

Year: 5/6 PoS: Islam		Subject: RE		Topic Question/Title: <i>Why is the Qur'an so important to Muslims?</i>				Term – Autumn One		Curriculum - A	
Prior Knowledge - Learned about Ramadhan – the Islamic month of fasting. They should explore the reasons for fasting and the value expressed by this commitment - Considered how fasting at Ramadhan is both an act of submission to God and an expression of concern for those who are poor and hungry. - Understood why a Muslim would commit to the fast and the impact that fasting may have on individuals, families and communities. - Explained the importance of Ramadhan in the context of the Five Pillars. They will consider why many Muslims give to charity at this time.						Key Vocabulary Authority, guidance				Outcome Presentation	
Future Learning - analyse the Five Pillars of Islam and how they are linked - explain how the beliefs and values of Islam might guide a person through life - explain the importance of the Ummah for Muslims and that this is a community of diverse members - describe and explain the importance of Hajj, including the practices, rituals and impact - explain how a person might change once becoming a hajji - consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage - discuss the various events that might happen on the journey of life and how people might change over the course of their life - consider what support people might need on life’s journey - ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed						Stimulus Qur’an stand First hand experiences (enrichment) World Religion News				Life Appreciations The Qur’an, The Night of Power	
Subject Specific – Islam Beliefs and values: - explore Islamic beliefs about the Qur’an as the word of God - explain how and why the Qur’an is a source of guidance for life for a Muslim - explain the impact of believing that the Qur’an is divine revelation - describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets Living religious traditions: - explain how and why Muslims might commemorate the Night of Power - describe and explain a variety of ways that Muslims might show respect for the Qur’an – and how this symbolises their respect for God - explain how the teachings of the Qur’an might influence the actions and choices of a Muslim Shared human experience - discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority - suggest when and why people might want guidance about how to live Search for personal meaning - discuss who or what has guided them in their own beliefs, values and commitments - reflect on what ‘ultimate authority’ might mean for them				Key Knowledge This unit enables pupils to explore and examine the origins and role of the Qur’an as a source of wisdom and authority for Muslims. They should gain an understanding of the importance of revelation within Islam and how this impacts on the way that the Qur’an is viewed and treated. Pupils should make links with prior learning about the night of power (Laylat Ul-Qadr), not only knowing what happened, but also why it is important for Muslims and how it is remembered. They should develop knowledge and understanding of the Prophet Muhammad and how/why he is a role model and source of guidance for Muslims. This is an opportunity to pull together prior learning about the life of the Prophet. Pupils should have opportunities to discuss what is meant as ‘Ultimate Authority’ and should recognise how this may differ for different members of society – including religious and non-religious individuals and communities. They should be able to link this with their learning about the Qur’an as the word of God and ultimate source of authority for Muslims.				Possible evidence The Qur’an must be treated, at all times, with a great deal of respect. For Muslims, the Qur’an is the direct word of God as revealed to the Prophet Muhammad (pbuh). The Qur’an was revealed to Prophet Muhammad (pbuh) on the Nighth of Power.			

