

Year: 5/6 Subject: RE		Topic Question: <i>Is there one journey or many?</i>		Term – Autumn One		Curriculum - B		
PoS: Hindu Dharma								
Prior Knowledge - Investigated why Krishna is such a popular Hindu deity and what the stories about Krishna might teach Hindus. - Learnt about the Hindu belief that God is present in all people (through the atman) and the impact this might have on the way Hindus should treat others.				Key Vocabulary - Karma - Reincarnation - Ceremony - Rites of passage		Outcome Plan a ceremony that could be used to mark and celebrate the transition from primary school to secondary.		
Future Learning – KS3 - Awareness of the complexity of religious beliefs and practices, and ways of talking about religious and non-religious beliefs - Analyse the differing beliefs, understandings and attitudes that people may hold about God - Use subject specific language when speaking and writing about religious and non-religious beliefs and values - Use key concepts to explain how believer might express their membership of the faith - Explain the impact of beliefs and teachings about on individuals and communities - Analyse, interpret and explain symbolism in expressions of faith. - Consider the importance of religious community to a particular faith – and apply this to their deepening understanding of what is meant by ‘religion’. - Express thoughtful views about the significance of our communities in making us who we are, considering the impacts of our friends, relatives and wider circles of belonging - Evaluate the importance of having a sense of identity and belonging - Explain how beliefs and traditions bring religious communities together. - Frame, investigate and debate questions about identity and belonging in relation to their learning about religious and non-religious world-views - Apply my developing knowledge of religious and non-religious beliefs to these questions: Who am I? What are my beliefs and values – and how do I express these? Where do I belong?				Stimulus Cycle of samsara.		Life Appreciations, Understandings and Events Reincarnation, Karma, the 4 ashramas		
Subject Specific – Hindu Dharma Beliefs and values: - 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 Living religious traditions: - 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 Shared human experience: - 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 Search for personal meaning: - 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				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 - Pupils could bring in a photograph of themselves as a baby/toddler – class could try to guess who each photo is of and talk about what has changed/what has stayed the same about each person - Look at images of elderly people and discuss thoughts and feeling about the fact that getting old and eventually dying is part of the human experience. As a class, list beliefs and ideas that people might have about the purpose of human life		Lancashire Syllabus 2021 Pupils could design a ‘Game of Life’ using a snakes and ladders board layout. Pupils could add own suggested positive/negative actions to the bottom of ladders/top of snakes. Plan a ceremony that could be used to mark and celebrate the transition from primary school to secondary – think about what they have learnt from the Sacred Thread ceremony (eg. acknowledging and showing gratitude to the people who have helped on life’s journey so far, making a declaration of commitment to the next stage of life, symbolic actions to demonstrate readiness for the new responsibilities and independence).

Year: 5/6 Subject: RE		Topic Question: <i>How do Christians mark the ‘turning points’ on the journey of life?</i>		Term – Autumn Two	Curriculum - B
PoS: Christianity – Church					
Prior Knowledge • explore Christian beliefs and teachings about the concept of the Trinity • investigate the beliefs contained within the Apostle’s Creed and consider why a religious community might want a shared statement of belief • explore the use of art in Christianity to explain beliefs such as the Trinity and as a focus for use in worship • learn about the Worldwide Christian Church and the beliefs and practices that might unite them. They could look at Taize as an example of Christian unity in diversity		Key Vocabulary • Salvation • Reconciliation		Outcome As the pupils prepare to move on to high school, what do they feel is the purpose of their life? Who or what gives their life meaning?	
