

Year 1 Autumn 1 RE		
Theme: Who are Christians and what do they believe?	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
God Jesus bible believe cross love forgiveness powerful symbol	The children undertook a unit on celebrations as part of the wider world curriculum in EYFS. This included Christmas and Easter.	How and why do we celebrate special and sacred times?
Key assessment questions		
Do the children know what a Christian believes? Do the children know that Christians follow the bible? Can the children recognise some Christian symbols? Do the children know about some Christian beliefs about God?		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
<ul style="list-style-type: none"> <li>-Christians believe in god and follow the example of Jesus.</li> <li>-Christian beliefs about God- All seeing, powerful, loving and forgiving.</li> <li>-Christian Symbols</li> <li>-How do Christians live their lives and follow the bible?</li> </ul>		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 1 – Autumn 1 – Religious Education						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Some awareness that people have different beliefs.	Know that Christians believe in god.	Know that Christians believe god is powerful.	Children will have seen and heard of a Church before.	Children will know that Christians go to church.	Children will know that Christians go to church.
Key learning focus for the lesson (s)	<p><b><u>Christians believe in god.</u></b></p> <p>Christians believe in God. Who is God? Christians follow the example of Jesus.</p>	<p><b><u>Christian Beliefs about God.</u></b></p> <p>Christians believe that god is: All seeing Powerful</p> <p>How do Christians believe God uses his power?</p>	<p><b><u>Christian Beliefs about God.</u></b></p> <p>Christians believe that god is: Loving and Forgiving</p> <p>How do Christians believe God shows his love?</p>	<p><b><u>Christian place of worship and Symbols</u></b></p> <p>Look at art and recognise some symbols and images used to express ideas about God. Symbols and images found in a church. What do these mean? Why are they important?</p>	<p><b><u>Christian Music</u></b></p> <p>Listen to pieces of music that express ideas about God. Discuss these. Where might this music be played?</p>	<p><b><u>How do Christians live their lives?</u></b></p> <p>Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use.</p>
Potential amendments for SEND	- Teacher to adjust lessons accordingly to meet the needs of all pupils.					

Year 1 Autumn 2 Religious Education		
Theme: How and why do we celebrate special and sacred times?	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Harvest Celebrate Festival Love exchanging gifts Eggs New beginnings Easter Christmas Tradition crops donate.	Who is Christian and what do they believe?	The children will be looking at who a Muslim is and what they believe.
Key assessment questions		
Can the children name Christian festivals and Celebrations such as Christmas, Easter and Harvest. Can the children retell Christian stories about Celebrations. Do children know the meanings behind the Easter Story and the Christmas Story?		
Knowledge to be taught		Useful pictures / diagrams / weblinks
Explore festivals in Christianity, including Christmas, Easter, and Harvest. Christianity: the stories and meanings associated with them.		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 1 – Autumn 2 – Religious Education						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	That Christians believe in God and follow the example of Jesus as told in the bible.	That Christians believe in God and follow the example of Jesus as told in the bible.	That Christians believe in God and follow the example of Jesus as told in the bible.	That Christians believe in God and follow the example of Jesus as told in the bible.	That Christians believe in God and follow the example of Jesus as told in the bible.	That Christians believe in God and follow the example of Jesus as told in the bible.
Key learning focus for the lesson (s)	<p><b><u>Explore Christian Festivals: Harvest</u></b></p> <p>During the Harvest Festival Christians thank God for the food during harvest. Christians believe Christians also thank God for the variety of food and everything that helps the crops grow. Christians donate food to others.</p>	<p><b><u>Explore Christian Festivals: Easter</u></b></p> <p>Learn about the Easter Story. Using pictoral representations, children to re-order the Easter story .</p>	<p><b><u>Explore Christian Festivals: Easter</u></b></p> <p>Why do Christians Celebrate Easter?</p> <p>How do Christians celebrate Easter?</p> <p>Easter symbols- Eggs to celebrate new life/new beginnings.</p>	<p><b><u>Explore Christian Festivals: Christmas</u></b></p> <p>Why do Christians celebrate Christmas?</p> <p>How do Christians celebrate Christmas? (Church, Forgive, exchange gifts, love)</p>	<p><b><u>Explore Christian Festivals: Christmas</u></b></p> <p>Discuss with Chn: How do you celebrate Christmas?</p> <p>What are your Christmas traditions?</p>	<p><b><u>Explore Christian Festivals: Christmas</u></b></p> <p>The Christmas story.</p> <p>Christmas Music.</p>
Potential amendments for SEND	Teacher to adjust lessons accordingly to meet the needs of all pupils.					



