from Christianity of Jesus resurrection and death and statues from Hinduism. Suggested evidence	Lesson Content Children can explain what a Humanist is. Complete a word board around the word Humanist. Explore the terms atheist and agnostic with the children and look at ways people express their beliefs in comparison to religious people. BBC bitesize video – Humanist What is Humanism? - BBC Bitesize Children to explore non-religious beliefs on life and the environment. Suggested evidence Children to write a short explanation of Humanism and how they express their	Lesson Content Children to think about their beliefs having considering main expressing of faith from other religions. Symbols/humanists. Reflect on the children's own experience of belonging/beliefs. Use examples of religious and non-religious beliefs and how shared ideas/beliefs can create belonging in groups – real life examples, politics/charities/friendships Suggested evidence Children to think about their own beliefs and if they are similar different to a group/friends. Create an image showing the link and beliefs between

	Compare at the end of lesson – discussion based.	Explain how artefacts and symbols express the beliefs of faith members.		Children to create a piece of art whilst listening to music.	beliefs including one they may have.	themselves and people in their lives.
	Discuss and give examples.	Compare and contrast.	<u>Suggested evidence</u> The children to label an image showing how different faiths express their faith. Can be multiple images.	Explore the colours and mood of the music. Could be stained glass window/watercolor.	Explore different viewpoints.	Examples and opinion.
		<u>Suggested evidence</u> Venn diagram comparing places of worship and expressions of faith.		Identify and explain.		
	Key vocabulary expression, spiritual, environment, identity, individual, symbol, faith, synagogue, church Mandir	Key vocabulary expression, spiritual, environment, identity, faith, synagogue, church Mandir	Key vocabulary expression, symbol identity, individual, faith, synagogue, church Mandir, expression.	Key vocabulary expression, spiritual, environment, identity, individual, symbol, faith.	Key vocabulary expression, spiritual, environment, identity, individual, atheist, agnostic, faith, humanism.	Key vocabulary expression, spiritual, environment, identity, individual, symbol, faith, belief, belonging.
	Key knowledge Children know that people can express their beliefs in many ways including through symbols, places of worship and how they act.	Key knowledge Children know that symbols of faith found in a Synagogue are Ner Tamid and Menora. The Torah is kept in a Aron Hakodesh which is the most important place in all synagogues.	Key knowledge Children know that in a Synagogue, Jews may express their faith by reading from the Torah.	Key knowledge Children know that people can express spirituality through many ways including art and dance.	Key knowledge Children know that humanists believe that they should make the most of their lives while on Earth and have a duty to support others to live fulfilling lives too. Doing this expresses their beliefs.	Key knowledge Children know that expressing beliefs with those who share your beliefs can initiate a sense of belonging.
	Key knowledge end of unit assessment: Children will know some of the ways Humanists, Hindus and Jews express their faith. Looking - Write Hu, J, Hi next to each symbol or expression of faith to show which religion it belongs to					

Clue - Name two ways people can express spirituality.

Thinking - Do you think it is important for people to express their faith? Why?

Social Sciences

How do believers worship?

How do people express their beliefs?

Learning outcomes by the end of KS2 pupils should be able to

Describe some different ways people communicate with their god

Consider the meaning of different forms of religious worship and how they are expressions of belief

Identify symbols and artefacts which are important for at least two different faiths

Explain how artefacts and symbols express the beliefs of faith members

Recognise different forms of religious and spiritual expression

Class 3 - Unit 5.1 Autumn 2

RE Religion: Christianity and Judiasm. Christmas Remember when: This unit links to the Christmas unit covered throughout school. Y5 have an emphasis on peace. Why is peace important at Christmas?	LO: I can talk about what peace is.	LO: I can understand the different titles for Jesus and what that tells us about him.	LO: I can understand why Christians believe Jesus brought peace to the world.	LO: I can explain why Christmas is important for Christians.	LO: I can talk about how peace is expressed around the world at Christmas.	LO: I can reflect on their knowledge of peace.
	Religion/theme/concept/worldview Christianity, Judaism Christmas/peace incarnation, People of God, Kingdom of God, Messiah, secular Personal view/humanism.					
	Lesson Content Children to define peace. Explore the different ideas/definitions around peace. Discuss with the children how peace is for them – where? When? How? Ask questions	Lesson Content Explore the different names Jesus has – beginning with Prince of peace. Look at why he has these titles and what they mean. Think about titles and what titles we would give the people around us. What did people think of Jesus for him to have these titles? Investigate and dig deeper	Lesson Content Children to explore the ideas of sins and forgiveness. Christians believe Jesus was brought to the world to rid the world of evil through crucifixion and resurrection. Also through learning and teaching. Can education bring peace? Investigate and dig deeper	Lesson Content Explore the Christmas story with the children. Highlight key parts including that the birth of Jesus was the birth of the son of God, the saviour and the impact of that day on the Christian faith. How did Jesus bring peace on that day? Interpret and analyse	Lesson Content How did Jesus bring peace for Christians? How to other people of different or no religion celebrate peace? Look at ways of showing peace across communities and countries. Evaluate and review	Lesson Content Children to give their definition of peace - has it changed since the beginning of the topic. How? When? Where? Do the children achieve peace? Is peace an important part of their life? Reflect and respond.
	Key vocabulary Peace, war, tranquillity, calm, relaxed.	Key vocabulary	Key vocabulary Saviour, son of God, sins, forgiveness, peace,	Key vocabulary	Key vocabulary	Key vocabulary Peace, calm, still, war, forgiveness, inner, outer.

		Peace, Jesus, Prince of Peace, Messiah, King of Kings, Light of the World, Saviour.	education, resurrection, crucifixion.	Christmas, Christian, birth, son of God, celebration, remembering, sins.	Peace, kindness, neighbourly, help, charity, Christmas.	
	Key knowledge: Children will know there are different meanings of the word Peace. It can mean the opposite of war but also a feeling of tranquility and calm.	Key knowledge: Children know that Jesus was also known as the Prince of Peace.	Key knowledge: Children will know that Christians believe Jesus brought peace to the world and that he was sent by God to save the world.	Key knowledge: Children will know that Christmas is important to Christians because they believe that God gave his son Jesus Christ to the world and he brought great joy to everyone.	Key knowledge: Children will know that images and symbols expressing peace and harmony can be found in art and literature around the world.	Key knowledge: Children will explain what peace means to them.
	Key knowledge end of unit assessment: Children will know what peace is and that Christians believe that Jesus brought peace to the world. They will know why Christmas is important to Christians and how peace is expressed around the world. Looking – What title was Jesus known as? Clue – Why do Christians believe that Jesus was sent to the world? Thinking - Why do you think it is important to have peace in your world? Vocabulary – What does the word peace mean? Give two different meanings.					
	Social Sciences What is the value of participating in a religious festival or ritual? Theology How do the lives of faith founders influence believers?					

Learning outcomes by the end of KS2 pupils should be able to

Compare the experience of participating in a religious festival or celebration around the world.

Reflect and share how religious celebrations and rituals have an impact on the community.

Identify key events in the lives of faith founders and their impact on those around them.

Explain the relevance of different faith founders for their followers today.

Class 3 – Unit 5.2 – Spring 1

RE Religion: Christianity and Islam Unit: Faith in Action	LO: I can talk about who influences our beliefs.	LO: I can understand how Christian faith founders influence how Christians live their lives.	LO: I can understand how Islamic faith founders influence how Muslims live their lives.	LO: I can understand how faith-based charities demonstrate their faith teachings.	LO: I can understand what a vocation is and how your beliefs may be an influence.	LO:
Remember when: This unit follows on from 5.1 Expressions to build upon Unit 3.2 Founders of faith. It also links with 2.3 Beliefs.	Religion/theme/concept/worldview Christianity, Islam Faith in Action People of God, holy, belief, ethics & morality. Personal view/humanism.					
Enrichment: Visit from the local vicar to discuss how he can/ does influence of how local Christians live their lives	Lesson Content Explain the word influence- have you heard it before? What does it mean? What/ who influences you? Show children some pictures of relevant, well-known celebrities who they may find inspirational. Discuss why they may inspire us and what they may influence us to do. Then discuss lesser-known inspirational people (BBC Bitesize link) Six inspiring stories from incredible young people	Lesson Content Explain that Jesus was a key figure of Christianity but was born a Jew. St Paul is considered the faith founder of Christianity but he was influenced by the teachings of Jesus. Give pupils resources and stories of Jesus to show how St Paul was influenced by Him. Teach pupils the key beliefs of Christianity- do they know any already? 10 commandments, Fruit of the Spirit. Jesus' actions influenced St Paul/Saul (a long time	Lesson Content Explain that Muhammad was a key founder of Islam Give pupils resources and stories of Mohammad. How did Muhammad influence people? Teach pupils the key beliefs of Islam- 5 pillars, Qur'an, 5 key teachings of Muhammad How do Muhammad's teachings still influence people today? Pupils answer the questions: How do Muhammad's	Lesson Content What is a charity? Can the children name any charities? Why do we have charities? Why may religions get involved in any charities? Discuss how charities may follow the teachings of faiths before looking at some bible verses together – how does charity work follow these teachings? Such as: Luke 21:1-4, Luke 12:33, Matthew 5:42, Matthew 25:35, Isaiah 58:10	Lesson Content <i>Explain what a vocation is. Look at Mother Teresa as a class as an example of how some people's faith leads them into a vocation.</i> <i>Is it only religious people who have a vocation based on their beliefs? Pupils research Greta Thunberg. What has influenced her? What are her beliefs? How has she translated her influences and beliefs into action?</i>	

	religion, vocation, inspiration, influence	religion, vocation, inspiration, influence, Jesus, Christian, faith.	religion, vocation, inspiration, influence, Muslim, sacrifice, faith.	religion, vocation, inspiration, influence, charity, faith, kindness.	religion, vocation, inspiration, influence	
	Key knowledge Children know our beliefs are influenced by many things including our parents, the news and our faith.	Key knowledge Children know that Jesus provides a model for Christian behaviour in obedience to God the Father.	Key knowledge Children know that Muslims sacrifice through praying 5 times a day, zakat, fasting and pilgrimage	Key knowledge Children know that faith charities exemplify faith teachings by showing kindness to those less fortunate than themselves	Key knowledge Children know that vocation is a calling to a specific cause or job.	Key knowledge SK:
	Key knowledge end of unit assessment: Children will know who influences are own beliefs and how faith founders influence the beliefs in different religions. Looking – Who was St.Paul influenced by? Clue – How do Muhammad’s teachings still influence Muslims today? Thinking – Do you think you are influenced by others in the decisions you make? Vocabulary – What does the word influence mean?					
	Theology What do key religious figures teach? Explain the significance of the key teachings of faith founders for faith members. Describe the teachings of key religious figures, identifying some similarities and differences. Reflect on the teachings of key religious figures and how these teachings impact on society. Theology How do the lives of faith founders influence believers? Identify key events in the lives of faith founders and their impact on those around them. Explain the relevance of different faith founders for their followers today.					

Class 3 - Unit 5.2 - Spring 2

RE Religion: Christianity and Judaism Unit: Easter	LO: I can know why some Christians fast at Lent.	LO: I can understand the importance of Ash Wednesday.	LO: I can explain how the Jewish festival of Pesach fits with the story of Easter.	LO: I can reflect on the meaning of Easter for Christians and how they live today.	LO: I can consider what is the role of sacrifice in the Easter story?	LO:
	Religion/theme/concept/worldview Christianity Easter Salvation/gospel Personal view					
	Lesson Content What is sacrifice? Do you think sacrifice is easy? Why might someone make sacrifices? Discuss: How do Christians use Lent to prepare for Easter? What is the link between Lenten actions and making sacrifices? Find out about Lenten actions, such as: •fasting •making sacrifices •spending more time with God •an act of service Using websites or books, find out about Lenten actions. List key information and share with the class or in a	Lesson Content Recap - What is Lent? Explore the symbolism of Ash Wednesday. Invite a local vicar/priest into school to discuss the key events of the Easter story and explore the significance of Ash Wednesday for Christians. This link provides a broad overview of the significance of the 'ash' in Ash Wednesday, plus a range of activity ideas to consider, such as: Create an Easter Advent Calendar or Chain. Give up Something as a Family. Memorize Romans 3:23–24 Together. Read Easter Books or Watch Easter Videos. Create "A Sense of the Resurrection"	Lesson Content Recap - What is lent? What is Ash Wednesday? Start by explaining how Jesus, as a Jewish boy, travelled to Jerusalem to celebrate Pesach with his parents. Next, watch a video which explores how Jews prepare homes for Passover (link with the story of Moses). Discuss: What is the same? What is different? What do you notice? How does the Jewish festival of Pesach fit with the story of Easter? Invite/research a member of the Jewish faith community into school to discuss how Jews prepare homes for Passover.	Lesson Content Recap - How are Easter and Pesach similar and different? Start by watching the video - Religious Studies KS2: Easter Thinking about the video, discuss: the resurrection and its impact on Jesus' disciples Ask: What does Jesus' death and resurrection mean to Christians? How do Christians celebrate the resurrection? Have a class debate about how believing in the resurrection of Jesus might make a difference to how people live today. Choose some problems in the world today and ask what difference belief that Jesus rose again, and offers eternal life, might make to them (for	Lesson Content Recap sacrifices from lesson 1. Ask the children to consider any sacrifices they make. Is it easy to make a sacrifice? Are some sacrifices easier than others? Look at the role of sacrifice in the Easter story. The children are to explain their understanding of the term sacrifice, what it means to them and it's relevance in the Easter story.	Lesson Content

	presentation. What is Lent? Lent resources for primary schools	Make Empty Tomb Crafts. Burn Sin Cards. Bury the Halleluiah. Explore is it better to give something up or give something away? Ash Wednesday Ash Wednesday for Kids	How does the Jewish festival of Pesach fit with the story of Easter? Shopping for Pesach or Passover Celebrating Passover The Four Questions of Passover	example, inequality — wealth and poverty — illness, loneliness, injustice). (Ideas adapted from Understanding Christianity.) What is most important to Christians- Easter or Christmas? Religious Studies KS2: Easter	
	Key vocabulary Ash Wednesday, Lent, fasting, sacrifice, resurrection, Pesach, Seder meal, exodus, Israelites	Key vocabulary Ash Wednesday, Lent, fasting, sacrifice, resurrection, Pesach, Seder meal, exodus, Israelites	Key vocabulary Ash Wednesday, Lent, fasting, sacrifice, resurrection, Pesach, Seder meal, exodus, Israelites	Key vocabulary Ash Wednesday, Lent, fasting, sacrifice, resurrection, Pesach, Seder meal, exodus, Israelites	Key vocabulary
	Key knowledge: Fasting in Lent means that God is more important. Jesus fasted for 40 days. SK: Name a Lenten action.	Key knowledge: Ash Wednesday is the first day of Lent. SK: Explain the story of Ash Wednesday.	Key knowledge: Pesach and Easter are celebrated at the same time and have similar traditions. Easter remembers Jesus' death and resurrection. Pesach remembers the exodus of the Israelites from Egypt. SK: Name a similarity and a difference between Pesach and Easter.	Key knowledge: Easter means new beginnings through resurrection. SK: Give an example of what Easter means to Christians.	Key knowledge Sacrifice means Jesus' offering himself in his crucifixion. SK: Explain what sacrifice means to Christians? SK:
	Social Sciences What is the value of participating in a religious festival or ritual? Compare the experience of participating in a religious festival or celebration around the world reflect and share how religious celebrations and rituals have an impact on the community Theology				

How do the lives of faith founders influence believers, identify key events in the lives of faith founders and their impact on those around them explain the relevance of different faith founders for their followers today.