Year: 5/6 Subject: RE PoS: Christianity: God	Topic Question/Title: <i>Why is it sometimes difficult to do the right thing?</i>		 Term – Autumn Two Curriculum - A	
<u>Prior Knowledge</u> - Explored different Christian beliefs about the Bible as the word of God. Considered how and why Christians might try to follow the teachings of the Bible - Understood that the Bible is a collection of books, containing different types of literature – and that Christians have different beliefs about how it should be interpreted - Investigated the differing sources of authority that a Christian might look to when making moral decisions and the impact that following these might have on the life of a believer - Learnt about how Christians use the Bible – both in congregational worship and in private as a source of wisdom and guidance		<u>Key Vocabulary</u> Moral, prayer and redemption	<u>Outcome</u> Discussion	
<u>Future Learning</u> - explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God - explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism) - analyse the importance of Christian rites of passage as an expression of faith and commitment - use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies - discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life - consider the value of celebrating landmarks in life – for individuals and communities - ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change - discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life		<u>First hand experiences (enrichment)</u> Visitors from the Catholic and Protestant church	<u>Life Appreciations</u> Sin, Adam and Eve's disobedience, temptation and morality	
<u>Subject Specific – God</u> Beliefs and values: - describe Christian beliefs about sin and forgiveness - describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God - suggest different ways that this story might be understood by Christians Living religious traditions: - describe and explain how and why Christians might use the Lord's Prayer - analyse and interpret the Lord's Prayer – and what guidance it provides for Christians - suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations Shared human experience: - consider the different ways that myth and stories are and used - explain how a 'truth' might be contained within a story Search for personal meaning: - consider how they decide what is 'true' – and how there might be different types of truth - discuss and debate things that they consider to be true that others might disagree with		Key Knowledge This unit enables pupils to explore Christian beliefs and teachings about sin and temptation and introduce core Christian concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation. Pupils should be encouraged to make links with prior learning about the creation story in Genesis 1 (particularly the point that God made the world 'and saw that it was good') and with their knowledge of baptism. They should have the opportunity to analyse and ask questions about the story found in Genesis 3, not simply retell it. Pupils should deepen their understanding of how and why Christians use the Bible by exploring different Christian interpretations of the text – literal and metaphorical – and how this might impact on a believer's attitude towards sin and temptation in the world today. Pupils should investigate the importance of forgiveness within the Christian faith and the way this might be put into action by both individuals and communities. They should be able to make links with teachings found in the Lord's Prayer and other aspects of Christian worship such as prayers of penance, confession and reconciliation. Pupils should reflect on things that might be seen as 'temptations' in modern life. They should be able to consider the role of greed and selfishness in leading people astray from doing the right thing – and ask questions about why we/they do things that we/they know are wrong. They should also be able to talk about their own views about the role of forgiveness: Why might it be important? Should we always forgive? Is it important to say sorry if you want to be forgiven? Why might it sometimes be difficult to forgive?		Possible evidence Help them avoid evil and temptation, Christians follow the rules as set out in the 10 commandments These are the 10 rules, from God, designed to guide people in their lives

Year: 5/6 Subject: RE PoS: Hindu Dharma	Topic Question: <i>What might Hindus learn from stories about Krishna?</i>	 Term – Spring One Curriculum - A	
Prior Knowledge - Investigated the story of Rama and Sita and suggested what a Hindu might learn from this story. - Retell the story and identify what it teaches Hindus about how to live and the idea that good overcomes evil. - Learnt about the Hindu deity Vishnu and Hindu beliefs about avatars. - Describe why Diwali is such a popular Hindu festival and the impact that the festival might have on the life believers.		Key Vocabulary Incarnation (avatar), devotion, scriptures	Outcome Create a story with an important message
Future Learning - analyse Hindu beliefs about samsara, karma and moksha and how these are linked - explain how belief in reincarnation might affect the way in which a Hindu views the ‘journey of life’ - explain how belief in reincarnation and the law of karma might affect the way a Hindu lives - describe and explain the four ashramas (stages of life) in the life of a Hindu - explain how a person might change as they move from one ashrama to the next - consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama - discuss the special milestones that we might celebrate during a person’s lifetime - discuss how our rights, responsibilities and relationships with others might change as we go through life - ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future		Stimulus Stories about the Hindu deity Krishna	Life Appreciations Krishna, Holi