Future Learning – KS3 Christianity • Know what Christians mean when they refer to God as the Almighty, the Creator and Sustainer • Explain differing Christian ways of understanding the creation stories in Genesis • Analyse some of the philosophical arguments for the existence of God (e.g. the Cosmological Argument) • Explain the importance of Jesus and the Holy Spirit to Christians in the context of the Trinity • Know a selection of the key parables taught by Jesus – and be able to explain how these might influence the behaviour of individual Christians and communities • Analyse teachings contained in the Genesis accounts of creation and explain the impact that these might have on the life of a believer, especially in terms of stewardship and concerns about environmental issues • Explain why and give examples of how individual Christians and communities have worked for justice • Analyse, interpret, and explain the use of art and symbols in Christian communities • Know what is meant by the ‘World-wide Church’ • Explain why there are different denominations of Christianity • Analyse the importance of belonging to a faith community for a Christian and be able to give examples of how a Christian might express their belonging and commitment to a church community • Analyse a range of religious and non-religious views about the origins of the world and the role of human beings in the world • Consider what human concerns and values might unite the worldwide community (and what issues and injustices might divide it) • Explain how interpretations of beliefs, values and traditions can unite or divide communities • Consider the importance of shared beliefs and values to a community, and how these might lead to a sense of unity • Discuss the different ways that people might express their commitments to the communities they belong to • Demonstrate increasing self-awareness and awareness of their own roles and responsibilities in the differing communities they belong to • Draw on learning about the Christianity to respond to questions such as: Who am I? What are my beliefs and values – and how do I express these? Where do I belong? What am I committed to? Who or what do I really care about?		Stimulus Scenarios of forgiveness.		Life Appreciations, Understandings and Events Christian rites of passage, denominational differences	
Subject Specific – Church		Key Knowledge		Possible evidence	
Beliefs and values: • 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 Living religious traditions: • 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 Shared human experience: • 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 Search for personal meaning: • 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		This unit enables pupils to explore what it is that Christians believe gives their lives purpose and meaning. This builds on their prior learning about how Christians are guided to live. Pupils will learn about the effect that belief in salvation brought about by Jesus’ death and resurrection has. They will discover how the act of confessing sins and seeking reconciliation and forgiveness restores relationships with others and with God in the eyes of the believer, leading to faith in life after death. Pupils should have opportunities to reflect on the importance of forgiveness to them.		Lancashire Syllabus 2021 Put pupils into groups and give each a large sheet of paper with one of these questions: What sort of things are we sorry for? Why do we say sorry? Why is it important to say sorry? Give them time to discuss their question and note any ideas onto the sheet. After a few minutes, pass sheets around so that each group receives a question with some ideas already noted. They can read what the previous group’s responses were and add other ideas that they may have. Continue until all questions have been considered by each group. Display the responses and discuss. Place numbers 0-10 in the centre of the classroom/hall. Explain that this is a forgiveness scale where 0 represents something that can be forgiven easily and instantly and 10 is something unforgivable. Share some scenarios. After each, pupils place themselves on the scale according to how challenging that scenario would be to forgive. Any position is acceptable as long as they can explain why they have placed themselves there. Use this later in the unit as an assessment opportunity.	

Year: 5/6 Subject: RE		Topic Question: <i>What is Hajj and why is it important to Muslims?</i>	Term – Spring One	Curriculum - B 
Prior Knowledge • explore Islamic beliefs about how the Qur’an is the word of God. They should investigate how the Qur’an is used as a source of guidance in everyday life. • explain why Muhammad (pbuh) is called the seal of the prophets and investigate the impact of believing the Qur’an is divine revelation. • be able to recall the night of power and explain how and why Muslims remember it. • be able to explain how Muslims demonstrate respect for Allah through the use and treatment of the Qur’an.		Key Vocabulary • Pilgrimage • Mecca • Unity • Intention	Outcome Journey map.	