Class 3 - Unit 5.3 - Summer 1

RE Religion: Christianity/ Hinduism/Judaism Unit: Pilgrimage	LO: I can understand that faith members may make a pilgrimage to a place of religious significance.	LO: I can talk about why Christians may go on pilgrimage.	LO: I can talk about why Jews may go on pilgrimage.	LO: I can talk about why Hindus may go on pilgrimage.	LO: I can understand the impact of pilgrimage on a believer.	LO:
	Religion/theme/concept/worldview Christianity/Hinduism/Judaism. Pilgrimage Holy/sacred/ritual. Humanism/personal view					
	Lesson Content To explore the term pilgrimage and know is defined as a religious journey. Children to consider a special journey they have been on - Holiday - Visit a relative - Moving house - Visiting a special place. Children to describe how it felt going on that journey and did they need to prepare anything for the journey or for when they arrived? Children to understand a pilgrimage is a religious	Lesson Content Recap the term pilgrimage. Discuss: What are the sacred sites of pilgrimage for Christians? (Introduce some of the sacred pilgrimage sites, such as: Jerusalem, Bethlehem and Lourdes) Discuss: Why are they sacred? Look at the pilgrimage to Lourdes that is made by Christians. Share the story of Saint Bernadette with the children and read as a class. Discuss following questions: - What did you think of the story? - Why do you think people didn't believe Bernadette?	Lesson Content Discuss: What are the sacred sites of pilgrimage for members of different faiths – Judaism. Why are they sacred? Introduce places of pilgrimage for members of other faiths: -The Western Wall: Jerusalem for Judaism. Judaism – write a prayer or intention they'd put in the cracks of the Western Wall like Judaism pilgrims do. <u>The Jewish story of Moses</u> <u>What does Jerusalem mean to Jewish people?</u>	Lesson Content Discuss: What are the sacred sites of pilgrimage for members of different faiths – Hinduism. Why are they sacred? Hindus go on pilgrimage to Kumbh Mela (the River Ganges) to purify themselves in the water. <u>Religious Studies KS2: A Hindu pilgrimage - BBC Teach</u> Consider: what are the similarities and differences between the pilgrimages for members of different faiths? Similarities: all pilgrimages involve everyone, they all involve a journey to another place, all the places have a religious history, all the pilgrims use the time to pray	Lesson Content <u>Why go on a pilgrimage? - YouTube</u> Discuss: What does pilgrimage mean to a believer? What might be the lasting impact on their life? Consider lessons learned, effect on visiting place, emotions, sacrifice. Show the children's learning from the topic and record an answer to the question - What does pilgrimage mean to a believer?	Lesson Content

	journey and is different from a holiday. Diary of modern-day pilgrims	- If you were there, would you have believed her? - How do you think Bernadette felt when she was called a liar, was slapped and spat on? - Do you think Bernadette was brave to stick up for that she believed in? - Why do you think so many people believe Bernadette even though she didn't see anything? - Why do people visit Lourdes on pilgrimage? Complete a 'Places of Christian Pilgrimage Fact File' – explaining why the sacred sites are important to Christians. Introduction to pilgrimage		and reflect on their lives. Differences: Sikhs and Muslims show respect by covering heads and removing shoes whereas Christians and Jews do not; They all involve bathing or washing in water believed to have healing powers apart from the Jewish pilgrimage.		
	Key vocabulary festivals, rituals, journeys, sacred, pilgrim, pilgrimage, Lourdes, tourist, miracle, Kumbh Mela, Wailing Wall.	Key vocabulary festivals, rituals, journeys, sacred, pilgrim, pilgrimage, Lourdes, tourist, miracle, Kumbh Mela, Wailing Wall	Key vocabulary festivals, rituals, journeys, sacred, pilgrim, pilgrimage, Lourdes, tourist, miracle, Kumbh Mela, Western Wall	Key vocabulary festivals, rituals, journeys, sacred, pilgrim, pilgrimage, Lourdes, tourist, miracle, Kumbh Mela, Wailing Wall	Key vocabulary festivals, rituals, journeys, sacred, pilgrim, pilgrimage, Lourdes, tourist, miracle, Kumbh Mela, Wailing Wall	Key vocabulary
	Key knowledge: Pilgrimage is a religious journey. SK: I can define the term 'pilgrimage'.	Key knowledge: Christians go on pilgrimage to Lourdes to be healed by its miraculous waters.	Key knowledge Jews go on pilgrimage to the Western Wall in Jerusalem where the first Jewish temple was built.	Key knowledge: Hindus go on pilgrimage to Kumbh Mela (the River Ganges) to purify themselves in the water.	Key knowledge: Pilgrimage helps believers to develop spiritually and brings them closer to God.	Key knowledge SK:

		SK: I know where Christians go on pilgrimage.	SK: I can describe why Jews visit the Western Wall?	SK: I can explain where a Hindu person goes on pilgrimage and why.	SK: I can explain why pilgrimage is important to religious people and the different journeys they take.	
Theology Why do people of faith make a pilgrimage? Compare key places of pilgrimage and identify why a faith member might go there. Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage. Suggest ideas about the meaning of pilgrimage to a believer and the impact on their life.						
Theology What makes a place sacred? Show understanding of what is sacred for believers in religious places. Describe the uses of sacred places, symbols and artefacts by believers and the community. Explain how activities at local places of worship create a sense of community.						
Social Sciences What is the value of participating in a religious festival or ritual? Compare the experience of participating in a religious festival or celebration around the world. Reflect and share how religious celebrations and rituals have an impact on the community.						

Class 3 - Unit 5.3 - Summer 2

RE Religion: Hinduism and Judaism Unit: Pilgrimage	LO: I can understand how we create connections.	LO: I can understand where and why a non-religious person may go on pilgrimage.	LO: I can understand what a pilgrim may take with them on a pilgrimage.	LO: I can understand what a pilgrim does whilst on a pilgrimage.	LO: I can discuss whether faith would be lost without these pilgrimages.	LO: I can understand how pilgrimages show commitment.
	Religion/theme/concept/worldview Hinduism/Judaism. Pilgrimage Holy/sacred/ritual. Hinduism/Judaism					
	Lesson Content Play 2 truths and a lie or knowing me, knowing you game, would you rather? (Any PSHE game involved in asking questions) Children to reflect on starting school/year 5 – what were they nervous about? How have they overcome this? After discussion explain that asking questions allows us to build relationships and develop connections with people. Friends/teachers/family. One day it will help them make connections in jobs and when they start a new school.	Lesson Content Recap pilgrimage for believers. Introduce the idea of pilgrimage for non-believers. Why may a non-believer want to go on a pilgrimage? Where in the world do you imagine a non-believer going? Why? Discuss: What are the sacred sites of pilgrimage for members of non-religious beliefs? Why are they sacred? (You may want to look at: The Camino de Santiago, Humanism.) Once sacred sites of pilgrimage for non-believers have been explored: Record some	Lesson Content Using a journey map, can children list anything that pilgrims may take with them on a pilgrimage? Both practical and spiritual. Link to own experience – what would you take if you were making a pilgrimage? Would these items be the same or different to a person of faith? Remembering non-religious pilgrimage. Create a “suitcase” of belongings for a pilgrim to take with them on a pilgrimage. It is important to note, again, any similarities and/or differences across the faiths with these items.	Lesson Content Thinking about what we’ve learnt so far about pilgrimages – can the children come up with a class mind-map of what a pilgrim does while on their pilgrimage? Explore different resources to find out what a pilgrim does while on this sacred journey. -pray -learn -connect -visit/experiences Focus on Judaism, Christianity, Hinduism, non-religious, children to look at what a pilgrim does while on their pilgrimage.	Lesson Content Why go on a pilgrimage? - YouTube Recap why people choose to go on a pilgrimage (Summer 1). Do all religious people go on a pilgrimage? Are those people less religious because of it? Consider the importance of learning about the past/traditions. Also consider the barriers people face when trying to go on	Lesson Content Discuss the word commitment – what are the children commitment to? Create a class mindmap/list of their commitments – school, clubs, friends etc. Commitment is a promise to do something you believe in. Pilgrimage – how does a pilgrimage show commitment? Look at the challenges faced by people on pilgrimage, financial, practical, emotional.

	Link making connections with wider community and link to religious people finding this connection by learning and asking questions to other faith members. Children to think about someone they would like to meet – celebrity/politician/service member/ family/friend they don't see regularly. What questions would they ask them? Which questions would they like to be asked?	Ideas of these, commenting why they're sacred. 7 secular pilgrimages that could change your life CNN	Children can either choose a religion (Judaism, Christianity, Hinduism, non-religious) and learn about what they would take on a pilgrimage or could be completed as a group task where children are given a religion/non-religion to learn about.	Children could create "photographs" or "postcards" to show what the pilgrimage does while on their pilgrimage. Again, children should record any similarities and/or differences they find across faiths within their books, and these should be discussed to promote further understanding. Religious Studies KS2: Visiting Jerusalem - BBC Teach Religious Studies KS2: A Hindu pilgrimage - BBC Teach	a pilgrimage (Summer 1). Children to answer the question - Would faith be lost without pilgrimage? To include both points, connections, learning, closer to God, showing commitment and also barriers faced, not all religion people agree with pilgrimage (Hindu).	Children to reflect on the commitment made by people of faith on a pilgrimage and consider their own commitments – which do they enjoy? Which do they not? Is this the same for people on a pilgrimage? Children to write a sentence reflecting on their own commitments and include an answer to – How does a pilgrimage show commitment?
	Key vocabulary Connections, learning, questions, relationships.	Key vocabulary Non-religious, pilgrimage, learning, Camino de Santiago, importance.	Key vocabulary Symbols, Christian, Jew, Hindu, faith, clothes, holy clothing.	Key vocabulary Experiences, learning, God, connections, prayer, pilgrimage.	Key vocabulary Pilgrimage, Hindu, barriers, traditions, learning.	Key vocabulary Commitment, learning, promise, reflect.
	Key knowledge: To make connections we ask questions. SK: Name a way humans create connections.	Key knowledge: A non-religious person may go on a pilgrimage when facing challenges in life.	Key knowledge: Pilgrims will need to take clothes and may choose to take their religious symbol or holy book with them. Christain – cross/Bible.	Key knowledge: During a pilgrimage a person can learn by asking question and experience and create connections with other religious people and their God.	Key knowledge: Some Hindus decide not to pilgrimage as because they are focused on their own personal dharma and	Key knowledge Pilgrimages show commitment through dedication, preparation and sacrifice.

