

RE Curriculum – Year 5 and 6 – Cycle B



By the end of Lower Key Stage 2, children will have studied;

- Christianity
- Islam
- religions and beliefs represented in the local community
- aspects of festivals and celebrations from other faiths where appropriate

Caythorpe Consistencies - [Links to Lincolnshire Locally Agreed RE Syllabus](#)

The curriculum is based on five threshold concepts; Understand beliefs and teachings, understand practices and lifestyles, understand how beliefs are conveyed, reflect and understand values

Understanding beliefs and teachings: RE1: Explain how some teachings and beliefs are shared between religions. RE2: Explain how religious beliefs shape the lives of individuals and communities.

Understanding practices and lifestyles; RE3: Explain the practices and lifestyles involved in belonging to a faith community.

Understanding how beliefs are conveyed: RE6: Explain some of the different ways that individuals show their beliefs.

Reflect: RE7: Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. RE8: Explain their own ideas about the answers to ultimate questions. RE9: Explain why their own answers to ultimate questions may differ from those of others.

Understanding Values: RE10: Explain why different religious communities or individuals may have a different view of what is right and wrong. RE11: Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). RE12: Express their own values and remain respectful of those with different values.

	Autumn		Spring		Summer	
	What stories do Christians tell? Christianity – Being human Understanding practices and lifestyles; RE4: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. RE5: Show an understanding of the role of a spiritual leader.	What is a Church? Christianity - Community Understanding practices and lifestyles; RE3: Explain the practices and lifestyles involved in belonging to a faith community.	Why is Muhammed important to Muslims? Islam - God Understanding practices and lifestyles; RE5: Show an understanding of the role of a spiritual leader.	What do Jewish people believe? Understanding practices and lifestyles; RE4: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.	How do Hindu’s worship? Hinduism – Being Human	What happens when we die? Rites of passage – all faiths Understanding practices and lifestyles; RE4: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.
Resource s	Links to Christian resources, copies of parables,	Links to Christian resources, extracts from Acts describing the actions and beliefs of the Apostles, Visit to a church, images of other churches to compare,	Links to Islam resources, Islamic artefacts – Qur’an, wooden stand, images of a mosque - Visit a mosque	Links to Jewish resources, examples of Jewish prayers,	Links to Hinduism resources,	Images/video clips of different religion’s funeral ceremonies,
Vocabulary	Christianity – Christianity is the faith tradition that focuses on the figure of Jesus Christ. Bible – holy book of the Christian faith. Parable - a simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels. Old Testament - the first part of the Christian Bible, comprising thirty-nine books and corresponding approximately to the Hebrew Bible. Most of the books were written between about 1200 and 100 BC. New testament – the second part of the holy bible, written originally in Greek and recording the life and teachings of Christ and his earliest followers	Church – a holy building of the Christian faith Apostles – each of the 12 disciples of Jesus - an important early Christian teacher or pioneering missionary. Community – as well as people living within the same locality, community means the condition of sharing or having certain attitudes and interests in common Nave - the central part of a church building, intended to accommodate most of the congregation. Pulpit - a raised enclosed platform in a church or chapel from which the preacher delivers a sermon. Font - a receptacle in a church for the water used in baptism, typically a free-standing stone structure.	Muslim – Islam – the name of the religion founded by prophet Muhammad, followed by Muslims. Muhammad - the name of the prophet who founded Islam Qur’an – the name of the holy book of Islam faith. Hadith - the collection of reports and narratives describing the Prophet Muhammad's (peace and blessings be upon him) sayings, actions, and silent approvals. Morals – standards of behaviour or right and wrong. Allah – the name of God of the Muslim faith.	Judaism -the name of the religion which started around 4000 years ago in the Middle East. Torah – The holy book of Judaism Siddur - a Jewish prayer book containing the daily prayers, prayers for Shabbat (the Sabbath), and prayers for most major and minor holidays Charity - the voluntary giving of help, typically in the form of money, to those in need Tzedakah - a Hebrew word meaning "righteousness" or "justice," is a core concept in Judaism that emphasizes the importance of giving to those in need. Synagogue – The holy building of Jewish people	Hinduism - the name of the religion which started in India. Hindu – followers of Hinduism are called Hindus. Trimurti - translates to "three forms" and refers to the three primary deities in Hinduism: Brahma, Vishnu, and Shiva. Karma – actions – what we do produces a result. Moksha – breaking free from the cycle of reincarnation and the soul being at one with god. Samsara – the cycle of birth and rebirth Reincarnation – after death, the soul lives on and moves into another being. Soul – the spiritual part of a being – atman – the real self	Faith - strong belief in the doctrines of a religion, based on spiritual conviction rather than proof. Reincarnation – after death, the soul lives on and moves into another being. Soul – the spiritual part of a being – atman – the real self Heaven - a place regarded in various religions as the abode of God (or the gods) and the angels, and of the good after death, often traditionally depicted as being above the sky. Bereavement- the period of sadness felt after the loss of a loved one Community – as well as people living within the same locality, community means the condition of sharing or having certain attitudes and interests in common. Commemorate - recall and show respect for (someone or something).