Year 2 Autumn 1 Religious Education		
Theme: Who is Jewish and what do they believe?	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Jewish Mezuzah Passover Moses, Shabbat, menorah, chanukiah Festival Synagogue	What makes some places sacred?	How and why do we celebrate special and sacred times?
Key assessment questions		
<p>Do the children know that Jewish people believe in God?</p> <p>Do the children know the story of Moses and the Exodus and its link to Passover?</p> <p>Do the children know that Shabbat is an important Jewish celebration?</p> <p>Do the children know that a synagogue is the Jewish place of worship?</p>		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<p>-What is a Mezuzah and why is it important to Jewish people?</p> <p>-Jewish stories such as the Passover story.</p> <p>-Jewish Celebrations such as Shabbat and Passover.</p> <p>Jewish place of worship and artefacts.</p>		
Definitions / technical vocabulary for teachers.		
<p>Mezuzah: A parchment inscribed with religious text and attached to a the door frame in a case as a sign of faith in a Jewish house.</p>		

Medium term plan – Year 1 – Autumn 1 – Religious Education						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Children know who God is believed to be.	Children know some Christian artefacts.	Children can identify items that are precious and important to them.	Children know that a Mezuzah is important and precious to Jewish people.	Children know that Jewish people Celebrate Shabbat.	Children have an understanding of a church and artefacts.
Key learning focus for the lesson (s)	<p><b><u>Jewish Belief in God.</u></b></p> <p>Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema (Deuteronomy 6:4-9) i.e. God is one, creator and cares for all people.</p>	<p><b><u>Precious items and artefacts.</u></b></p> <p>What precious items do children have in their houses? Why are these items important to them? What makes them special?</p>	<p><b><u>Mezuzah</u></b></p> <p>Look at a mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home?</p>	<p><b><u>Jewish Celebrations</u></b></p> <p>Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest.</p> <p>What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home?</p>	<p><b><u>Passover:</u></b></p> <p>Tell the story of Moses and the Exodus.</p> <p>Learn that Pesach (Passover), is a festival which is associated to this story.</p>	<p><b><u>Jewish worship and Artefacts.</u></b></p> <p>Children to investigate and discuss Jewish artefacts such as menorah (7 branched candlestick) and the 9-branched chanukiah/hanukkiah</p> <p>Jewish place of worship is the Synagogue.</p>
Potential amendments for SEND	-Teachers to adjust lessons accordingly to meet the needs of children with SEND.					

Year 2 Autumn 2 Religious Education		
Theme: How and why do we celebrate special and sacred times?	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Symbolic, symbols, traditions, Eid, Ramadan, Muslim, Islam, light.	Who is Jewish and What do they believe?	Who is a Muslim and what do they believe? (part 2)
Key assessment questions		
Do the children know about how Muslims celebrate Eid? Do the children know about Christian Christmas traditions? Can the children explain why light is important to Christians at Christmas?		
Knowledge to be taught		Useful pictures / diagrams / weblinks
Learn about how Muslims celebrate Eid-al-Fitr? What happens in a Muslim house at Eid- al-Fitr? Christianity- Celebrating Christmas and the Christmas Story Christianity- Why is light important at Christmas? How do Christians celebrate Christmas?		
Definitions / technical vocabulary for teachers.		