	SK: Where could a non-religious person go on pilgrimage?	Jew – Tanakh/star of David. Hindu – Vedas/Om SK: Name an item a person on a pilgrimage may take with them.	SK: Explain two things a person may do on a pilgrimage.	do not see the need for pilgrimage. SK: Do all religious people believe in pilgrimage?	SK: Name and describe a way pilgrimages show commitment.
	Social Sciences What is the value of participating in a religious festival or ritual? Compare the experience of participating in a religious festival or celebration around the world. Reflect and share how religious celebrations and rituals have an impact on the community. Social Sciences How do people express their beliefs? Identify symbols and artefacts which are important for at least two different faiths. Explain how artefacts and symbols express the beliefs of faith members. Recognise different forms of religious and spiritual expression. Theology Why do people of faith make a pilgrimage? Compare key places of pilgrimage and identify why a faith member might go there. Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage. Suggest ideas about the meaning of pilgrimage to a believer and the impact on their life				

Cycle B

(Class 1, Class 2 and Class 3)

Class 1 - Unit 2.1 - Autumn 1

RE Religion – Christianity and Judaism. Remember when - This unit builds on learning in Y1 Spring 1 - What a wonderful world and draws upon a basic understanding of how individuals operate within a community such as at school.	LO: I can understand that I can make choices based on right or wrong.	LO: I can understand what temptations Adam and Eve faced.	LO: I can discuss the temptations faced by Jesus.	LO: I can compare views from a faith member and a non-faith member.	LO: I can understand how these stories tell us how to live our lives.	LO: I can understand how the choices I make can affect other people and make the world a better place
	Religion/theme/concept/worldview Christianity/Judaism Lead us not into temptation Gospel/right and wrong. Humanism.					
	Lesson Content Give the children a choice – play game – move across the room to make different choices. Chocolate or banana? Play time or home time? Etc Ask children can give reasons for the choices they made. Give the children some more choices but make these a little more difficult. -Helping a friend/helping a sibling.	Lesson Content Leave an open chocolate bar/sweets at the front of the room. Make sure children can see it but ignore it. Recap the lesson made on choices. Tell the story of Adam and Eve – ensure children know this is a Christian story. Children can retell the main events of the story of Adam and Eve. Look at temptations – discuss the chocolate bar – was anyone tempted to eat it?	Lesson Content Explain you are going to look at another Christian story - Jesus and the Devil. Show images of the Devil in Christianity – what is it? What does it mean? Children can retell the story of Jesus and the devil. Children can explain who and why Jesus was tempted – fasting, very hungry, feeling sad, lonely. Children can give opinions and explanations of whether	Lesson Content Children to know some of the ‘rules’ of Christianity and Judaism. Look the 10 commandments. Consider the rules we have in school? Are they good rules? Why do we have them? Children can compare beliefs of others with their own – think of rules in school and 10 commandments. Children can explain why people of faith ‘must’ do good acts.	Lesson Content Children can explain the torah and bible are books of faith and give examples of how to live a good life through stories. Children can talk about a religious story and its meaning. Judaism – The rooster prince of Breslov – compassion, being kind to others, money not as important as kindness. David and Goliath – Christianity. Being brave, defending people, courage, size doesn’t matter,	Lesson Content: Recap the choices children made in lesson 1. Children can show they understand the ‘right’ choice and how making it can impact. Provide a choice for the children to consider - Littering, helping someone, etc Explain how making a different choice would lead to different consequences. <u>Suggested evidence</u>

	- Looking after a pet/playing with a friend. Relate to school and ask children to show understanding of what is a right and wrong choice using consequences. <u>Suggested evidence</u> Children explain a choice they have made using quotes/images or sentence starter. Ask and respond the questions.	Children can explain what is meant by temptations. Children know what Eve was tempted by. Did she make the right choice? <u>Suggested evidence</u> Children to draw the part of the story where Eve is tempted – answer the question – did she make the right choice? Find out and respond.	Jesus made the right choice. <u>Suggested evidence</u> Children give opinions on whether they believe Jesus made the right choice. Quotes and pictures exploring the devil and what that means to Christians. Find out and express own ideas.	<u>Suggested evidence</u> Children to write a sentence/image explaining showing God seeing all acts. Recognise similarities and differences.	standing up for whats right. <u>Suggested evidence</u> Children to draw an image from their favourite one of the stories and write the moral as a caption/phrase. Find out and respond.	Quotes explaining the choice they made and the impact on others. Explore questions.
	Key vocabulary: consequence, good, evil, right, wrong.	Key vocabulary choices, Adam & Eve, temptation, good, evil, snake, apple.	Key vocabulary: choices, temptation, good, evil, stones, devil, fairness, Jesus.	Key vocabulary: consequence, good, evil, fairness, God, all seeing, commandments.	Key vocabulary: kind, people, brave, compassion. David and Goliath, Rooster Prince of Breslov.	Key vocabulary consequence, good, evil, effect, choices.
	Key knowledge: Children will know that every person makes choices.	Key knowledge Children will know that the story of Adam and Eve, Eve was tempted by the snake and ate the apple.	Key knowledge: Children will know that the devil tempted Jesus to turn stones to bread	Key knowledge: Children will know that Christians and Jews believe that God sees all and doing good acts will help you.	Key knowledge: Children will know that both the Torah and Bible say to treat others with love and respect.	Key knowledge: Children will know that choices they make have consequences.
	Key knowledge end of unit assessment:					

Children will know that stories from the Bible and Torah teach about temptation and how to treat others.

Looking - In the Christian story of Adam and Eve, what was Eve tempted by?

Looking - Who tempted Jesus to turn stones into bread?

Thinking - Do our choices affect others? How?

Philosophy

How do people decide what is right and wrong?

Theology

What do faith stories say about the value of each individual?

Social Sciences

What are the special rules and values that religious people follow?

Learning outcomes by the end of KS1 pupils should be able to -

Talk about how people make choices talk to faith members about how they make moral choices

Retell faith stories about the value of each individual talk sensitively about people of different faiths

Make links between religious rules and values for living.

Class 1 - Unit 2.1 - Autumn 2

RE	LO: I can understand why celebrations are important	LO: I can understand the importance of Christmas for Christians	LO: I can understand the importance of Hanukkah for Jews	LO: I can compare the ways Christians and Jews celebrate	LO: I can understand how the shepherds may have felt at the birth of Jesus	LO: I can understand what the good news is and how I feel about it.
Religion: Christianity and Judaism						
Christmas	Religion/theme/concept/worldview					
Remember when: This unit links to Christmas covered throughout school. Y2 focus on why Christmas is special to Christians and explore other religions festivals.	Christianity/ Judaism Incarnation/ Gospel Christmas/ festivals Personal view/ Humanism					
	Lesson Content:	Lesson Content	Lesson Content:	Lesson Content:	Lesson Content	Lesson Content
	Show children images of different celebrations – how many can they name? Do they know what happens at each celebration?	Children will begin learning the nativity story. Show the children the people/places from the story what can they remember?	Children will learn the Hannukah story. Story map/ freezeframes/ puppets. Highlighting the importance of the Menorah and the light/hope it gave the Jewish people.	Compare the two stories (Hannukah and Nativity) Are there are similarities/differences? Highlight that Jewish people do not believe Christmas to be as important celebration at Christmas. Look at symbols – use RE resources.	Recap the nativity story – especially the part where the shepherds learn of Jesus’ birth. Explore the idea of ‘a saviour born today’ how would we feel? Highlight that this is known as the good news.	Recap the previous lesson about the good news. How do you feel about the shepherd's good news and what might you consider to be good news?
	Allow time for discussion of their experiences.	Begin the nativity story – allow plenty of time for discussion to ensure children are understanding.				
	Identify the different celebrations they take part in – assemblies, Easter, birthdays.		Investigate and dig deeper	Interpret and analyse	Evaluate and review	
	How do they children feel when they attend/have a celebration?	Highlighting the birth of Jesus and why it was such an important event in the Christian calendar.				Reflect and respond

	Read story – You Must Bring a Hat. Answer question – Record children’s ideas and opinions for - why do we celebrate things? Ask questions	Investigate and dig deeper				
	Key vocabulary Remembering, important, understanding, learning.	Key vocabulary Birth of Jesus, salvation, forgiveness, God, Christian,	Key vocabulary Jewish, Hanukkah, festival of light, December.	Key vocabulary Hanukkah, Christmas, Jews, Christians, special, celebration.	Key vocabulary: Shepherds, good news, saviour, born, Jesus.	Key vocabulary Good news, celebrate, shepherds, Christians,
	Key knowledge: Children know that we celebrate events to remember them	Key knowledge: Children know that Jesus was born to be a saviour and save the world.	Key knowledge: Children know that Hannukah is a Jewish festival known as the festival of lights	Key knowledge: Children know that Christmas is not as important for Jews, Hannukah is more important to them.	Key knowledge: Children know that the shepherds believed this to be good news.	Key knowledge: Children know what the good news was according to Christians.
	Key knowledge end of unit assessment: Children will know that Jews celebrate Hannukah which is the festival of lights and that this is more important to Jews than Christmas. They will know that Jesus was born to be a saviour and save the world. Looking – Complete this sentence: Jesus was born to be the _____ of the world. This means he was born to _____ the world. Looking - What is Hannukah also called? Thinking – When you are given some good news – how does this make you feel?					

Philosophy

How do people decide what is right and wrong?

Theology

What do faith stories say about the value of each individual?

Social Sciences

What are the special rules and values that religious people follow?

Learning outcomes by the end of KS1 pupils should be able to -

Talk about how people make choices talk to faith members about how they make moral choices

Retell faith stories about the value of each individual talk sensitively about people of different faiths

Make links between religious rules and values for living.

Class 1 – Unit 2.2 – Spring 1

RE Religion: Christianity and Judaism.	LO: I can discuss what a belief is.	LO: I can begin exploring what I believe and do others believe the same as me?	LO: I can discuss what Christians believe.	LO: I can talk about what Jewish people believe.	LO: I can understand that people who do not follow a religion have their own beliefs and how they show them.	LO: I can understand that we should respect the beliefs of others.
Unit: Believing	Religion/theme/concept/worldview Christianity/Judaism Believing					
Remember when:	God/belief/religion/holy. Humanism.					
Links to Y1, A1 belonging and community.	Lesson Content Discuss the differences between a fact (something that can be proved) and a belief. Provide children with a list of facts and beliefs and ask the children to sort them into the 2 groups. Explore promises made when joining groups/communities such as: Rainbows/Cub/Brownies/Guides/Scouts/Karate. Watch clips – Brownies Promise Ceremony - YouTube	Lesson Content Talk about your beliefs – keep this brief – “I believe you should be kind to everyone”. Ask the children to share their beliefs. Where do children get their beliefs and values? Share the animated video ‘Nobody Stands Nowhere’ Give children a list of beliefs/values – honesty, being kind, owning up to things etc. Ask children to put them in order of what they believe to be the most important.	Lesson Content What do Christians believe? Discuss Christian beliefs with the children. BBC- What is Christianity? (clip) Children to explore and consider these questions- What does a Christian believe? Who are Christian religious leaders? What symbols do Christian's use? What special objects to Christians have?	Lesson Content What do Jews believe? Discuss Jewish beliefs with the children. Children to explore and consider these questions What does a Jew believe? Who are the Jewish religious leaders? What symbols do Jews' use? What special objects do Jews' have? Which places are special for Jews'? Compare and contrast the answers from this	Lesson Content Use the link provided to explore and discuss what Humanism is. How do Humanists show their beliefs? What is humanism? » Understanding Humanism Leading a happy life. Explore what makes people happy and everyone is special. Children decorate a symbol to show what makes them happy and is special/ show their individuality.	Lesson Content Explore The golden rule of the world religious which is – do unto others as you would have them do unto you. Treat others as you would want to be treated. Link this to the children's experiences of friendships/kindness/teachers. Explore how faith-based charities may work individually/together to help care for the

	Ava Brownie Promise. - YouTube Allow time for children to share their experiences. Explain what is meant by making a commitment. Suggested Evidence Photos of children engaging in discussions sorting the facts and beliefs	Engage in a discussion with the children about their answers – do we all believe the same? Is it okay to have different beliefs? Share optical illusions with the children – highlighting that we do not always see/believe the same thing, but all can be true. Suggested Evidence Photos of the children exploring optical illusions. Examples of the children's personal beliefs	Which places are special for Christians? Create a mind map exploring these answers with Christian as the central word.	week and last week. Sorting/mind map. Suggested Evidence Copies of the children's mind maps	Suggested Evidence Examples of the children's symbols of happiness	world. E.g., Christian Aid, Samaritans, Jewish blind and disabled. Children to give examples of respecting each other's beliefs/opinions. Suggested Evidence Photos of the children engaging in the discussions around the 'Golden Rule/. Examples of the children's opinions on this
	Key vocabulary Belief, promise, commitment, facts, belonging.	Key vocabulary Beliefs, values, honesty, kindness, important, same, different.	Key vocabulary Christianity, vicar/priest, symbols, Church, cross, Bible.	Key vocabulary Jews, Rabbi, kippah, synagogue, Torah, menorah.	Key vocabulary Humanism, atheist, agnostic, belief, world, special, individualism.	Key vocabulary Golden rule, treating others as you would want to be treated, charity, world, caring for others.
	Key knowledge Children know belief is trust, faith and confidence in something or someone	Key knowledge Children know that different people have different beliefs.	Key knowledge Children know that Christians believe in 1 God and that Jesus was his son.	Key knowledge Children know that Jews believe in 1 God and that he chose Abraham to show what God is like	Key knowledge Children know that non-religious people believe there isn't a god. Humanists believe in 'good'	Key knowledge Children can explain 'the golden rule'.

	Key knowledge end of unit assessment: Children will know what a belief is and understand the main beliefs in different religions and humanism. Looking – Match the religion to what they believe (name of religion and what they believe). Looking – What do Humanists believe? Thinking – Why do you think it is important people have different beliefs?
	Theology What do people of faith believe? Name some beliefs of two different faiths. Recognise beliefs that are the same for different faiths. Theology What are the different ways in which people of faith express their beliefs? Describe how religious people may express their beliefs in action. Consider a prayer or text that expresses belief.