Future Learning – KS3 • Analyse Muslim belief about identity and belonging to Allah and to the Muslim community • Explain reasons why the teaching of the Qur’an and Hadith can give Muslims a strong sense of community • Explain the importance of belonging to Allah, to the Muslim community, to the mosque and to the human race in Islam • Describe and explain the significance of British Muslim identities today: examine how young British Muslims express their sense of belonging • Explain how Muslim spiritual experience can reinforce a sense of belonging to Allah (e.g. Sufi experience) • Consider how each of the 5 Pillars can reinforce Islamic identity • Discuss, explain and respond for myself to two examples of social action in Islam that connect to solidarity with other Muslims and the human race (e.g. the work of a Muslim charity, the life story of an inspiring Muslim) • Consider and explain with reasons why it matters to every person to belong to bigger communities • Use a rich knowledge of Muslim answers to life’s big questions of identity and belonging to consider reasonably some answers of my own to these questions • Consider the questions: who am I? Who am I becoming? Where do I belong? Draw on the insights seen in Islam to respond to the questions		First hand experiences (enrichment) Virtual Hajj around school	Life Appreciations, Understandings and Events The Ummah Haji	
Subject Specific – Islam Beliefs and values: • 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 Living religious traditions: • 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 Shared human experience: • 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 Search for personal meaning: • 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	Key Knowledge		Possible evidence	
	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.		Lancashire Syllabus 2021 Make a list of achievements within the last 12 months. Pupils could bring certificates, pictures or write down what they have done. Discuss and reflect on how they achieved what they have - was it through being taught something new? Practice? Could they have done it two years ago? What has changed to allow them to develop their potential? Write a Hajj diary – including the experiences, emotions and personal reflections of a Hajji (this could be used as an assessment task). Pupils to make a journey map with photographs or pictures of their lives so far, plotting all the important events and achievements. Reflect on and talk about their journey and the people who have helped them – identifying why guidance and support is often necessary in life. Pupils to continue their journey map plotting out their hopes for the future and what help, support or guidance they will need along the way.	

Year: 5/6 Subject: RE		Topic Question: <i>Why do Christians believe Good Friday is ‘good’?</i>	Term – Spring Two	Curriculum - B 
Prior Knowledge • explore a selection of miracle stories from the life of Jesus and consider what a Christian might learn about Jesus from these stories • deepen their understanding of Christian beliefs about Jesus as God incarnate – fully human and fully divine • investigate why some Christians might go on pilgrimage to places associated with miraculous events • explore the link between belief in miracles and the power of prayer. They will consider the importance of believing in the possibility of miracles for Christians today.			Key Vocabulary • Eucharist • Holy Week • Disciples	Outcome Make a personal set of Stations of the Cross showing challenges from their journey of life or through school so far in images and words.
Future Learning – KS3 Christianity • Know what Christians mean when they refer to God as the Almighty, the Creator and Sustainer • Explain differing Christian ways of understanding the creation stories in Genesis • Analyse some of the philosophical arguments for the existence of God (e.g. the Cosmological Argument) • Explain the importance of Jesus and the Holy Spirit to Christians in the context of the Trinity • Know a selection of the key parables taught by Jesus – and be able to explain how these might influence the behaviour of individual Christians and communities • Analyse teachings contained in the Genesis accounts of creation and explain the impact that these might have on the life of a believer, especially in terms of stewardship and concerns about environmental issues • Explain why and give examples of how individual Christians and communities have worked for justice • Analyse, interpret, and explain the use of art and symbols in Christian communities • Know what is meant by the ‘World-wide Church’ • Explain why there are different denominations of Christianity • Analyse the importance of belonging to a faith community for a Christian and be able to give examples of how a Christian might express their belonging and commitment to a church community • Analyse a range of religious and non-religious views about the origins of the world and the role of human beings in the world • Consider what human concerns and values might unite the worldwide community (and what issues and injustices might divide it) • Explain how interpretations of beliefs, values and traditions can unite or divide communities • Consider the importance of shared beliefs and values to a community, and how these might lead to a sense of unity • Discuss the different ways that people might express their commitments to the communities they belong to • Demonstrate increasing self-awareness and awareness of their own roles and responsibilities in the differing communities they belong to • Draw on learning about the Christianity to respond to questions such as: Who am I? What are my beliefs and values – and how do I express these? Where do I belong? What am I committed to? Who or what do I really care about?			First hand experiences (enrichment) Visit a church to witness a Eucharist celebration or interview a Christian about the Eucharist.	Life Appreciations, Understandings and Events Holy Week, The Eucharist, denominational differences