Medium term plan – Year 2 – Autumn 2 – Religious Education						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Children have an awareness that celebration is an important part of religion.	Children have an awareness that celebration is an important part of religion.	Children have learned about Ramadan and Eid.	Children can reflect upon their own Christmas traditions.	Children know the Christmas story.	Children know that lights are symbolic at Christmas time.
Key learning focus for the lesson (s)	<p><b><u>Celebrations: Ramadan/Eid</u></b></p> <p>Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ulFitr..</p>	<p><b><u>Celebrations: Ramadan/Eid</u></b></p> <p>Find out what happens in a Muslim household at Eid-ulFitr..</p>	<p><b><u>Reflect upon Muslim Celebrations</u></b></p> <p>Talk about whether the stories and events mean something for the pupils themselves – can they connect with ideas of rest, freedom, hope and self-control?</p>	<p><b><u>Christianity: Celebrating Christmas.</u></b></p> <p>Re-cap the Christmas Story.</p> <p>Children to re-tell this.</p>	<p><b><u>Compare the importance of the symbol of light within different festivals</u></b></p> <p>Christmas lights lighting up the streets and homes reminds Christians that Jesus Christ is the light of the world.</p>	<p><b><u>Christmas Symbols:</u></b></p> <p>Christmas symbols linked to Christianity.</p> <p>E.g- the star, the angel, the wreath, candles, manger, a cross, bells, cane, tree etc.</p>
Potential amendments for SEND	-Teachers to adjust lessons accordingly to meet the needs of children with SEND.					



Year 3 Autumn 1 Religious Education		
Theme: What do different people believe about God?	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Faith trust belief The father, the son and the holy spirit Vishnu, Brahma exists	How and why do we celebrate special and sacred times?	What does it mean to be a Christian in Britain today?
Key assessment questions		
Are the children able to explain what different people believe about God? Do the children know that not everyone believes in God		
Knowledge to be taught		Useful pictures / diagrams / weblinks
Faith and Trust Not all people believe in God Hindu Beliefs in God Christian Beliefs in God The influence that believing in God has on your personal life.		
Definitions / technical vocabulary for teachers.		
Trimurti – Brahma (creator), Vishnu (preserver), Shiva (sometimes called ‘destroyer’ or ‘transformer’).		

Medium term plan – Year 3 – Autumn 1 – RE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	A trust that something is true even if we don't fully understand it.	Children understand that Christians believe in God. They have learned about Christianity in KS1	Children should know that there are many different religions.	Children have some understanding of Christianity and Hindu beliefs about God.	Children should be able to identify some personal world views of Christians.	Children should have some of their own ideas about believing.
Key learning focus for the lesson (s)	<p><b><u>Faith and Trust.</u></b> Find some examples of how we know about something we have not seen or experienced for ourselves. Talk about ways in which we exercise trust and faith in our everyday lives. For example, we trust our doctors, our teachers. We trust the weather forecast. Link this to religion, even if God hasn't been seen, some people have a trust and faith that God is there.</p>	<p><b><u>What do people believe about God?</u></b> Explore some of the ways in which religions name and describe the attributes of God, with a particular focus for this session on how Christians think of God as Trinity – Father, Son and Holy Spirit.</p>	<p><b><u>What do people believe about God?</u></b> Explore some of the ways in which religions name and describe the attributes of God, with a particular focus for this session on Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (sometimes called 'destroyer' or 'transformer').</p>	<p><b><u>What do people believe about God?</u></b> Examine similarities and differences between these views of God. (Hindu and Christian)</p>	<p><b><u>Believing in God.</u></b> Explore the influence believing in God has on the lives of believers – how it affects their personal worldviews</p>	<p><b><u>Does everyone believe?</u></b> Explore the fact that many people do not believe in God. Find out some reasons why, and consider what difference it can make to someone's personal worldview.</p>
Potential amendments for SEND	Teachers to adjust accordingly based on the needs of the children in class- use intelligent practice to meet the needs of all children.					

Year 3 Autumn 2 PSHE

Theme: What does it mean to be a Christian in Britain today?	Cross Curricular Links:	
<b>Key vocabulary</b>	<b>Prior learning</b>	<b>Next steps</b>
Crucifix    faith    holy    bible dedication	What do different people believe about God?	Why do some people think that life is like a journey and what significant experiences mark this?
<b>Key assessment questions</b>		
Can the children identify ways in which Christians show their faith?		
<b>Knowledge to be taught</b>		<b>Useful pictures / diagrams / weblinks</b>
<p>How do Christians show their faith?</p> <ul style="list-style-type: none"> <li>-Objects in a Christians home</li> <li>-Christian family acts</li> <li>-Attending Church</li> <li>-Activities in church</li> <li>-Music and singing.</li> </ul>		
<b>Definitions / technical vocabulary for teachers.</b>		