Class 1 - Unit 2.2 - Spring 2

RE Religion: Christianity and Judaism Unit: Easter	LO: I can understand that Jesus was special to Christians and why.	LO: I can understand significant events in the Easter story.	LO: I can understand the events on Palm Sunday.	LO: I can understand why people celebrate Easter in different ways.	LO: I can identify the meaning of Salvation.	LO:
	Religion/theme/concept/worldview Christianity Easter Salvation/gospel Personal view					
	Lesson Content Explore who Jesus is to Christians. Have they heard of Jesus? What do they know about him? Jesus is the son of God. He is special because he came to Earth to save people and teach them how to be kind. Look at ways Jesus taught people to be kind. Answer the question why is Jesus special to Christians?	Lesson Content Explore the Easter story with the children. <u>The Christian Story of Easter</u> Watch this video: The Christian Story of Easter. Ask: What special name is given to the day Jesus died? What was used to close Jesus' tomb? What did the figure in white say to Mary? Who did Mary see whilst she was crying? What did Christians like to remember at Easter? Sequence events in the Easter story freeze.	Lesson Content Listen to the Palm Sunday story at the beginning of Holy Week. How do you think Mary, the mother of Jesus, felt when he rode into Jerusalem? Why were people so happy when Jesus arrived in Jerusalem? How did they celebrate? , Design or hold a palm celebration including songs (We Have a King Who Rides a Donkey) and palms. Create an image to show what happened on Palm Sunday.	Lesson Content Discuss how the children celebrate Easter if celebrated. Explore how Easter is celebrated around the world. Bermuda – kite flying. Haiti – parade. France – church bells. Compare some celebrations with UK celebrations of Easter.	Lesson Content What does 'sin' mean? What does 'salvation' mean? Find out what the children think these words might mean and how it might link to Jesus' life and death. Salvation is being saved from something bad. Watch the video: <u>What is salvation?</u> How does this word link to the story of the Easter story? Use role-play to explore different perspectives in the Easter story. Judas and Jesus. Pontius Pilate and Jesus. St Peter and Jesus.	Lesson Content

				Think and talk about forgiveness and if they have been able to forgive someone that they know. If so, why? If not, (and if appropriate) why?	
				Create a letter, prayer or poem about forgiveness and place in a special box in the classroom.	
	Key vocabulary festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day	Key vocabulary festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day	Key vocabulary festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day, Palm Sunday.	Key vocabulary festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day	Key vocabulary festival, celebration, Lent, Holy Week, Shrove Tuesday, Ash Wednesday, Good Friday, Easter Day
	Key knowledge: Jesus was welcomed on Palm Sunday as a way of being welcomed into people's hearts. He is the son of God. Name a reason why Jesus is special to Christians?	Key knowledge: Good Friday and Palm Sunday. What happened on Good Friday?	Key knowledge: Palm Sunday is when Jesus arrived in Jerusalem before his crucifixion. Where did Jesus arrive on Palm Sunday?	Key knowledge: People celebrate Easter by taking part in different events. Name a way Easter is celebrated in another country.	Key knowledge: Salvation means being saved from something bad. What is salvation?
	Social Sciences Which festivals are important to faith members? Name some religious festivals and say how faith members celebrate them describe and explain some traditions linked to religious festivals Theology What stories are told at different religious festivals? Suggest reasons why festivals are important talk about how stories are celebrated at different religious festivals				

Class 1 - Unit 2.3 - Summer 1

RE Religion: Christianity, Hinduism and Islam Unit: Questions	LO: I can understand why we ask Big Questions.	LO: I can answer the Big Question: How was the world created?	LO: I can answer the Big Question: Why do bad things happen?	LO: I can understand different ways religions think about God.	LO: I can understand how people of faith and those who are non-religious find the answers to life's Big Questions.	LO:
	Religion/theme/concept/worldview Christianity/Hinduism/Islam Questions God/creation Humanism					
	Lesson Content What is a question? Do we have different types of questions? What's a small question? What's a big question? Have ready a selection of question examples which fall into two categories: small questions (i.e., How old are you?) and big questions (i.e., How big is the universe?). Discuss and sort as a whole class. Ask pupils to consider the biggest question that they can think of – thinking especially about questions that no one can answer. Record the questions that the children come up with.	Lesson Content Show children some pictures of the earth, seas, animals etc. Who created all of this? Watch a video clip to explore a non-religious or traditional story about how the world was created. Discuss and explore questions raised after watching the video about the 'Big Bang' and that about the Christian creation story taken from the Bible. How are they similar? How do they differ? What do Humanists believe about creation? What do Muslims believe about how the world was created? Humanists follow the scientific 'Big Bang' theory. Muslims believe the world was created by Allah but	Lesson Content Why don't some people have enough food/shelter? Why do earthquakes happen? Why do some animals eat other animals? Why do viruses exist? Read the story of 'Jonah and the whale'. Why did God send a storm? Why do bad things happen? God sent the storm to help Jonah see what was right. To help him make the right choice. What can we learn from bad things happening? Watch the video (You may want to show just a sample of the video). <u>Why Do BAD Things Happen? Big Questions Kids'</u>	Lesson Content Start with a big question: Who is God? Take down children's responses. Christians believe that God there's only one God, and he created the heavens and the earth. Muslims believe that God is Allah and Allah is the only God. Consider other religions. Hindus believe in many gods, but that Brahma is the god responsible for the creation of the world and all living things. Do all people believe in God? Link back to the last lesson discussing what Humanists believe and how they don't believe in a higher power.	Lesson Content Remind children of some big questions previously discussed: How was the world created? Express that these questions can be very difficult to try and answer. If you can't find an answer to a question, what would you do? Where would you look? Who would you ask? Ask children - Where do religious people look to find some answer to big questions? Discuss and record children's responses. Discuss where a Muslim might find the answers to some of these big	Lesson Content

		there is no such creation story, just reference to this in the Qur'an. Children compare the scientific 'Big Bang' theory of how the world was created with the Christian Creation story. Choose an activity - •Story map both theories •Write about each theory •Illustrate each theory Reflection: How do you think the world was created? Origin Of The Universe Educational Video for Kids - YouTube Creation (Genesis 1-2) - YouTube	Club (Older) - YouTube Discuss the belief of Karma (Hinduism). Sometimes bad things happen because of bad choices; people making mistakes. Sometimes good things come from bad things happening. Can you think of a time when something good came from something bad? Why do bad things happen? Ask children to write their responses on post-it notes to a flipchart to photograph.	Children explore and research what different faiths believe is God. Watch the videos 'Who is God?' and 'Who is Allah?' Children can compare what Christians/Muslims/Hindus believe is God(s) Who Is God? - YouTube Who is Allah? - Learning with Zaky Series - YouTube Hindu Gods : The Complete List - YouTube	questions. The Qur'an, worship in Mosque, discussions with other faith members in the community, through prayer etc. Discuss where a Christian might find the answers to some of these big questions. The Bible, worship in church, discussions with other Christian faith members in the community, through prayer/song etc. Children record their responses in the class book or their own individual RE workbooks.	
	Key vocabulary Universe, cycle of life.	Key vocabulary Universe, cycle of life.	Key vocabulary Universe, cycle of life.	Key vocabulary Universe, cycle of life.	Key vocabulary Universe, cycle of life.	Key vocabulary
	Key knowledge: Asking questions builds curiosity and knowledge. Why should we ask questions?	Key knowledge: Christians believe world was created by God. Hindus think it was created by Brahman. Muslims believe it was created by Allah. Humanists believe there is a scientific explanation.	Key knowledge: Hindus believe in karma. Christians believe bad things helps show God's grace. Muslims believe bad things is due to the selfishness of human beings. Humanists believe it just happens because its normal.	Key knowledge: Hindus believe in one supreme being who goes by different names. Muslims believe God is the creator of all things. Christians believe God is the ruler of the universe.	Key knowledge: Christians look at the bible. Hindus look to the Vedas. Muslims look to the Quran. Humanists look to real life evidence.	Key knowledge

	How do Christians believe the world was created?	Why do Hindus believe bad things happen?	What do Muslims believe about their God?	Where do Christians look for answers to big questions?
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Theology
 Who is God to people of faith?
 Identify names for God in different faiths.
 Express what believers say God is like.

Philosophy
 What are life's big questions?
 Understand that some questions have no simple answers.
 Ask and talk about Big Questions and suggest some answers.
 Know that religions may offer different answers to the same question.

Class 1 - Unit 2.3 - Summer 2

RE Remember when – link to Y2 Summer 1.	LO: I can understand what belief means and what beliefs we have.	LO: I can understand the key teachings of Hinduism.	LO: I can understand the Hindu creation stories and their beliefs in God, the creator.	LO: I can understand the symbols used in Hinduism to show their faith.	LO: I can understand the influence these teachings have on the way Hindus live their lives.	LO: I can express how we can live our lives, influenced by beliefs and teachings.
EYFS – special books. Religion: Hinduism	Religion/theme/concept/worldview Hinduism Hindu beliefs Beliefs/religion/God Hinduism					
Unit: Hindu Beliefs	Lesson Content Begin by asking the children to think about the ways they are different and the same as each other. Discuss as a class. Ask the children to think about beliefs – a belief is something we think and that influences what we do. Beliefs might include – fairness, being kind, picking up litter, helping people. Children to come up with some of their own to add to yours.	Lesson Content Introduce the children to Hinduism – explain the sacred place/book/symbols. Children to explore the key teachings of Hinduism. They believe in one supreme being, called Brahman. There are many Hindu gods and goddesses. They are different forms of Brahman. Karma – consequences and actions. Reincarnation – birth, life, death and rebirth.	Lesson Content Recap the key teachings of Hinduism. Recap the basics of the creation stories from Christianity and Humanism. Watch the video explaining the creation story of Hinduism- https://youtu.be/Y9yWwFWpbRo Children create their own lotus flower – art/real petals. Children to use sentence starters to write about the Hindu creation story.	Lesson Content Recap learning so far. Children look at many different symbols from different companies/shops/faiths. Why are symbols important? What do they make us think of? Choose some the children would be familiar with. Pick out the symbols associated with Hinduism - Lotus flower - Aum (Om) Children to consider the meanings of the Hindu symbols linking to prior learning.	Lesson Content Recap the teachings of Hinduism - There are many Hindu gods and goddesses. They are different forms of Brahman. Karma – consequences and actions. Reincarnation – birth, life, death and rebirth. Show the children the Veda and explain this is a special book in Hinduism compare to	Lesson Content Think about how Hindu's lead a 'good' life and why this is important to them (rebirth). Link back to our beliefs how can we lead a good and successful life? What belief do you have and how does that make you act? Example Always be fair – I have lots of friends who want to play with me because I always play using the rules.

	Ask the children to rate the beliefs – which ones do they think about most important and why? Which beliefs are different in the class? Which are the same? Record discussion points – key beliefs of the children.	Children complete an activity based on Karma – different actions given and children decide on the consequence.	Lying asleep in the snake's coils was... Lord Vishnu woke up and... Brahma split the lotus flower...	Children design a symbol that represents them.	other special religious books children will know. Hindus believe is Karma and creating good karma for their next life – to act morally and ethically to create this. Create a simple board game to play – on each square write a good act that could be achieved. Helping someone who is upset/lost. This can be completed by the teacher and played by the class if preferred. Highlight how by doing good things Hindus believe they will lead a 'good' life now and when reborn.	Children write a sentence/short paragraph explaining their belief and the influence on their life.
	Key vocabulary Belief, think, influence, lives.	Key vocabulary Reincarnation, karma, consequences, actions, Hinduism, teachings.	Key vocabulary Hindu, creation, Brahma, God.	Key vocabulary Faith, symbol, Hinduism, Om, oneness.	Key vocabulary Veda, scriptures, knowledge, holy book, special.	Key vocabulary Teachings, beliefs, lives, influence, my.
	Key knowledge: A belief is something we think and	Key knowledge: Hindus believe in reincarnation and karma.	Key knowledge: Hindus believe there are lots of creation stories and Brahma is the creator.	Key knowledge: The Om (Aum) symbol is a symbol of oneness.	Key knowledge: Veda means knowledge and this book teaches	Key knowledge: Beliefs are things we think which influence our life.

	influences the way we live our lives. SK: I can talk about a belief I have.	SK: Name a key teaching from Hinduism.	SK: Who do Hindu people believe to be the creator?	SK: Draw a symbol used in Hinduism.	Hindus the way they should live their lives. SK: What is the name of the holy book in the Hinduism faith?	SK: How has a belief influenced your life?
	Theology Who is God to people of faith? Identify names for God in different faiths. What do people of faith believe? Name some beliefs of two different faiths. Social Sciences Why are symbols and artefacts important to some?					

Class 2 - Unit 4.1 - Autumn 1

RE Religion: Christianity and Judaism. Remember when - This unit builds upon work covered in Y1 Autumn 1 - Belonging and Y3 Autumn 2 - Founders of faith.	LO: I can understand what we mean by community.	LO: I can understand how diverse our local community is.	LO: I can identify where religion is shown within our community.	LO: I can understand the difference a religious group makes to a community.	LO: I can understand if religion gives us a sense of identity.	LO: I can understand the impact of religion on a community.
	Religion/theme/concept/worldview Christianity/Judaism Communities People of God, religion, community, spiritual, unity Humanism.					
	Lesson Content Children will explore their own community and the people and places that make it. Show children images of their community – hall/church/park/shops. Think about the events that the children do in their community – sports groups/activities/parks. Children will understand the word ‘community’ and the meanings of the word to people around them. <u>Suggested evidence</u> Children to create an image of what their community looks like to them.	Lesson Content Children will understand the word diverse. Show children pictures of themselves – old class photo if possible. Ask them what they have in common and what are their differences? Can we see all the differences? <u>Differences and diversity </u> <u>KS2 Citizenship Primary -</u> <u>BBC Bitesize</u> Take part in a data collection to better understand their community – different class or school (could ask another Venn school as they would be doing a similar lesson).	Lesson Content Children will explore their local area and places where community and religion meet. Look at a local map and highlight the places of worship in their area – Muslim Centre/St Philips Church. Show the children a larger map of Hull and the different places of worship on it. Walk to the local church. <u>Suggested evidence</u> Pictures of the children on their trip to the church and exploring their local community.	Lesson Content Children will research the ways in which religions support communities and charities. Look at the Harvest festival and explore what we do in school, St Philips Church and the impact on the local community. Research Hull YFC Hull United Charities Local food banks <u>Suggested evidence</u> Children to write down the differences charities have made to the local community. Sentences.	Lesson Content Introduce the term identity – what is their identity? Allow time to listen to children’s responses and time for discussion. Children to think about the rules in which religions follow and how that might impact a person’s identity. If possible ask a person of faith to speak to the class about their religion and identity. <u>Suggested evidence</u> Children to think of questions to ask a person of faith about their identity.	Lesson Content Children will look at ways community and religion are linked. Charity/groups. Is this positive? Negative? Consider the impacts religion can have on groups of people and whether it is mainly positive or negative. Children will know the ways religions impact community. Think historically would this link have been stronger/weaker? <u>Suggested evidence</u> Children write their opinion on whether

	Include places they visit regularly/things they do/have done. Express ideas and opinions.	Compare their community to another community. <u>Suggested evidence</u> Children to show the recorded data from their study. Bar Charts. Could be created in groups of different information and pictures for books. Discover and explain.	Discover and explain.	Explain and give reasons.	Record class discussion-mindmap. Explain and give reasons.	community and religion are linked positively and negatively. Explore own opinions and ideas.
	Key vocabulary religion, identity, values, multicultural, community.	Key vocabulary religion, identity, values, multicultural, diversity, local.	Key vocabulary religion, identity, values, multicultural, diversity.	Key vocabulary religion, identity, values, multicultural, diversity, positive, impacts, community.	Key vocabulary religion, identity, values, diversity, positive.	Key vocabulary religion, identity, values, multicultural, diversity, positive.
	Key knowledge Children know that community means a group of people living in the same place or having a particular characteristic in common.	Key knowledge Children know that our school community is predominately white, British.	Key knowledge Children know we have a local Christian Church (St Peters) near school.	Key knowledge Children know that some religious groups help those less fortunate e.g. food banks	Key knowledge Children know that religion offers beliefs, moral codes, and values from which a young person can build a personal belief system.	Key knowledge: Children know that religion and community are linked.
	Key knowledge end of unit assessment: Children will understand the meaning of community and the role religion can play in the community. Looking - Which description best describes the term community? Clue - Who is in our community?					