Subject Specific – Jesus Beliefs and values: • 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 Living religious traditions: • 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 Shared human experience: • 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’ Search for personal meaning: • 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	Key Knowledge	Possible evidence		
	This unit enables pupils to explore the events of Holy Week and Easter Sunday in the Christian religion. This builds on their prior knowledge of Lent, the Easter Story and the concept of Jesus’ sacrifice. They will focus on Christian beliefs about suffering and how these are responded to and commemorated through the events of Holy Week. Through study of Eucharist in different denominations, pupils will identify how Christians view the death and resurrection of Jesus as a source of guidance and comfort. They should have opportunities to reflect on whether suffering can make a person stronger and who or what they can turn to when facing difficulties.	Lancashire Syllabus 2021 Pupils to make a personal set of Stations of the Cross showing challenges from their journey of life or through school so far in images and words. Reflect on who or what has given them guidance and comfort at difficult points. Hold a debate: The house believes that suffering makes you stronger. Divide class into two groups to argue for or against. Hold a vote on the motion. Take pupils to a large space, such as the school hall or playground. Give them each a piece of A3 paper/card each and ask them to stand on it at one end of the space. The challenge is to get from where they are to the other side of the space without stepping off a piece of paper. They should quickly realise that completing the challenge alone is impossible - it can only be completed by teaming up with others for help and support. Pupils to make a personal set of Stations of the Cross showing challenges from their journey of life or through school so far in images and words. Reflect on who or what has given them guidance and comfort at difficult points. Hold a debate: The house believes that suffering makes you stronger. Divide class into two groups to argue for or against. Hold a vote on the motion.		

Year: 5/6		Subject: RE		Topic Question: <i>What do we mean by a ‘good life’?</i>		Term – Summer One		Curriculum - B			
PoS: Buddhism											
<u>Prior Knowledge – not taught until now</u>						<u>Key Vocabulary</u> • Contentment • Enlighted • Suffering			<u>Outcome</u> Reflect on happiness.		
<u>Future Learning – KS3 (Y8)</u> Is suffering a necessary part of the human experience? (Buddhism) * optional unit						<u>Stimulus</u> Eightfold Path.			<u>Life Appreciations, Understandings and Events</u> The Buddha, The Four Noble Truths, The Eightfold Path		
<u>Subject Specific – Buddhism</u> Beliefs and values: • analyse Buddhist beliefs and teachings about how to be content • explain Buddhist beliefs and values contained within the story of Prince Siddhartha • make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths Living religious traditions: • describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. • consider the importance of daily meditation in Buddhism Shared human experience: • discuss the meaning of contentment – is it the same as happiness, or something different? • raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy? Search for personal meaning: • ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of • discuss the potential barriers to their happiness and what they can do to overcome these						Key Knowledge			Possible evidence		
						This unit will enable pupils to explore the concept of a good life through considering what Buddhism teaches makes someone truly happy. They will find out about the life experiences that started Prince Siddhartha’s journey to becoming the Buddha and will reflect on how the teachings of the Four Noble Truths and the Eightfold Path impact the spiritual journeys and daily lives of Buddhists. They will have the opportunity to experience meditation and to reflect on their own life and happiness as they prepare for the change of leaving primary school. This unit will build on their prior learning about life as a journey and deepen their understanding of how people might cope with change and difficulties in life. They should be able to make reference to other religions and worldviews that they have studied when discussing how beliefs and values might give people guidance and support to enable them to live a ‘good’ life.			Lancashire Syllabus 2021 The Eightfold Path teaches people to live in a positive way and share their happiness and contentment with others. A Buddhists aim is to reach Nirvana. The way to do this is to follow the teachings of the Eightfold Path. Make a mind map of what they need to be happy. Give them time to reflect on their mind maps and colour code items into what is truly needed and those things which are actually something extra that they want. Have they included any values or rights? Why do they think people often want more rather than being satisfied with what they have? How does this desire for more affect our happiness? Show a dharma wheel where the Eightfold Path is represented as a wheel with parts of the Path labelled as spokes. Discuss and match statements giving modern examples to the correct part of the path. Where does the Path lead a Buddhist? How does it help them to live in a positive way and share this happiness and contentment with others? Ask the children to choose a shape or line to represent a path for their life as they prepare for the change of leaving primary school and starting secondary school. What challenges could there be that will affect their happiness? Who or what could help them to overcome these?		