Medium term plan – Year 3 – Autumn 2 – RE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson	Children understand that Christians believe in God, follow the bible, believe Jesus is the son of God and follow his teachings. Children understand that the Christian place of worship is a church.					
Key learning focus for the lesson (s)	<p><b><u>How do Christians show their faith?</u></b></p> <p>Find out about how Christians may show their faith within their families. What kinds of things might Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity.</p>	<p><b><u>How do Christians show their faith?</u></b></p> <p>What objects might you find in a Christian’s home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge.</p>	<p><b><u>How do Christians show their faith?</u></b></p> <p>What similarities and differences are there with the family values and home rituals of pupils in the class?</p>	<p><b><u>How do Christians show their faith?</u></b></p> <p>Explore what some Christians do to show their faith within their church communities. What do they do together and why?</p>	<p><b><u>How do Christians show their faith?</u></b></p> <p>Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, Boys’ Brigade, Sunday services, different types of worship.</p>	<p><b><u>How do Christians show their faith?</u></b></p> <p>Describe some ways in which Christians express their faith through hymns and modern worship songs</p>
Potential amendments for SEND	Teachers to adjust accordingly based on the needs of the children in class- use intelligent practice to to meet the needs of all children.					



Year 4 Autumn 1 Religious Education		
Theme: What does it mean to be a Hindu in Britain today?	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Santana Dharma    Eternal    Hindusim Hindu    Deity    Rama    Sita    Karma Good vs Evil    Devotion    Puja Tray Iconography	What do different people believe about God?	How do people from religious and non-religious communities celebrate key festivals?
Key assessment questions		
<p>Do the children know how Hindu's show their faith within their families and in their home?</p> <p>Do the children know the story of Rama and Sita and the teachings around this?</p> <p>Do the children know that there are many Hindu Deities with different attributes?</p>		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<p>How do Hindu's show their faith within their families?</p> <p>How do Hindu's show their faith within their homes?</p> <p>The story of Rama and Sita and the meanings around this.</p> <p>The Hindu Gods- they believe in more than one god.</p>		
Definitions / technical vocabulary for teachers.		
<p>Note that the word 'Hinduism' is a European word; many Hindus refer to their tradition as 'Sanatana Dharma'– i.e. 'Eternal Way'. RE is beginning to refer to Hindu Dharma rather than 'Hinduism'. It is incredibly diverse as a whole way of life rather than a set of beliefs.</p>		



Medium term plan – Year 4 – Autumn 1 – Religious Education						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	That some people follow Hinduism as a religion.	Children know what items might be found in a Hindu home.	Children have learned about how Hindus show their faith.	Children have learned about Rama and Sita including Karma, devotion and good vs evil.	Children understand what a god is perceived to be.	Children know there are many Hindu deities and can recall some of their attributes.
Key learning focus for the lesson (s)	<p><b><u>How do Hindus show their faith?</u></b></p> <p>Find out about how Hindus show their faith within their families. [What objects might you find in a Hindu's home and why? E.g. murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols.</p>	<p><b><u>How do Hindus show their faith?</u></b></p> <p>What kinds of things would Hindu families do during the week? Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class?</p>	<p><b><u>Rama and Sita</u></b></p> <p>Look at the Ramayana, the story of Rama and Sita. Use it to explore ideas of dharma, karma, devotion, and good vs evil.</p> <p>Explore Hindu ideas of karma – how actions bring good or bad karma.</p>	<p><b><u>Hindu ideas about life</u></b></p> <p>Explore Hindu ideas about the four aims of life (punusharthas) – dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; karma: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth (reincarnation). Compare these. with pupils' goals for living</p>	<p><b><u>Who are the Hindu Gods?</u></b></p> <p>Learn about the Hindu Gods and their attributes.</p>	<p><b><u>Hindu Deities</u></b></p> <p>looking at Hindu iconography – explore the different gods in Hinduism. How do the different images show the different characters and attributes of the deities?</p>
Potential amendments for SEND	-Teachers to make any adjustments required to meet the needs of all children in the class.					