Thinking - How do religious groups benefit our community?

Social Sciences

How do religious values provide rules for living?

Learning outcomes by the end of KS2 pupils should be able to

Give examples of beliefs and values from different faiths

Describe the impact of religious beliefs, values and rules on the life of a believer

Class 2 - Unit 4.1 - Autumn 2

RE Religion: Christianity/Judaism Christmas Remember when: This unit links to the Christmas units covered throughout school. Y4 have a focus on light. Link to Hannukah in Autumn 2 Y2. Why is light important?	LO: I can explain how light is used to express feelings.	LO: I can understand why Jesus is the light of the world.	LO: I can understand how Judaism uses light.	LO: I can discuss how light is used both in religion and outside of religion.	LO: I can understand the importance of light during Christmas.	LO: I can create a symbol for something that is important to us.
	Religion/theme/concept/worldview Christianity. Christmas Incarnation, God, gospel Personal View					
	Lesson Content Show children images/quotes using light and look at how it is represented. Explore the children's views of the images and how they make them feel. Relate to night lights/Christmas tree lights/street lights. Ask questions	Lesson Content Explore different images of Jesus including 'The light of the World' by William Hunt look at how Jesus is represented as the source of light to people. Children to understand the concept of Jesus being the source of light and what that means to Christians. Investigate and dig deeper	Lesson Content Children to learn about the story of Hannukah and look especially at the Menorah. Explore Jewish festivals and how light is used/shown in them. Investigate and dig deeper	Lesson Content Recap lesson 1 – look at how light is used in film/pictures/daily life. Relate to children's experiences – night light/streetlights. Light is shown positively in religion and outside of religion. Interpret and analyse	Lesson Content Think about how Jesus and light are represented. Experiences of the children using lights at Christmas. Relate to Jesus birth/being the source of light. Evaluate and review	Lesson Content Children to look at a range of symbols – religious and non-religious. Identify something of importance to them and design a symbol with explanation. Reflect and respond
	Key vocabulary Light, feelings, positive, negative, dark.	Key vocabulary Jesus, source of light, Christians, painting.	Key vocabulary Hannukah, menorah, light, Jews, faith.	Key vocabulary Light, positivity, darkness, negativity, religion.	Key vocabulary Jesus, Christmas, trees, birth, source of light, darkness, winter.	Key vocabulary Symbol, importance, faith, positivity, belonging.

	Key knowledge: Children know that light is a positive image to use.	Key knowledge: Children know that Christians believe Jesus to be the source of light.	Key knowledge: Children know that a menorah holds nine candles. Eight candles symbolize the number of days that the Temple lantern blazed; the ninth, the shamash, is a helper candle used to light the others.	Key knowledge: Children know that light is used positively when speaking of people both in and out of religion.	Key knowledge: Children know that people decorate their trees and homes with lights	Key knowledge Children know what a symbol is and that is important to people of a religion.
	Key knowledge end of unit assessment: Children will understand that light is a positive symbol and that Christians believe Jesus to be the source of light. Children will know how light is important to Jews and about the Menorah. Looking – Who do Christians believe is the source of light? Clue – Explain what the nine candles on the Menorah represents. Thinking - How do feel about the lights that people display at Christmas? Vocabulary – What does the word symbol mean?					
	Theology How do people express their beliefs? Social Sciences What is the significance of religious festivals and rituals? <u>Learning outcomes by the end of KS2 pupils should be able to -</u>					



Identify symbols and artefacts which are important for at least two different faiths.

Explain how artefacts and symbols express the beliefs of faith members.

Recognise different forms of religious and spiritual expression

Identify the stories celebrated at festivals from different faiths.

Explain the meaning behind the celebration of festivals and rituals from different faiths

Class 2 – Unit 4.2 – Spring 1

RE Religion: Christianity and Judaism.	LO: I can understand what a saint is.	LO: I can explore where saints' names can be found in our community.	LO: I can find out about the life of St. Michael.	LO: I can understand that not all saints are Christian.	LO: I can discuss who could be referred to as saints and heroes in the local community.	LO:
Unit: People who inspire us Remember when:	Religion/theme/concept/worldview Christianity and Judaism People who inspire us. Commitment, belief, spiritual, right/wrong Personal View					
This unit links to Y2A1 – Lead us not into temptation. Enrichment: Invite a 'local hero' into school to talk with the children	Lesson Content Discuss what a saint might mean. Explain the broad meaning - all people who follow Jesus Christ and live their lives according to His teaching and in Roman Catholicism and certain other Christian faith traditions, a saint is a holy person who is known for his or her "heroic sanctity" and who is thought to be in heaven.	Lesson Content Where are saints' names found in the local community? How are local or national saints remembered? Why? Children explore in pairs/groups using selection of local google and/or digi-maps to find as many names linked to saints. Show a few examples on the IWB from our local area – such as St. Anthony's R.C. Primary School and St. Michael and All Angels church. Other examples include: St. Andrews Retail Park, St. Stephens Shopping Centre, St. Mary's College	Lesson Content research-based lesson and children record in books information like a fact file about St. Michael. Use the following website for information – St. Michael the Archangel: Warrior and Protector - National Shrine of the Immaculate Conception St. Michael the Archangel - Saints & Angels - Catholic Online Fact file may include: Who is he? Include a picture What is he the patron saint of? (military and police forces) How are they remembered? Christian	Lesson Content Ask: Are all saints Christian? I wonder if there are any saints in Judaism...Islam...Hinduism... What title is given to the 'saints' of other faiths? Children work in mixed ability groups. Provide children with appropriate research texts. Each group research different faiths: - Judaism - Islam - Hinduism After initial research, a member of each group moves to another to share the new information.	Lesson Content Display statement: All heroes are saints? – agree/disagree. What is a hero? Children work in small groups to discuss who local heroes are and why. Children record individual names of local heroes on sheets of paper. Make a class list of as many heroes as children can. Possible suggestions - Thomas Ferens Alfred Gelder Lilli Billoca Amy Johnson Jean Bishop - The Bee Lady Tommy Coyle	Lesson Content

	Show children the following – How to become a saint https://www.bbc.co.uk/newsround/32772092 Devise 'success criteria' for a saint as a class and record on flipchart. Activity: Children discuss in groups and create pyramid ranking using post-it notes. Move about until happy and record examples in floor books. Challenge – explain verbally the reasons why they have made the top three choices. (Could record in book for GD/or in floor book).	In books: Children record example of where they have found reference to a St. – a church, school, shopping center/retail park, etc. Evidence Photos of places in the local with names linked to saints	festival St Michael's day (29th September and it is more commonly known as Michaelmas) and what happens on it including prayers. Ensure children know that he is not only a saint but an archangel. Evidence Example / copy of one of the children's fact files they have created	Share new information as a class discussion. Teaching notes Judaism Jews do not have saints in the Catholic sense of being a person who has performed a miracle. What Judaism reveres are giants of the spirit whose lives have been devoted to living for God and His Torah. Islam Islam – wali - A wali the Arabic word which has been variously translated "master", "authority", "custodian", "protector", is most used by Muslims to indicate an Islamic saint, otherwise referred to by the more literal "friend of God". Hinduism Not generally known as saints but as Gurus, sadhus, rishis, swamis, and other names. Evidence Photos of the children engaging in group discussions, copies of notes made during the discussions	Encourage discussion. Share information about Children create a fact file about a local hero. For example: Hull's Bee Lady or Tommy Coyle Who are they? What did they do? Did their actions link to their faith? How did it? / If it didn't what motivated their actions (values, etc)? Evidence Images of local heroes, information about why they are heroes	
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	In books: Use class 'success criteria' to create a job description for a saint. Evidence Photo/ copy of children's job descriptions for a saint					
	Key vocabulary saint, inspiration, sacrifice, a 'cause', altruism, justice and freedom	Key vocabulary saint, inspiration, sacrifice, St Philips.	Key vocabulary saint, inspiration, sacrifice, a 'cause', altruism, justice and freedom	Key vocabulary Saint, wali, giants of the spirit, gurus, sadhus.	Key vocabulary saint, inspiration, sacrifice, a 'cause', altruism, justice and freedom	Key vocabulary
	Key knowledge Children know a saint can mean a person who follows Jesus. Many Christian faiths reserve the name for holy people known for their heroic qualities and are now in heaven.	Key knowledge Children know that Churches, schools, streets and even shopping centers can be named after saints.	Key knowledge : Children know that St. Michael is a patron saint of the military and police forces. He is also an archangel.	Key knowledge Children know that the equivalent/closest names for saints in Islam is walis. In Judaism it is giants of the spirit and in Hinduism- Gurus, sadhus, rishis and swamis.	Key knowledge Children know some examples of heroes from our local community are the late Jean Bishop (also known as the Bee Lady) and Tommy Coyle.	Key knowledge SK:
	Key knowledge end of unit assessment: Children will know what a saint is and that some places are named after them. They will learn that not all saints are Christians. Looking – What is St.Michael the patron saint of?					

Clue – Which of these are named after saints (give a list of 5 places in Hull some of which are named St.... and others which aren't).

Thinking – Do you think Amy Johnson deserves to be a saint? Give a reason for your answer.

Vocabulary – What does the word saint mean?

Social Sciences

How is commitment demonstrated in the lives and work of significant people of faith?

Explain why significant people of faith acted according to their commitments.

Explain how people are inspired by actions of significant people of faith

Social Sciences

What motivates faith believers to get involved in different causes?

Explain the values that motivate people of faith to respond to a cause.

Give reasons why people may choose to make sacrifices to improve the lives of others.

Class 2 - Unit 4.2 - Spring 2

RE Religion: Christianity and Judaism Unit: Easter	LO: I can explain what we mean by salvation.	LO: I can understand how Christians remember the events of Holy Week.	LO: I can understand the importance of the crucifixion.	LO: I can understand the importance of Passover when offering salvation.	LO: I can understand how else faith remember the death of Jesus at Easter time.	LO:
	Religion/theme/concept/worldview Christianity Easter Salvation/gospel Personal view					
	Lesson Content Show images of people being rescued. Ask the children if they have ever been rescued? Where from? How did they feel? Discuss how Christians believe that Jesus saved them from destroying themselves by committing sins. Create freezeframes to show people being saved.	Lesson Content Explain that Holy Week is the week leading up to Easter. Watch this video Religious Studies KS2: Easter - BBC Teach Visit a local place of worship and take photos of different symbols and artefacts in this environment which link to Holy Week, such as: The Stations of the cross Bread and wine Chalice Crucifix Stained glass windows Paintings depicting the Last Supper Paschal Candle	Lesson Content Tell the children the Easter story. Look at the events that led to Jesus' crucifixion. his entry into Jerusalem on a donkey the Last Supper the betrayal of Judas two trials Pause at the point of crucifixion and explore the meaning of Christians. Christians believe that crucifixion is one of the	Lesson Content Discuss the Jewish concepts with the children – recap previous knowledge about the religion including symbols/place of worship/main beliefs. Explain the story of Passover. Highlight that like at Easter in Christianity sacrifice is shown by Jesus for people's sins. In passover it is shown by Moses. Look at where salvation is present in the story of Passover and how the festival is celebrated.	Lesson Content Look at the symbols of Easter in different religions – Judaism/Christianity mainly. How do Christians remember the death of Jesus at Easter? How do Jewish people remember the death of Jesus. Compare and contrast. Consider if/how you celebrate Easter.	Lesson Content

		Display findings on a working wall and/or create a short video clip of children explaining what they have found out. Watch/Invite a member of clergy or a follower of Christianity to explore how Christians remember and relive the events of Holy Week.	most important parts of Jesus' life as the act brought humans salvation from sin. Link to first lesson. Debate – is Easter as important as Christmas to Christians?	Compare how salvation is shown by both Jesus and Moses.		
	Key vocabulary Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion.	Key vocabulary Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion.	Key vocabulary Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion.	Key vocabulary Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion.	Key vocabulary Holy Week, Last Supper, Holy Communion, Maundy Thursday, Good Friday, crucifixion.	Key vocabulary
	Key knowledge: Salvation means saving someone from their sins. What does salvation mean?	Key knowledge: Praying and fasting are completed during Holy Week. Name a way Christians remember Holy week at Easter.	Key knowledge: Christians believe if they follow Jesus' teachings then they will live a good life. Explain the term crucifixion.	Key knowledge: The Passover festival symbolises What does Passover symbolise?	Key knowledge: Hot cross buns, Passover meal(Judiasm) , Good Friday are all ways Jesus is remembered by Christians at Easter. Name a way Christians remember Jesus at Easter.	Key knowledge
	Social Sciences How do people express their beliefs?					

Identify symbols and artefacts which are important for at least two different faiths explain how artefacts and symbols express the beliefs of faith members recognise different forms of religious and spiritual expression

Theology

What is the significance of religious festivals and rituals?