Subject Specific – Hindu Dharma Beliefs and values: - make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty - explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus - explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer Living religious traditions: - describe and explain a variety of ways that Hindus might celebrate the festival of Holi - suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate - explain how Holi celebrations might express Hindu beliefs about equality Shared human experience: - explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions - consider the different ways that myth and stories are and used - explain how a ‘truth’ might be contained within a story Search for personal meaning - consider how they decide what is ‘true’ – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) - discuss and debate things that they consider to be true that others might disagree with		Key Knowledge This unit enables pupils to examine how Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures. Opportunities are provided for pupils to explore some forms of Hindu literature and the beliefs and practices associated with a key story. Pupils will need to revisit prior learning – in order to understand this unit, they need to know that Hindus believe in one God in many forms (Brahman) and that Vishnu is a popular form of Brahman as he is seen as the protector and preserver. One way that Vishnu fulfils this role is through avatars. They will already be aware of one of Vishnu’s avatars (Rama) through learning about Diwali and the story of Rama and Sita. Pupils should also be encouraged to consider whether there are links between the ‘truths’ and values revealed in the story and their own beliefs, values and experiences.	Possible evidence Krishna is believed to be an incarnation of

Year: 5/6 Subject: RE PoS: Christianity – Jesus	Topic Question: <i>What do we mean by a miracle?</i>		 Term – Spring Two Curriculum - A	
Prior Knowledge - Retell the story of Jesus in the wilderness - Identify Christian beliefs about Jesus reflected in this story - Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) - Describe what a Christian might do during Lent and why - Explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this - Discuss Christians who have been examples of sacrificial love (eg. Oscar Romero) and how they were motivated by their faith - Consider differing attitudes and responses to the concept of sacrifice (both positive and negative) - Discuss why many people are willing to make sacrifices for the people they love - Discuss why some people may be willing to make a sacrifice for someone they don't even know - Give examples of acts of sacrifice that have been done by or for them - Discuss who or what they would be prepared to make sacrifices for - Consider the value of sacrifice – as an expression of love and commitment		Key Vocabulary Miracle, divine and pilgrimage	Outcome Hold a class debate	
Future Learning - retell the events leading up to and including the death of Jesus - explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life - explain how and why Christian individuals and communities might celebrate the events of Holy Week - use religious vocabulary to describe and explain the Eucharist - explain different Christian beliefs about the Eucharist and its importance - consider how people might mature and become stronger through overcoming difficulties - consider the value of being part of a community on the 'journey of life' - raise questions and discuss the extent to which they agree that 'suffering makes you stronger' - discuss own experiences and attitudes towards the importance of having companionship on the journey of life		Stimulus/First hand experience Visit from a journalist – how do they report events, write an article or record a news report.	Life Appreciations Miracles of Jesus, pilgrimage	
Subject Specific – Hindu Dharma Beliefs and values: - describe Christian beliefs about miracles as 'signs' of the divinity of Jesus - retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus Living religious traditions: - describe why some Christians might go on pilgrimage to places associated with miraculous events - explain the impact that belief in miracles and the power of prayer might have on a Christian Shared human experience: - explain the difference between fact, opinion and belief - consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God Search for personal meaning: - discuss their own beliefs – is there anything that they accept as truth which others may not agree with? - reflect on how they make decisions about what is/is not true	Key Knowledge This unit enables pupils to explore what the Christian belief in Jesus as 'fully human and fully divine' means. They will build on their prior learning about the incarnation and to consider why some people regard the miracles of Jesus as signs of his divine nature. They might also reflect on what miracles such as healing the sick and feeding people reveal about the humanity of Jesus. Pupils should have opportunities to discuss why some people believe in miracles and why others do not. In the context of Christianity, they should understand the importance for many Christians, of believing in the possibility of miracles and in belief in the resurrection of Jesus. Pupils will investigate why some Christians might want to travel to a place associated with a miracle. They should reflect on the impact of bringing beliefs to life by standing in the place where an important event is believed to have happened. They should consider the meaning of the word faith and the experiences that might strengthen the faith of a believer.		Possible evidence Christians believe that Jesus conducted many miracles whilst Alive. They believe that these miracles showed the compassion Jesus had for his people. Miracles demonstrate that Jesus is divine as Christians believe these actions are Godly. It is believed that Jesus can perform miracles because he is God come down to earth. However, he also lives half his life as a human.	