Year 4 Autumn 2 Religious Education		
Theme: How do people from religious and non-religious communities celebrate key festivals?	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Secular worldviews materialistic significant events	What does it mean to be a Hindu in Britain today?	What does it mean to be a Christian in Britain today? (Part 2)
Key assessment questions		
Do the children understand that both religious and non-religious people celebrate Christmas today? With some differences and some similarities. Can the children consider the opinions of both religious and none religious view points about a particular topic? Are they able to consider the views of others		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
Consider questions about the role of festivals in the life of Britain today Celebrating Significant Events and People Religious and non-religious worldviews about Christmas.		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 4 – Autumn 2 – Religious Education						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Knowledge of celebrations and events in the UK.	Knowledge of celebrations and events in the UK	Knowledge of celebrations and events in the UK	Knowledge of celebrations and events in the UK	Knowledge of celebrations and events in the UK	Knowledge of celebrations and events in the UK
Key learning focus for the lesson (s)	<p><b><u>Celebrating Significant Events and People</u></b> Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. Are there similarities and differences in practices across the class? Why might this be?</p>	<p><b><u>Consider questions about the role of festivals in the life of Britain today:</u></b> Is Comic Relief day a bigger festival than Easter?</p>	<p><b><u>Consider questions about the role of festivals in the life of Britain today:</u></b> Can the real meaning of a festival be preserved, or do the shops and shopping always take over? Is there a ‘real’ meaning of a festival?</p>	<p><b><u>Christian and Secular Christmas:</u></b> Choose a series of Christmas practices to explore, at least one celebrated at church and one from home e.g. nativity service, Christingle service, decorating the house, carol singing. Find out information about how, why and by whom these are done. Plan one of these activities e.g. a nativity service, explaining why certain parts of the celebration happen, who might join in or not join in.</p>	<p><b><u>Christian and Secular Christmas:</u></b> Look at information about how many people in the UK celebrate Christmas and how they say they celebrate. What is interesting or surprising? Create a questionnaire as a class to find out how people celebrate Christmas and what is important to them about Christmas. Ask a variety of people from different religious and non-religious worldviews. Analyse the results. Can pupils see any patterns? Do lots of people give similar information in their response? Are all the responses different?</p>	<p><b><u>Consider questions about the role of festivals in the life of Britain today:</u></b> Is Christmas for Christians or for everyone?</p>
Potential amendments for SEND	-Teachers to make any adjustments required to meet the needs of all children in the class.					



Year 5 Autumn 1 Religious Education		
Theme: Why do some people think God exists?	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
Theist          Atheist          Agnostic Presence      Family background Suffering	How do people from religious and non-religious communities celebrate key festivals?	What does it mean to be a Muslim in Britain today (part 1)
Key assessment questions		
Do the children know what a theist, Atheist, and Agnostic person believes? Do children Understand main reasons why people believe in God? Do children Understand main reasons why people do not believe in God?		
Knowledge to be taught		Useful pictures / diagrams / weblinks
Find out about how many people in the world and in your local area believe in God Understand the terms Theist, Atheist, Agnostic Understand main reasons why people believe in God Understand main reasons why people do not believe in God.		
Definitions / technical vocabulary for teachers.		
Theist: Believes in God. Atheist: Does not believe in God Agnostic: Is unsure if they believe in God.		

Medium term plan – Year 5 – Autumn 1 – Religious Education						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Children know that some people believe in God and some don't. Children know that we are all different.	Children know that some people believe in God and some don't. Children know that we are all different.	Children know that some people believe in God and some don't. Children know that we are all different.	Children know that some people believe in God and some don't. Children know that we are all different.	Children understand that Christians believe God created the World.	Children know that Christians follow the example of Jesus.
Key learning focus for the lesson (s)	<b><u>Atheist, Agnostic, Theist.</u></b>  Explore the meaning of these terms, compare.	<b><u>Belief in God and Trends Across the UK.</u></b> Find out about how many people in the world and in your local area believe in God using global statistics and the latest UK census (see p. 5 for local and national demographics). Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words 'theist' (believes in God), 'agnostic' (cannot say if God exists or not) and 'atheist' (believes there is no god).	<b><u>Explore some reasons why people do believe in God.</u></b> Consider some of the main reasons. These include: family background – many people believe because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator	<b><u>Explore some reasons why people do not believe in God.</u></b> Consider some of the main reasons. Family background Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need to use a Creator to explain	<b><u>Genesis</u></b> Consider ways in which Christians read the Genesis account of creation. Explore why some Christians read it literally; explore how lots of Christians read it as expressing some truths about God and human beings without reading it literally. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander).	<b><u>Believing in God and living your life.</u></b> Explore what impact believing in God might make on the way someone lives his or her everyday life. Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today
Potential amendments for SEND	Teacher to adjust sessions accordingly to meet the needs of all pupils in class.					