Identify the stories celebrated at festivals from different faiths explain the meaning behind the celebration of festivals and rituals from different faiths

Class 2 - Unit 4.3 - Summer 1

RE Religion: Christianity/Islam Unit: Our World	LO: I can discuss where we think the earth came from and its sacredness.	LO: I can understand the Islamic and Christian beliefs regarding creation.	LO: I can understand the Islamic and Christian ideas around God.	LO: I can understand what holy books say about looking after our world and what this means.	LO: I can discuss the concept of stewardship.	LO:
	Religion/theme/concept/worldview Christianity/Islam Our world Creation/world view Humanism					
	Lesson Content Discuss the origins of the universe. Explore scientific views on how Earth was created. How was the Earth made? – click here Share images of Earth from space and images of other planets and galaxies as a prompt/cue. Using the ultimate question: where did the Earth come from? Ask children to write a short phrase or paragraph on a cut-out image of the world.	Lesson Content Discuss - What does sacred mean? Is the Earth sacred? Explore creation stories from different faiths, identifying similarities and differences. Islam: Creation Stories Christianity: Creation story Discuss the main concepts and ideas from both creation stories and create a Venn diagram exploring the similarities or differences.	Lesson Content Discuss - Who is God? How do different religions describe God? Explore attributes of God in statements of faith, such as Christian Apostles' Creed, Muslim Shahada. Consider: What is the same/different? Share examples of artwork portraying Gods. Who is God? What do you think? Is God a person like us, or completely different? What image will express your ideas? Atheists and agnostics may say 'God is nobody' or 'God is a person no one knows' Different religions say some things similar and some different about God's identity.	Lesson Content Discuss - Why do people think we should care for the Earth? Discuss why it is our responsibility to look after our planet and share the world's resources. Watch this video clip by David Attenborough on how to care for our planet A Life on Our Planet: Sir David Attenborough on how to care for our planet - YouTube. Look at a range of holy books to consider what is said about care for animals and showing respect for the world. Christianity: this link is a sample from the book 'My Bible Animal Stories' which may provide a different	Lesson Content Start by discussing children's concepts of 'stewardship'; where do these ideas come from? The following video clip may be a good place to start! Here children will be able to explore Pope Francis' message about caring for our common home. Pope Francis' message How do humans treat the Earth? What impact is this having? Go on a 'stewardship walk' around the school environment looking out for places that need more careful stewardship; in what ways could they be improved?	Lesson Content

			Children to use a range of mediums to express their responses. Some art produced by people - Spirited Arts: Who is God? (N.B. ensure that this subject is sensitively explored for children who follow Islam.) Thoughts and beliefs about God.	context for learning – click here Islam: this video clip is based on an Islamic story for kids about being kind to animals – click here Create a tree of life: each child decorates a leaf which has a key word or phrase linked to how different faiths view the animal kingdom and care for our planet. My Bible Animal Stories Islamic story for kids		
	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary	Key vocabulary
	stewardship, khalifah, environment, ecology, habitat, Climate Action, Eco Warriors, Friends of the Earth, Extinction Rebellion, Greenpeace, Eco Schools, Eco Churches	stewardship, khalifah, environment, ecology, habitat, Climate Action, Eco Warriors, Friends of the Earth, Extinction Rebellion, Greenpeace, Eco Schools, Eco Churches	stewardship, khalifah, environment, ecology, habitat, Climate Action, Eco Warriors, Friends of the Earth, Extinction Rebellion, Greenpeace, Eco Schools, Eco Churches	stewardship, khalifah, environment, ecology, habitat, Climate Action, Eco Warriors, Friends of the Earth, Extinction Rebellion, Greenpeace, Eco Schools, Eco Churches	stewardship, khalifah, environment, ecology, habitat, Climate Action, Eco Warriors, Friends of the Earth, Extinction Rebellion, Greenpeace, Eco Schools, Eco Churches	
	Key knowledge: Humanists believe the world evolved naturally. Scientists believe the world	Key knowledge: In Islam there is not a single creation story however, like Christianity, it is believed to have been done in 6 stages.	Key knowledge: In Islam their God is called Allah and he created all living creatures, the angels, the planets and the rain to allow vegetation to grow.	Key knowledge: The Qur'an says human beings are on the world as trustees and they are told to look after the world for Allah and for the future. Muslims believe that all people are	Key knowledge: I know how to care for my environment and planet. Explain how to care for our planet and homes.	Key knowledge

Class 2 - Unit 4.3 - Summer 2

RE Religion: Islam Unit: 5 Pillars of Islam	LO: I can understand how we show commitment.	LO: I can understand and recall the 5 Pillars of Islam.	LO: I can understand how Muslims commit and follow the 5 Pillars of Islam.	LO: I can understand the importance of the 5 Pillars of Islam to a Muslim.	LO: I can understand the obstacles faced by following the 5 Pillars of Islam.	LO: I can create my own '5 Pillars' to show how we can live our lives.
	Religion/theme/concept/worldview Islam 5 Pillars of Islam Faith/belief/commitment Islam					
	Lesson Content Begin by asking the children - What are you good at? What would you like to get better at? How can you achieve that? Discuss a range of famous people who have shown commitment – sport/job. Introduce the definition of commitment – a promise to give your time and energy to something you believe in. Mind map/discuss the things the children are committed to as a class. How can we show our commitment and why is	Lesson Content Remind the children of their previous learning about the faith of Islam- including place of worship, symbols, holy book etc. Explore the ideas of a good life – what does that mean? Discuss. In Islam they believe by following the 5 pillars of Islam they will lead a good life. The 5 Pillars of Islam - BBC Teach After the video ask the children the following - What is the purpose of the 5 Pillars of Islam?	Lesson Content Recap previous lessons learning reminding children of the 5 pillars of Islam – how many can they name. Reintroduce the word commitment – how do Muslims show commitment through the 5 pillars of Islam? Split the class to research the 5 pillars of Islam – some children to research each pillar. (Consider ability some pillars – prayer and pilgrimage have more information)	Lesson Content Show the children one of the pillars of Islam – how does it show commitment? Prayer/pilgrimage. Why are the 5 pillars important to the Islamic faith? If possible, a visitor to discuss the importance of the 5 pillars with the children. Explore how Islam views the 5 pillars as showing their faith comes first in their life, the commitment proves they are putting their faith into action and practice. Muslims believe the 5 pillars are important	Lesson Content Obstacles – look at a range of people who have faced obstacles in their life - Nelson Mandela – prison. Stephen Hawking – disability. Elvis Presley – did terribly in school even in music. Look at how they achieved wonderful things. Relate this to the obstacles faced by Muslim people face when following the 5 pillars of Islam - - Financial pilgrimage. - Fasting – month long. Events during that time to be changed/cancelled. - Prayer – ensuring there is	Lesson Content Recap the children's learning about the 5 pillars of Islam. Think about how each one is important to Muslims and how they overcome obstacles to follow these and lead a 'good' life. Discuss what the children feel is important for them to lead a 'good' life. Kindness? Power? Knowledge? Fame? Family? Children to create their own 5 pillars

	it important to be committed? Consider new skills the children want to learn and improve on. Children to write showing what it is they are committed to, how they demonstrate their commitment.	What words are spoken for the Shahadah? Salah requires prayer how many times a day? What are the first and last times of prayer during the day? What is Zakat - the third pillar? What does it mean 'to fast'? What is Hajj - the fifth pillar? Ask the children what they have learned about the things that help Aameena's family to live good lives and how they may relate to their own lives. Collate class ideas.	Each group of children to share their findings as a class and completing a piece of written work – fact sheet/sentences/diagram about the 5 pillars of Islam. Whilst collating the children's ideas – ask/discuss with the class how it shows commitment – prayer 5 times a day no matter what other plans you may have etc.	teachings and show commitment to the faith. Think about what is required of Muslim people to follow the guidance of the 5 pillars – what kind of person may they be/become? Children to write down the ways each pillar of Islam effects a Muslim's life. Example (to be written in sentences/table/outline of a person) Prayer shows commitment. Fasting shows patience and reflection etc.	somewhere suitable. How do Muslims overcome these obstacles? Research and find out.	relating them to how they would impact their life.
	Key vocabulary Commitment, school, attending, effort.	Key vocabulary Islam, 5 pillars, faith, prayer, fasting, Alms, Pilgrimage.	Key vocabulary Commitment, Islam, 5 pillars, faith, prayer, fasting, Alms, Pilgrimage.	Key vocabulary Identity, belief, teaching, 5 pillars, faith, prayer, fasting, Alms, Pilgrimage.	Key vocabulary Obstacles, difficult, life, pillar, money, time, belief.	Key vocabulary 5 pillars, beliefs, important, life, commitment.
	Key knowledge: We show commitment in school by attending.	Key knowledge: The 5 Pillars of Islam are Profession of Faith (shahada), Prayer (salat), Alms (zakat),	Key knowledge: One of the 5 Pillars is shown by going on a Pilgrimage to Mecca.	Key knowledge: The 5 Pillars define the basic identity of Muslims.	Key knowledge: Fasting is a difficult Pillar to follow as Muslims do this for a whole month.	Key knowledge: Reflect on what parts of life are the most important to you.

	How do we show commitment to something in our lives?	Fasting (sawm), Pilgrimage (hajj). Name two of the 5 pillars of Islam.	Where do Muslims go on pilgrimage?	In Islam what purpose do the 5 pillars have?	Which pillar is considered difficult and why?	I can talk about the 5 pillars I have created.
	Key knowledge end of unit assessment:					
	Looking -					
	Clue -					
	Thinking -					
	Theology Why do people of faith make a pilgrimage? Compare key places of pilgrimage and identify why a faith member might go there. Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage. Suggest ideas about the meaning of pilgrimage to a believer and the impact on their life. Social Sciences How do people express their beliefs? Identify symbols and artefacts which are important for at least two different faiths. explain how artefacts and symbols express the beliefs of faith members. Recognise different forms of religious and spiritual expression. How do believers' worship? Describe some different ways people communicate with their god. Consider the meaning of different forms of religious worship and how they are expressions of belief.					

Class 3 - Unit 6.1 - Autumn 1

RE Religion: Christianity and Islam Remember when – This unit links to learning about making choices in unit Y2 Autumn 1- Lead us not into temptation and Y5 Summer 2 Islam – the 5 pillars.	LO: I can understand what it means to be fair.	LO: I can understand what justice and freedom means to Islamic and Christian followers.	LO: I can understand how different groups think about forgiveness and fairness.	LO: I can explain how holy books teach us about justice and freedom.	LO: I can explain what the world would be like without forgiveness.	LO: I can explain what forgiveness and fairness means to me.
	Religion/theme/concept/worldview Christianity and Islam Justice and freedom People of God, Kingdom of God, God, justice and freedom, authority and universal Humanism					
	Lesson Content Ask children to define the word fair. What does it mean? Can you give an example of something that is fair? Children will explore the meaning of the word fair. Does their definition match? Look at different scenarios where something could have been considered 'fair' was it? Ask children to consider questions like - Would you give your lunch up for someone who didn't have one? <u>PSHE KS1/KS2: What's fair? - BBC Teach</u>	Lesson Content Freedom – what does it mean to be free? Show children images of people/animals who are not free (zoos/prison/refugee camps) how does it make them feel? How do the people/animals feel who are there? Should everyone have the right to be free? Is that fair? Discuss. Show the children the definitions of freedom Islam – Muslims believe that Allah (God) has given them the free will to make good choices. "No-ones freedom should violate the freedom of others".	Lesson Content To recap previous lessons on fairness and freedom – definitions and their beliefs. Recap a humanist – ensure children understand what it means to be a humanist. <u>What is Humanism? - BBC Bitesize</u> Humanists believe strongly in forgiveness and reconciliation because only people—not God's, spirits, or forces—can better the world. What are the children's views on forgiveness and fairness? Do they align with any of the groups/religions looked at so far? Discussion based. <u>Suggested evidence</u>	Lesson Content Interpret stories from both the Qur'an and bible in their teaching of justice and freedom. Qur'an - The Crying Camel. Christianity – Judgement of King Solomon. Use quotes/stories from the holy books to compare, interpret. <u>Suggested evidence</u> Opinions on the stories and how justice has been portrayed in these stories. Weigh up different viewpoints.	Lesson Content Define forgiveness. Explore what it is like to forgive? Is it always possible? Think about a time when children have forgiven someone – how did it feel? Why did/didn't you forgive them? Consider what would happen if we didn't forgive people. Use scenarios - Fallen out with a friend. Upset an adult at home. Treated you unfairly. If we never gave anyone – what would happen? Relationships/emotions.	Lesson Content Recap key points from previous lessons. Children to consider their own opinion and give examples of what forgiveness and fairness mean to them – discussion. Recap the quotes/stories from different faiths the children have looked at on fairness/forgiveness. Think about which agreed the most strongly with. <u>Suggested evidence</u> Children to write what forgiveness and fairness means to them. Provide examples of what it may look/feel like and if possible use any

	<u>Suggested evidence</u> Create a flipchart of children's ideas and definitions of what fair means and examples of how we could show being show fair. Debate and discuss.	"And you will know the truth and the truth will set you free" Bible – John. Nelson Mandela - "To be free is not to merely cast of one's chains but to live in a way that respects and enhances the freedom of others." <u>Suggested evidence</u> Children consider and compare quotes from each religion. Annotate with their thoughts and ideas. Compare and contrast.	Comparison of what forgiveness means to different groups. Look at similarities and differences. Write comparison sentences. Compare and contrast.		Think about religions – what do different faith groups believe would happen? What would the impact on you and others be? Should we strive for forgiveness? <u>Suggested evidence</u> Children to create an image showing what the world would be like without forgiveness. Answer question – should we strive for forgiveness – can be class or individual. Explain a range of opinions and consider children's own opinion.	religious or parts of religious quotes they agree with. Reflect and respond
	Key vocabulary Forgiveness, reconciliation, harmony, moral, ethical, fair, discrimination, favoritism.	Key vocabulary Islam, Christians, Muslims, harmony, moral, ethical, parable, justice, freedom.	Key vocabulary Forgiveness, reconciliation, harmony, moral, ethical, parable, justice, freedom.	Key vocabulary Forgiveness, reconciliation, harmony, moral, ethical, parable, justice, freedom, Bible, Qur'an.	Key vocabulary Forgiveness, reconciliation, harmony, moral, ethical, parable, justice, freedom.	Key vocabulary Forgiveness, reconciliation, harmony, moral, ethical, parable, justice, freedom, fairness.
	Key knowledge Children know that fair means to treat people	Key knowledge Children know that humanists, alongside	Key knowledge Children know that humanism promotes	Key knowledge Children know that the Qur'an teaches that	Key knowledge Children know that humanists believe that humans offer the	Key knowledge Children know that forgiveness looks

	equally without favoritism or discrimination.	those of different faiths, believe that all humans have the right to be treated fairly and have certain rights.	forgiveness and reconciliation (when appropriate) without any need for the supernatural, spiritual, or metaphysical.	judgement and punishment ultimately belongs to God.	only real source of forgiveness.	different to different people and faiths.
	Key knowledge end of unit assessment: Children will understand what fairness and forgiveness mean to people of different faiths. Looking - what does fair mean? What does it mean to forgive? Clue - what do Humanists and Muslims believe about fairness and forgiveness? Thinking - what does forgiveness mean to you? <u>Philosophy</u> What is the meaning of justice and freedom? Why should people be good? <u>Theology</u> What do religions teach about forgiveness and reconciliation? <u>Learning outcomes by the end of KS2 pupils should be able to</u> Explain what freedom means to people of faith Show understanding of the beliefs and feelings of faith members who have experienced justice Explain their hopes and dreams for a just world Identify the response of different religions to ethical questions Identify the impact of a religious teaching such as forgiveness on a believer's actions Describe the ways in which people of faith have demonstrated forgiveness and reconciliation Identify the impact that reconciliation has on community harmony					