Year: 5/6 Subject: RE		Topic Question: <i>If life is like a journey, what's the destination?</i>	Term – Summer Two	Curriculum - B 
Prior Knowledge • explore the Christian beliefs and teachings about sin and temptation. They should investigate the importance of forgiveness in the teachings of Christianity • learn about Christian beliefs and values found in the story of the Fall (Genesis 3). They should explore differing ways that this story might be interpreted • consider how and why Christians might use the Lord's Prayer. They should analyse the words and make links with Christian beliefs about God, human temptation and forgiveness • think about the types of things that might be classed as temptations by Christians today and where a Christian might look for guidance about how to avoid evil and resist temptation			Key Vocabulary • Baptism • Ceremony • Holy Communion	Outcome Discuss to what extent the phrase 'life is like a journey' is true.
Future Learning – KS3 Christianity • Know what Christians mean when they refer to God as the Almighty, the Creator and Sustainer • Explain differing Christian ways of understanding the creation stories in Genesis • Analyse some of the philosophical arguments for the existence of God (e.g. the Cosmological Argument) • Explain the importance of Jesus and the Holy Spirit to Christians in the context of the Trinity • Know a selection of the key parables taught by Jesus – and be able to explain how these might influence the behaviour of individual Christians and communities • Analyse teachings contained in the Genesis accounts of creation and explain the impact that these might have on the life of a believer, especially in terms of stewardship and concerns about environmental issues • Explain why and give examples of how individual Christians and communities have worked for justice • Analyse, interpret, and explain the use of art and symbols in Christian communities • Know what is meant by the 'World-wide Church' • Explain why there are different denominations of Christianity • Analyse the importance of belonging to a faith community for a Christian and be able to give examples of how a Christian might express their belonging and commitment to a church community • Analyse a range of religious and non-religious views about the origins of the world and the role of human beings in the world • Consider what human concerns and values might unite the worldwide community (and what issues and injustices might divide it) • Explain how interpretations of beliefs, values and traditions can unite or divide communities • Consider the importance of shared beliefs and values to a community, and how these might lead to a sense of unity • Discuss the different ways that people might express their commitments to the communities they belong to • Demonstrate increasing self-awareness and awareness of their own roles and responsibilities in the differing communities they belong to Draw on learning about the Christianity to respond to questions such as: Who am I? What are my beliefs and values – and how do I express these? Where do I belong? What am I committed to? Who or what do I really care about?			Stimulus Art work depicting the baptism of Jesus.	Life Appreciations, Understandings and Events Salvation, Forgiveness
Subject Specific – God Beliefs and values: • 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) Living religious traditions: • analyse the important 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 Shared human experience: • 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 Search for personal meaning: • 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		Key Knowledge This unit enables pupils to explore the church as a community of believers and to examine how rites of passage reflect their commitment and relationship with God. The focus is on 'is life like a journey' so through this unit students will analyse beliefs, teachings and values and how they are linked by exploring the key sacraments in a Christian's life. They should consider different dominations reflecting upon the importance of child baptism, confirmation and adult baptism. This can then be developed by students demonstrating a self-awareness of their own personal development by considering their own life journey and the changes they will make as they make as they progress through life. Pupils should be able to apply their understanding of the Christian concept of God from previous years. They should be able to make meaningful links with Christian beliefs about God as 'Father', a God who became incarnate in order to teach and save, a God who is both transcendent and personal.	Possible evidence Lancashire Syllabus 2021 Draw a life chart in the form of a path and ask students to write down the changes that happen throughout life: born, start school, getting married etc. Draw a journey map and write in key celebrations or remembrance services you and your family have held. It could be birthdays, graduations, marriage a funeral etc. Create a diary entry or photo story (with annotations) explaining the different services and why an infant baptism is different from an adult one. Discuss why Christians might have different views about when it is best for a person to be baptised.	