Year 5 Autumn 2 Religious Education

Theme: What does it mean to be a Muslim in Britain today?	Cross Curricular Links:	
<b>Key vocabulary</b>	<b>Prior learning</b>	<b>Next steps</b>
Qu'ran Prophet Muhammed Night Journey Hafiz Prophet	Why do some people think God exists?	What matters most to Christians and Humanists?
<b>Key assessment questions</b>		
Do the children understand why the Qur'an is important to Muslims?		
<b>Knowledge to be taught</b>		<b>Useful pictures / diagrams / weblinks</b>
<p>To consider the importance of the Qur'an.                  How it must be handled and looked after.                  How the Qur'an is learnt.                  Examples and teachings from the Qur'an.                  Compare similarities between the Qur'an and the Bible</p>		
<b>Definitions / technical vocabulary for teachers.</b>		
hafiz, hafiza: Muslims who memorise the Qur'an word for word.		

Medium term plan – Year 5 – Autumn 2 – RE						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	that Muslims follow Islam and read the Qur'an.	That the Muslim holy book is called the Qur'an	That the Muslim holy book is called the Qur'an	that Muslims follow Islam and read the Qur'an	that Muslims follow Islam and read the Qur'an	that Muslims follow Islam and read the Qur'an
Key learning focus for the lesson (s)	<b><u>Find out what pupils already know about Islam</u></b> ; how many Muslims do they think there are in Britain and in your local area? Find out and talk about the information from the 2011 Census.	<b><u>The Holy Qur'an</u></b> Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt.	<b><u>The Holy Qur'an:</u></b> how it is used, treated, learnt	<b><u>The Holy Qur'an:</u></b> Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17 (the Prophet's Night Journey).	<b><u>The Holy Qur'an</u></b> Find out about people who memorise the Qur'an and why (hafiz, hafiza).	<b><u>The Holy Qur'an</u></b> Compare the Qur'an to the Bible. How are they similar? How are they different.
Potential amendments for SEND	Teacher to make adjustments where necessary to ensure the needs of all children are met.					



Year 6 Autumn 1 RE		
Theme: What does it mean to be a Muslim in Britain today?	Cross Curricular Links:	
Key vocabulary	Prior learning	Next steps
5 Pillars of Islam Faith (shahada). Prayer (salat) Alms (zakat) Fasting (sawm) Pilgrimage (hajj) Ummah Shahadah	Green religion? How and why should religious communities do more to care for the Earth?	What can be done to reduce racism? Can religion help?
Key assessment questions		
Do the children understand the meaning and significance of the Five pillars of Islam and expressions of these? Can the children identify how Muslim lives are affected by the significance of the Five Pillars of Islam? Can the children identify how this is practiced by Muslims in Britain today.		
Knowledge to be taught	Useful pictures / diagrams / weblinks	
Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action); Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime? Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah). Investigate how they are practised by Muslims in Britain today, noting that practice varies – not all Muslims practise all the pillars. Consider what beliefs, practices and values are significant in pupils’ lives. • Talk about the Shahadah (‘There is no god except Allah’) and use the 99 names of Allah to explore the attributes of God. Make links with belief in tawhid.		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 6– Autumn 1 –Religious Education						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Children should have learned Unit 1 of this Unit in Year 5.	Children should have learned Unit 1 of this Unit in Year 5	Children should have learned Unit 1 of this Unit in Year 5	Children should have learned Unit 1 of this Unit in Year 5	Children should have learned Unit 1 of this Unit in Year 5	Children should have learned Unit 1 of this Unit in Year 5
Key learning focus for the lesson (s)	<p><b><u>The 5 Pillars of Islam</u></b></p> <p>Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action); Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage)</p>	<p><b><u>The 5 Pillars of Islam</u></b></p> <p>How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?</p>	<p><b><u>The 5 Pillars of Islam</u></b></p> <p>Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah).</p>	<p><b><u>The 5 Pillars of Islam</u></b></p> <p>Investigate how they are practised by Muslims in Britain today, noting that practice varies – not all Muslims practise all the pillars.</p>	<p><b><u>Compare the 5 Pillars of Islam values to our own values.</u></b></p> <p>Consider what beliefs, practices and values are significant in pupils' lives.</p>	<p><b><u>Shahadah</u></b></p> <p>Talk about the Shahadah ('There is no god except Allah') and use the 99 names of Allah to explore the attributes of God. Make links with belief in tawhid.</p>
Potential amendments for SEND	Teachers should use intelligent practice to make adjustments as required to meet the varied needs within a classroom.					