Class 3 - Unit 6.1 - Autumn 2

RE Religion: Christianity, Judaism and Hinduism. Christmas Remember when: This unit links to the Christmas unit covered in each year group. Y6 have an emphasis on diversity and global celebrations. Links to Hannukah and Diwali covered in Autumn 2 Y2 and Autumn 2 Y4. Is Christmas for everybody?	LO: I can compare how Christmas is celebrated in Christian and secular homes.	LO: I can compare two versions of the Christmas story.	LO: I can discuss other Christmas stories from the Gospel.	LO: I can understand that we can learn from stories even if they are not factually accurate.	LO: I can identify how Christmas is celebrated around the world and by different religions.	LO: I can reflect on their knowledge of the different views of Christmas.
	Religion/theme/concept/worldview Christianity, Judaism, Hinduism Christmas Incarnation, People of God, Kingdom of God, Messiah, secular Personal view/paganism					
	Lesson Content Children to understand secular (non-religious) and to think about how they celebrate Christmas. Compare different ways within the classroom (religious and non-religious if possible) Create comparisons of how Christmas is celebrated. (venn/mindmap/table. Ask questions	Lesson Content Children to listen to both versions of the Christmas stories. Freeze/act/retell the story/ies. Can they spot the differences/similarities? Complete task comparing the stories. Investigate and dig deeper	Lesson Content Children to learn about the Gospel. Tell the children a/some stories from the Gospel. Freeze/act/retell the story/ies. Which do they prefer and why? What does it tell them about Christmas? Investigate and dig deeper	Lesson Content Play Chinese whispers. Recap some of the stories from previous weeks. Think about the morals and lessons from these stories – can the children pick out what we can learn from them. Think about what it means to remember something and how opinions and stories can change. Link to Chinese whispers. Interpret and analyse	Lesson Content Children to learn about the Christmas story briefly. Look at another festival celebrated by a different religion (Diwali or Hannukah – both if time allows) Compare the festivals and celebrations. Evaluate and review.	Lesson Content Children to think about their understanding of Christmas – what does it mean to them? How do they celebrate? To show an understanding of how Christmas may be celebrated by another person – religious or non-religious. Reflect and respond.
	Key vocabulary Christmas, secular, Christian, church,	Key vocabulary Christmas, Matthew, Luke, Mary, Joseph, wise men,	Key vocabulary Gospel, Matthew, Priest, Magi, Papa Panov, Babouskha, Christmas, Jesus, Christian.	Key vocabulary Accurate, opinion, story, facts, truth.	Key vocabulary Diwali, Hannukah, Christmas, Judaism, Hinduism, Christian, celebration, festival.	Key vocabulary Christmas, opinion, reflect, understand.

	prayer, thankfulness, gifts, family.	shepherds, stable, house, Angel Gabriel.				
	Key knowledge: Children will compare how Christmas is celebrated in Christian and secular homes	Key knowledge: Children know that Matthew and Luke told the Christmas story differently.	Key knowledge: Children know that other stories that have developed from the gospels are The Fourth Wise Man, Papa Panov and Baboushka.	Key knowledge: Children know that we can learn from stories even if they are not accurate.	Key knowledge: Children know how Christmas is celebrated around the world and by different religions.	Key knowledge: Children know what Christmas means to me and understand what it means to others.
	Key knowledge end of unit assessment: Children will understand that Christmas is celebrated differently in Christian and secular homes; they will know that there are different versions of the Christmas story. They will learn how Christmas is celebrated around the world and by different religions. Looking – Circle which of these stories have developed from the gospels. (From lesson 3). Clue – How is Christmas celebrated in different countries. Write one similarity and one difference. Thinking – Do you think everyone feels the same about Christmas? Vocabulary – What does secular mean?					
	Social Sciences What is the value of participating in a religious festival or ritual? Theology How do the lives of faith founders influence believers? <u>Learning outcomes by the end of KS2 pupils should be able to</u> Compare the experience of participating in a religious festival or celebration around the world. Reflect and share how religious celebrations and rituals have an impact on the community.					



Identify key events in the lives of faith founders and their impact on those around them.

Explain the relevance of different faith founders for their followers today.

Class 3 – Unit 6.2 – Spring 1

RE Religion: Christianity, Judaism and Islam Unit: Living a faith Remember when: Links to units 3.3 Sacred Places and 4.1 Communities on the journey of life and identity.	LO: I can understand what identity means and how religion can shape this.	LO: I can compare how people of faith and non-believers mark the transitions of life.	LO: I can compare rites of passage.	LO: I can discuss how the rites of passage demonstrate identity and belonging to the Jewish faith.	LO: I can explain how rites of passages can create identity and belonging.	LO:
	Religion/theme/concept/worldview Christianity, Judaism, Islam Living a Faith Kingdom of God, identity, spiritual, worship, belonging, Personal view/humanism					
	Lesson Content Children to create identity circles or identity webs thinking about how family, friends, race, ethnicity and religion along with hobbies and interests form your identity. Share certificates, photos, keepsakes, and memories which contribute to our identity. Children to create piece of artwork which identifies key elements of their identity.	Lesson Content Think about the metaphor 'life as a journey.' What does this mean? How can life be described as a journey? Which times are special and why? Where do the 'milestones' occur? Create a quick timeline of life's events. Will this timeline be the same for everyone? Which are the most significant events? Are these events	Lesson Content Explain that we will be looking at rights of passage for people of different faiths. Pupils should have some knowledge of Christian baptism from KS1. Quickly recap when this happens and what happens for some Christians (Church of England and Catholic as well as other denominations). Look in depth at Baptist beliefs about baptism- look back at the life journey of the Catholic	Lesson Content <i>Teach pupils about Bar and Bat Mitzvah. Watch videos about the celebrations and what it means to Jewish people.</i> Religious Studies KS2: What is a Bat Mitzvah? - BBC Teach Bar Mitzvah - National 4 Religious, moral and philosophical studies - BBC Bitesize <i>Answer key questions about when, where, what happens and the importance of the rituals. Compare Bar and Bat</i>	Lesson Content Discuss how during COVID-19 pandemic, rites of passage couldn't mark stages in life in the normal way; how did that affect communities? Would we have communities if we didn't mark stages in life? Are celebrations marking stages of life a new concept or have they always been around?	Lesson Content

	Can religion shape your identity? How? Consider the teachings of different religions and how they influence the lives of believers. Look at what people of different faiths might wear/ how faith might influence someone's appearance. Answer the question: How is a person's identity shaped? Evidence Examples of the children's art work Photos of the children and their personal items from that link to their identity	celebrated in the same way? Look at a timeline/ life journey for people from different faiths e.g. Catholic, Baptist, Muslim, Jew. Which life events are celebrated? Do they all celebrate the same life events? Explain that these would not be the same for all Muslims/ Jews/ Christians etc. For example, some Muslims also celebrate Christmas as part of a cultural rather than religious event. Not all people who would consider themselves Christian have been married. Compare the life journeys of people from different faiths and their own ideas of a life journey. Evidence Photo of the timeline created in class	and Baptist from last lesson- what do you notice about when the baptisms takes place? Teach pupils about holy communion- which denominations celebrate this and what happens. Compare the rites of passage for different denominations of Christianity Why are these Christian rites of passage important to Christians? Evidence Images of Baptism with children's notes and ideas	<i>Mitzvah- why and how are they different?</i> Evidence Images of children's responses and opinions linked to the questions around Ber Mitzvah	How did the different rites of passage help create identity? Look back at your life journey from lesson 1. How do your main life events and beliefs shape your identity? Evidence Copies of the children engaging in discussion in groups Copies of the children's ideas scribed on shared paper	
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	Key vocabulary belonging, rites of passage – confirmation, Bar/Bat Mitzvah, ritual, celebrations, expression	Key vocabulary belonging, rites of passage – confirmation, Bar/Bat Mitzvah, ritual, celebrations, expression	Key vocabulary belonging, rites of passage – confirmation, Bar/Bat Mitzvah, ritual, celebrations, expression	Key vocabulary belonging, rites of passage – confirmation, Bar/Bat Mitzvah, ritual, celebrations, expression	Key vocabulary belonging, rites of passage – confirmation, Bar/Bat Mitzvah, ritual, celebrations, expression	Key vocabulary
	Key knowledge Children know that identity means the fact of being who or what a person or thing is.	Key knowledge Children know that in the Jewish faith they have a Bar/Bat Mitzvah. In the Islamic faith they have an Aqiqah. In Christianity they have baptisms. All three celebrate marriages.	Key knowledge Children know that some Christians have children baptized when they are born but Baptists believe baptism should happen in adulthood when a person can commit to their faith themselves.	Key knowledge Children know that Bar/Bat Mitzvah happens when a girl becomes 12 or boy becomes 13. It recognizes the transition from child to adult.	Key knowledge Children know that rituals accompanying rites of passage are often an opportunity for a community to come together to collectively mark the event.	Key knowledge SK:
	Key knowledge end of unit assessment: Children will know what identity means and how a religion can shape this. They will learn about different rites of passage, how these are marked in different religions and how they create identity and belonging. Looking – Give an example of a rite of passage which happens in Christianity, Judaism and Islam. Clue – Why do different religions have different rites of passage? Thinking – What do you think has helped to shape your identity? Vocabulary – What does the word identity mean?					
	Social Sciences Which religious rituals show identity and belonging for different traditions? Suggest how the milestones of life give a sense of identity and belonging for faith members					

Social Sciences

What is the value of participating in a religious festival or ritual?

Compare the experience of participating in a religious festival or celebration around the world

Reflect and share how religious celebrations and rituals have an impact on the community

Class 3 - Unit 6.2 - Spring 2

RE Religion: Christianity and Judaism Unit: Easter	LO: I can discuss how Easter is celebrated across the world.	LO: I can understand what Jesus' death means to Christians.	LO: I can talk about what the resurrection means to Christians.	LO: I can understand what salvation means and how the message of salvation impacts the world today.	LO: I can give an opinion on the message of Easter for today.	LO:
	Religion/theme/concept/worldview Christianity Easter Salvation/gospel Personal view					
	Lesson Content: Introduce Easter- do they celebrate Easter? How? Start with a debate: Is Easter only for Christians? Take part in 'The international Easter traditions quiz'. The international Easter traditions quiz Drawing on children's prior knowledge, discuss Easter from a religious and secular perspective. Identify common aspects in the ways in which festivals are celebrated around the world.	Lesson Content Recap: What are the similarities and differences in the ways Easter is celebrated around the world? Start by asking: What does Jesus' death and resurrection mean to Christians? Key information: Many Christians say that a belief in the resurrection of Jesus, and therefore that death is not the end, leads to hope. Invite in a member of the clergy or a local Christian to share how Jesus' death and resurrection influences the way in which they live their life. Or, if this is not possible, you may wish to	Lesson Content What does the death of Jesus mean to Christians? Take your pupils to a church graveyard and look at gravestones, epitaphs and memorials (or if a visit is not possible explore the catalogue on the Hull Minster site and search key words, such as hope, resurrection, memory, beloved, etc. click here Get pupils to sort the epitaphs, memorials and gravestones — perhaps using categories such as most meaningful, comforting or peaceful. List which words occur most often, for example:	Lesson Content Why is the resurrection important to Christians? Watch this short clip from the Pixar animation Up – click here What was Ellie's legacy? Link feelings of joy, hope, sadness, excitement or disappointment to different points in Ellie and Carl's married life. This shows the pupils that although Ellie was no longer around, she had built something lasting that remained after her death. (Ideas adapted from Understanding Christianity.) Reflect on what you have discussed about the language of memorials (religious and secular) and	Lesson Content What is the Easter message? Recap the previous learning and collate the children's ideas of what the message of Easter could be. Children to explore what they consider to be in the Easter message and show an example of it in the world today. Consider what Easter means to them. Using news/media/celebrations/traditions. Children to write a short prose explaining their ideas and opinions.	Lesson Content