Year: 5/6 Subject: RE PoS: Christianity – Church	Topic Question: <i>How do people decide what to believe?</i>		 Term – Summer One Curriculum - A	
Prior Knowledge • Retell some of the main parables of Jesus and why these might be an important source of guidance for Christians • Suggest ways that Christians might put these teachings into action in the 21st century • Describe and explain (with examples) Christian attitudes about how to treat others • Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed • Explain (with examples) how and why people might use stories to pass on wisdom and guidance • Discuss how and why fables might be an important aspect of human history and culture • Discuss examples of wisdom and guidance that they have learnt from stories • Consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this		Key Vocabulary Trinity, creed, denomination and symbolism	Outcome Lead a discussion	
Future Learning • explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian • explain (simply) Christian beliefs about salvation • explain how Christian beliefs about life after death might affect a believer’s sense of purpose and behaviour throughout the journey of life • explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) • analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice • discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others • discuss the importance of saying sorry and forgiveness in maintaining relationships with others • raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) • reflect on the benefits and difficulties of forgiveness		Stimulus/First hand experience Visit a church to look at the art work of the Trinity	Life Appreciations The Trinity, use of symbols and metaphors, The Worldwide Church	
Subject Specific – Hindu Dharma Beliefs and values: • describe what Christians mean when they talk about one God in Trinity • identify the beliefs contained within the Apostle’s Creed • explain why the Christian community (The Church) might want/need an agreed statement of belief Living religious traditions: • describe and explain the meaning of a range of symbols that might be used for the Trinity • explain how symbols might unite the worldwide Christian Church • describe the role of places like Taizé where Christians from different backgrounds might come together to worship Shared human experience: • consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life • discuss different responses to sources of authority Search for personal meaning: • raise meaningful questions about things that puzzle them • differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values		Key Knowledge This unit enables pupils to explore Christian beliefs and teachings contained in the Apostle’s Creed and how shared beliefs unite the world-wide Church. Pupils should know what is meant by the idea of one God in Trinity and be able to explain the role of each person of the Trinity. They should be able to explain these concepts using subject specific vocabulary and make connections between beliefs, teachings and practices. Pupils will begin to explore diversity within Christianity by looking at differences in worship. They should consider different ideas about diversity within a community – and the importance of being respectful of difference. Pupils should know that there is one worldwide Christian community - the Church – but that there are many types of Christians and churches that belong to this. Pupils will have opportunities to explore the question of how people can live together well in modern Britain – and the value of being united in diversity.		Possible evidence Apostle’s Creed - This is a summary of what the Church teaches including the beliefs of Christians. The Trinity - Christian people believe God is made up of three distinct persons: God the Son God the Father God the Holy Spirit Denomination - There is one worldwide Christian Church with many branches (denominations).

Year: 5/6 Subject: RE PoS: Judaism		Topic Question: <i>Do people need laws to guide them?</i>	 Term – Summer Two	Curriculum - A
Prior Knowledge • Explored Jewish beliefs and values about how to live in accordance with the Torah • Investigated the story of the Ten Commandments being given to Moses and considered how these might affect the life of a follower. • Investigated the importance of the Jewish Sabbath. • Leant how the Sabbath is observed and why it is important to many Jewish individuals and families. • Thought about why making time to devote to God and spending time with family might be an important part of religious life.		Key Vocabulary • Bimah – raised platform where the Torah is placed and read from • Ark – where the Torah is stored when not in use • Yad – a tool that allows them to follow the text without touching the Torah • Synagogue • Rabbi • Shabbat	Outcome Conscience Alley drama activity.	
Future Learning How do Jewish holy days remind adherents of their faith?		First hand experiences (enrichment) Visit a synagogue - https://shulbythesea.co.uk/school-group-visits/ Or 'Email a believer' resource at http://pof.reonline.org.uk/	Life Appreciations The Torah, the synagogue.	
Subject Specific – Judaism Beliefs and values: • Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers • Explain the impact of Jewish beliefs and values – including reasons for diversity Living religious traditions: • Explain differing forms of expression within the context of Jewish worship. • Describe diversity of religious practices and lifestyle within t Interpret the deeper meaning of symbolism – contained in stories, images and actions Shared human experience • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities Search for personal meaning • Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance		Key Knowledge This unit enables pupils to explore the importance of the Torah to Jewish people as a guide to life and faith. This unit has links with the Year 2 unit 'What aspects of life really matter?' and pupils will have opportunities for revisiting prior learning on how the Torah was given to Moses. Pupils will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. They will explore how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue. Pupils will then have time to reflect upon how they personally make decisions and who or what can have influence over this.	Possible evidence The Story of Abraham teaches us to put faith in God.	