Year 6 Autumn 2 Religious Education		
Theme: What can be done to reduce racism? Can religion help?	Cross Curricular Links: PSHE- Protected Characteristics/Racism.	
	Prior learning	Next steps
Racism, Morals, Prejudice Colston Wesley Complicit	What does it mean to be Muslim in Britain today?	Is it better to express your beliefs in arts and architecture or in charity and generosity?
Key assessment questions		
<p>Are the children able to think about the meanings of some key ideas about racism and religion?            Can the children identify how forms of expression have been used in struggles against racism?            Do the children know that there is more that unites us than divides us?</p>		
Knowledge to be taught		Useful pictures / diagrams / weblinks
<p>Discover and think about the meanings of some key ideas about racism and religion by studying some people who have given their lives to reducing prejudice and hatred.</p> <ul style="list-style-type: none"> <li>• Learn in depth and detail about the statues of Colston and Wesley in Bristol.</li> <li>• Consider how music, film, prayer, art and other forms of expression have been used in struggles against racism</li> <li>• Enable pupils to think for themselves about the ways that scriptures encourage religious people to treat all humans with dignity, respect, equity or love – and consider reasons why this does not always happen.</li> <li>• Learn that early Christian traditions include important stories about human unity, even though the Christian church has sometimes been complicit in racism.</li> <li>• Consider some questions, such as: can prayer help reduce racism? Does God care about racism? Why are religious people sometimes racist even though they preach love for all? Is it only religious people who fail to live up to their ideals?</li> </ul>		
Definitions / technical vocabulary for teachers.		

Medium term plan – Year 6– Autumn 2 –Religious Education						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Pre- requisite knowledge required before the lesson.	Understand the protected Characteristics, current events and the fight for equality. (pshe)	Understand the protected Characteristics, current events and the fight for equality. (pshe)	Understand the protected Characteristics, current events and the fight for equality. (pshe)	Understand the protected Characteristics, current events and the fight for equality. (pshe)	Understand the protected Characteristics, current events and the fight for equality. (pshe)	Understand the protected Characteristics, current events and the fight for equality. (pshe)
Key learning focus for the lesson (s)	<p><b><u>What can be done to reduce racism? Can religion help?</u></b></p> <p>Discover and think about the meanings of some key ideas about racism and religion by studying some people who have given their lives to reducing prejudice and hatred.</p>	<p><b><u>What can be done to reduce racism? Can religion help?</u></b></p> <p>Learn in depth and detail about the statues of Colston and Wesley in Bristol.</p>	<p><b><u>What can be done to reduce racism? Can religion help?</u></b></p> <p>Consider how music, film, prayer, art and other forms of expression have been used in struggles against racism.</p>	<p><b><u>What can be done to reduce racism? Can religion help?</u></b></p> <p>Enable pupils to think for themselves about the ways that scriptures encourage religious people to treat all humans with dignity, respect, equity or love – and consider reasons why this does not always happen</p>	<p><b><u>What can be done to reduce racism? Can religion help?</u></b></p> <p>Learn that early Christian traditions include important stories about human unity, even though the Christian church has sometimes been complicit in racism.</p>	<p><b><u>What can be done to reduce racism? Can religion help?</u></b></p> <p>Consider some questions, such as: can prayer help reduce racism? Does God care about racism? Why are religious people sometimes racist even though they preach love for all? Is it only religious people who fail to live up to their ideals?</p>
Potential amendments for SEND	Teachers should use intelligent practice to make adjustments as required to meet the varied needs within a classroom.					