	Look at many ways in which one event from the Easter story is marked at the festival of Easter, e.g., Jesus' death: • A church service focusing on the importance of Jesus' death (Kenya). • A Way of the Cross procession led by the Pope (Italy). • A symbolic funeral procession (Greece). Split the class into pairs. Ask each pair to focus on Easter practices on Good Friday or Easter Sunday for two or more countries. Pupils should put these into a Venn diagram to see where practices are unique to one of the countries studied or are shared by countries. Each pair should create one page of an 'Easter across the world' scrapbook. The page should show similarities	share Fern Cotton's journey to Jerusalem as a starting point for discussion. Video 1: Introduction Video 2: Visit to the place where Jesus' trial may have taken place. Fern Britton – Video 1 Fern Britton – Video 2 Ask a Christian what the death of Jesus means to them. What does Jesus' death mean to Christians?	memory, hope, resurrection, beloved. Say why. Note that the Christian hope is that God grants eternal life through Jesus. Compare language used on Christian epitaphs with secular equivalents. Why is it that many Christians feel that the resurrection of Jesus means that death is not the end?	the biblical texts on resurrection. How would belief in life after death affect Carl's feelings about Ellie dying? Hot seating activity Select two pupils for role play: one character would represent Carl as a believer in life after death and the other character to represent Carl as someone who did not believe in life after death. • Is there life after death? • How do you know? What proof have you got? Ask pupils to consider how and why belief in life after death make a difference to how people live. Ask pupils to consider the difference between a general hope that there is some kind of life after we die, and the Christian teaching that there definitely is a heaven, with no death, mourning, crying or pain (Revelation 21:4). Ask them to evaluate whether or not, and how, these different views would make a difference to how a person would live. (Ideas adapted from Understanding Christianity.)			
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	and differences in the ways that their given day is marked. Crucially, it should also show similarities and differences in reasons behind the practices. Pages could include photographs, the Venn diagrams, explanations of reasons behind practices, relevant quotes, etc.			Using websites or books, create a one-minute presentation to explain what the impact of the message of salvation for the world is today. Ask them to weigh up arguments for and against the statement that 'believing in life after death is a benefit to individuals and to society'.		
	Key vocabulary resurrection, ascension, Pentecost, repentance, forgiveness of sins, redemption, good news	Key vocabulary resurrection, ascension, Pentecost, repentance, forgiveness of sins, redemption, good news	Key vocabulary resurrection, ascension, Pentecost, repentance, forgiveness of sins, redemption, good news	Key vocabulary resurrection, ascension, Pentecost, repentance, forgiveness of sins, redemption, good news	Key vocabulary resurrection, ascension, Pentecost, repentance, forgiveness of sins, redemption, good news	Key vocabulary
	Key knowledge: Know 3 ways Easter is celebrated around the world in religious or secular ways. Name 3 ways Easter is celebrated around the world.	Key knowledge: Many Christians say that a belief in the resurrection of Jesus, and therefore death, leads to hope that death is not the end. What do Christians believe resurrection is?	Key knowledge: Christians' hope is that God grants eternal life through Jesus. Do Christians believe that death is the end. Explain.	Key knowledge: Salvation means being saved. Explain what salvation means and an example of how it is seen in the world today.	Key knowledge: To give an opinion on the Easter message. To give an example of the Easter message.	Key knowledge
	Social Sciences What is the value of participating in a religious festival or ritual?					

Compare the experience of participating in a religious festival or celebration around the world reflect and share how religious celebrations and rituals have an impact on the community

Theology

How do the lives of faith founders influence believers, identify key events in the lives of faith founders and their impact on those around them explain the relevance of different faith founders for their followers today.

Class 3 - Unit 6.3 - Summer 1

RE Religion: Christianity/ Hinduism/Islam Unit: Hopes and Visions	LO: I can express my opinions on what I think life is about and our purpose.	LO: I can discuss and compare the different beliefs regarding the purpose of life.	LO: I can discuss and compare how different people teach about how we should live our life.	LO: I can discuss our ideas on what is beyond life.	LO: I can discuss what influences me.	LO:
	Religion/theme/concept/worldview Christianity/Hinduism/Islam Hopes and visions. Creation/faitth/peace/truth Humanism					
	Lesson Content Begin with the question – what is point in life? Debate and discuss children's ideas and views remaining considerate and respectful of different ideas. Consider what makes a 'good' life. Create cards – fame, learning, justice, freedom, power, wealth, family, health, helping people/planet. Ask children to order them in importance for them (diamond 9). Discuss results as a class are there any similarities or differences.	Lesson Content Recap previous learning and remind children of their view of a 'good' life. Focus on religious and non-religious world views of purpose of life. Discuss how each of these are achieved Sikhism: Reunite with God through mukti. Islam: Serve God's purpose and live a life linked to an eternal life, worldly goals and moral virtues. Hinduism: Achieve four aims (Purusharthas): dharma, kama, artha, moksha Christianity: Bring glory to God our creator and enjoy him forever through Jesus Christ	Lesson Content Recap the beliefs of Islam/Christianity/Hinduism on the purpose of life. Look at how these views are shown in actions for Christians/Muslims/Hindus. Christianity – Jesus, kind helping people, doing right. Allah - worship, accepting Allah's will. Hindu – karma, moral, ethically. Jesus: Golden Rules – love God, love your neighbour, parables, the Sermon on the Mount Moses: Ten Commandment, Shema, kashrut – food laws The Buddha: Four Noble Truths and Eightfold Path	Lesson Content Children to consider their own views on what is beyond life – allow time of discussion and respectful debate. Children to learn about the different religions views about what happens beyond life. Islam teaches there is life after death. Christians teach that you go to heaven. Hindus believe that humans are in a cycle of death and rebirth called samsara. Consider how does that belief impact the decisions made during your life?	Lesson Content Look at some famous people who could be considered influencers – footballers/actors/singers/authors. Do these people have an influence on our lives? If so, how? Is that positive or negative? Children to consider the influences on their life – from famous people to family and friends. Ask pupils to respond to the question Who am I? in as many ways as possible beginning 'I am...'	Lesson Content Consider one scientific description – "A human being is enough iron to

	Children to create an image or passage explaining their view of a 'good' life. What would that look like? Look at a humanist view of life and compare with their own/discuss children's opinion.	Buddhism: To end suffering and achieve enlightenment Judaism: Embody Torah and to love, trust and obey God. Humanism: To make good choices and give our own life meaning Learn about each religion's belief around the purpose of life and create a piece of writing as a class to compare the beliefs. Class write/class split into religious to research/information sheet.	Muhammed (pbuh): Five Pillar Teaching of the Gurus: One True God, equality for all people, 5Ks, service to others Compare the different views using teachings and actions of religious people e.g. charity/sin/prayer. or Prepare questions and interview a faith member about the ways in which they follow the teaching of a faith founder and the impact this has on their life or Recall a key teaching and explain to the class. or Illustrate a key teaching – could you make a graphic novel of key teachings? Explore 3 different rules for life What is Kosher? What is the Shema? Four Noble Truths Eightfold Path Five Pillars 5Ks	Children to describe/draw/label their ideas on what happens beyond life. Those that wish to share with the class. or Compare and contrast Heaven, Hell and purgatory. or Create a PPT explaining why people believe in life after death. Ensure children include the Christian viewpoint. or Create own poem, individually or as a class, to list reasons why they can be kind and happy for reincarnation. or Children create an image of something that could be considered paradise, either after death or here on earth.	make a medium sized nail, enough sulphur to rid one dog of fleas, enough magnesium for one dose of salts, enough lime to whitewash a small building, enough sugar for 7 cups of tea and enough fat for 7 bars of soap." If this is a true description, how is it true? Is anything missing? Do those influences change over time? Children to draw themselves with their influences around them – the closer the influence the closer to them etc. Link to those who are religious and the influences they may have.	
	Key vocabulary Purpose, meaning of life, mission, ambition, hope.	Key vocabulary Purpose, meaning of life, mission, ambition, hope, Christian, Jesus, sacred, God.	Key vocabulary Purpose, meaning of life, mission, ambition, hope, Hindu, Purusharthas, moral, ethical.	Key vocabulary Purpose, meaning of life, mission, ambition, hope, Islam,	Key vocabulary Purpose, meaning of life, mission, ambition, hope, influence.	Key vocabulary

	Key knowledge: Humanists have no belief in an afterlife, and so they focus on seeking happiness. I can explain my opinion on life's purpose with consideration for other beliefs.	Key knowledge For Christians, human life is sacred and is a gift from God which is to be respected and protected. Muslims say life is a test from Allah. Hindus say the purpose of life is to achieve four aims, called Purusharthas. I can show understanding of different beliefs regarding the purpose of life.	Key knowledge Through Purusharthas, Hindus believe you are provided with opportunities to act morally and ethically and lead a good life. A Muslim believes that the purpose of life is to worship Allah. Christians believe we should follow the teachings of Jesus and be kind to everyone. I can explain how a religion believes people should live their life providing examples.	Key knowledge Islam teaches there is life after death. Christians teach that you go to heaven. Hindus believe that humans are in a cycle of death and rebirth called samsara. I can compare differences and similarities in beliefs around beyond life.	Key knowledge To know we are all influenced by someone or something. I can name some influences on my life and the impact with examples.	Key knowledge
Philosophy	What is an ultimate question? Identify what makes some questions ultimate. Offer answers to an ultimate question from different faith perspectives. Theology Who is God? Explain how people of different faiths describe what god is like. Identify what different sacred writings say about the attributes of God.					

Class 3 - Unit 6.3 - Summer 2

RE Religion: Christianity, Islam, Hinduism and Judaism Unit: Influences	LO: I can express our ideas about what makes a good life.	LO: I can understand how Christians and Muslims believe we can lead a good life.	LO: I can understand how Hindus and Jews believe we can lead a good life.	LO: I can compare the beliefs of religious groups and non-religious groups about leading a good life.	LO: I can understand what we can learn from these worldviews about leading a good life.	LO: I can express our opinion on what leading a good life means to us.
	Religion/theme/concept/worldview Christianity/Hinduism/Islam/Judaism Influences belief/faith/peace/truth/ethics Humanism/personal view					
	Lesson Content Recapping prior knowledge from summer 1. Encourage children to debate challenging questions whilst being respectful of the responses of others. Discuss - What do people say life is about? What do you believe makes a good life? (prior knowledge) Share ideas and hopes for future. <u>What is a good life? - BBC Teach</u>	Lesson Content Recap prior knowledge from Summer 1 – how do faiths believe a good life is led? Introduce the key teachings of Islam and Christian on a ‘good’ life. Islam - Islam teaches that humans cannot be blamed for sins they did not commit. Islam teaches doing good deeds and avoiding bad ones, such as the parents’ right by being kind to them, the	Lesson Content Recap prior knowledge from Summer 1 – how do faiths believe a good life is led? Introduce the key teachings of Hinduism and Judaism on a ‘good’ life.	Lesson Content Recap the key teachings from all 4 religions. This could be a lot of information to recap – take the teachings which the children related to the most and/or the key teachings of each religion that relates to leading a good life. Children to look at their view of a good life and that of a Humanists view. Children to have 5/6 (4 religions/Humanism/themselves) flipchart pieces of paper around the room. Add information about each religion’s view of a ‘good’ life	Lesson Content Provide the children with some scenarios and ask them to think about the ways different people may react to that situation. - a pet dying. - finding large sum of money. - someone being bullied etc. Is there anything we can learn about how to live a good life? Think about the advice you might give to a younger sibling/friend. Children to consider the different religious teachings about a	Lesson Content Children to create a poster/piece of art work showing what a good life would look like to them considering learning about the topic. Share with each other and ask questions. What is good about your life now? What do you hope for the future? How will you achieve it? Most important parts to them of a ‘good’ life could be

	Show children people reflecting on what life is about. Do they agree? Which parts? Children to reflect on key memories from birth to present day and consider special moment in life. In books Timeline of special moments in their lives – can include future events they are hopeful for. Jobs/driving etc.	children's right by providing them a decent life. Islam teaches that there is no priesthood in God's religion, and faith is for all. People are equal, Islam teaches that the universe has one God. He is the Creator of the universe and what it contains. Christianity: God is your most valuable relationship. Love is the most important a person can provide. Forego power and seek purpose. Be thankful for the good in your life. Taking a leap of faith. Judge others how you'd like to be judged. Look at how these beliefs lead to a 'good' life from Christian and Islamic perspective. Create a Venn diagram or similar showing similarities and	Hinduism – Samsara, Atman, Moshka, Brahman, Karma. Prakriti and the Triguna – souls preference for goodness. Judaism - Judaism is the faith of a Community. Judaism is a family faith. Judaism means living the faith. Jews believe that all life is special and belongs to God. Jews believe that human life has a special status. This is often referred to as the sanctity of life. Look at how these beliefs lead to a 'good' life from Jewish and Hindu perspective. Children to compare the key teachings and relate to their own idea of a 'good' life – discussion/mind map.	and lead a class discussion about what is similar and different in the many viewpoints.	'good' life and piece together the elements they agree with and how these impact leading a good life. (These can be a combination of teachings/elements from all religions/humanism). Present this as a piece of writing. Children can discuss that a 'good' life may have different definitions to different people.	larger/prominent position etc.
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		differences between Islam/Christian.				
	Key vocabulary Respect, kind, love, honesty, good life, future, hopes.	Key vocabulary Muslim, Islam, Christianity, heaven, God, teachings, judged.	Key vocabulary Hindu, Jewish, karma, sanctity of life.	Key vocabulary Humanist, holy books, community, people, opinions, respect.	Key vocabulary Kindness, good, learning, life, opinions, beliefs.	Key vocabulary My view, opinion, belief, respect, life, future, past.
	Key knowledge: We live a good life by being kind, respectful, showing love and honesty. Name a way you can live a 'good' life.	Key knowledge: Christians and Muslims believe we lead a good life to get into heaven (Paradise) – that is the ultimate goal. Describe an Islamic view of a 'good' life.	Key knowledge: Hindus believe in karma and that when we put good out into the universe then good will come back to us. Describe a Hindu or Jewish belief.	Key knowledge: Humanists believe that leading a good life is important but do not look towards religious books to explain this. Where could a Humanists look for how to lead a good life?	Key knowledge: Leading a good life is being kind to others. Name a way we can try and lead a good life.	Key knowledge: What does a good life mean to me? I can reflect on my view of leading a good life.
	Theology What do religions teach about forgiveness and reconciliation? Identify the impact of a religious teaching such as forgiveness on a believer's actions describe the ways in which people of faith have demonstrated forgiveness and reconciliation identify the impact that reconciliation has on community harmony. Philosophy Why should people be good? Identify the responses of different religions to ethical questions. What is the meaning of justice and freedom? Explain what freedom means to people of faith.					