	John the Baptist – a cousin of Jesus and prophet in the Muslim faith. Baptism - the Christian religious rite of sprinkling water on to a person's forehead or of immersing them in water, symbolising purification or regeneration and admission to the Christian Church. In many denominations, baptism is performed on young children and is accompanied by name-giving. Paul – a disciple of Jesus Christ,	Alter - the table in a Christian church at which the bread and wine are consecrated in communion services.				Memorial - a statue or structure established to remind people of a person or event.
Flashbacks	- Pilgrimage is a significant journey carried out for a reason - People follow a religion to gain a sense of community (global community) - Religions have rituals and ceremonies to welcome individuals to their faith - Can name some religious festivals of Christian, Jewish and Muslim faiths	- The Holy books of Muslims, Judaism and Christians - Differences between the Old Testament and the New Testaments - Jesus taught how Christians should live their lives through parables – recall examples of these and what they taught	- Muslim’s place of worship is a mosque – features of a mosque include washroom, minaret, dome(from Y1/2) - main features of a church and that feature’s symbolism - ways in which church buildings are used to serve communities and activities of local churches which connect with the wider, global Christian community	- know who Muhammad was and why he is an important figure in Islam - Know who Jesus was and why he is an important figure to Christians - Religions have rituals and ceremonies to welcome individuals to their faith - Can name some religious festivals of Christian, Jewish and Muslim faiths	- why religious people sometimes choose to express their faith through the arts (show a piece of art, listen to religious music etc) - Muslim’s place of worship is a mosque – features of a mosque include washroom, minaret, dome(from Y1/2) - Jewish Holy Book is the Torah	- Religions have rituals and ceremonies to welcome individuals to their faith - Can name some religious festivals of Christian, Jewish and Muslim faiths
?	In what ways does the Bible teach Christians to treat others? How is this expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?	How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world	What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?	How do Jewish show they belong? What value does religion bring for religious people? Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism,	How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?	Rites of passage; include other religions
Lesson 1	WALT: know the themes of the Bible and identify familiar stories Activities: Children will be reminded about some familiar Bible stories and have the chance to recall the main characters and plot points in each one. They will also read an overview of the story of the Bible itself, from the creation of the world in Genesis to the Second Coming predicted in Revelation. Children will know: - some main facts about Christianity - name and retell a variety of key Bible stories - that the Bible itself tells a story	WALT: know what is written in the Bible about the foundation of the Christian church Activities: Children will consider whether a 'church' is a building, its people, or both. They will go on to find out about makeshift or adapted places of worship, then read and discuss what is written about the formation of the Christian church in the Bible. Children will know: - how to explain in their own words that churches are buildings but they are also a community of people - some beliefs and actions of the apostles as described in Acts - some of the risks and sacrifices endured by the apostles Vocabulary Apostle – one of the early followers of Jesus who helped spread his teachings. Church – both a building for worship and a community of people who follow Jesus. Fellowship – a group of people who support, learn and worship together.	WALT: know who Muhammad was and why he is an important figure in Islam Activities: Children will find out who Muhammad was and when he lived. They will read the story of how the Qur’an was revealed to him and consider how Muhammad might have felt when he realised he was a prophet. They can also identify similarities and differences between Muhammad and other religious figures. Children will know: - who Muhammad was and when he lived - why he is called the messenger of God - how the Qur’an was first written Vocabulary	WALT: know some of the key features of worship in Judaism Activities: Children will be given a brief history of Judaism before going on to look at what worship means to Jewish people. They will explore some of the key features of worship in Judaism, including where Jews worship, what the Siddur and Torah are, and what happens during the weekly keeping of Shabbat. Children will know: - some of the key aspects of worship in Judaism - and use appropriate vocabulary when discussing aspects of Jewish worship - similarities and differences between Jewish worship and worship in other religions Vocabulary	WALT: know the key beliefs of Hinduism Activities: Recap Hindu knowledge from previous learning. Hindus believe in the doctrines of samsara (the continuous cycle of life, death, and reincarnation) and karma (the universal law of cause and effect). One of the key thoughts of Hinduism is “atman,” or the belief in soul. This philosophy holds that living creatures have a soul, and they're all part of the supreme soul. Brahman – the ultimate reality, the Trimurti – the 3 most significant gods Brahman as creator, Vishnu the preserver and Shiva the destroyer, samsara – the beginning, atman – the soul or spirit, karma – actions have consequences, moksha – end of death and rebirth cycle, dharma – eternal duty to god – showing virtues in daily life Children will know:	WALT: know that sadness is felt by everyone at some points during their lives Activities: Children will think about losses, and how big or small they may be. They will go on to consider the importance of understanding how they and others might feel when experiencing a bereavement, and how people cope with this type of loss. Children will know: - that loss and sadness are shared human experiences. - express their own ideas about loss and death Vocabulary Bereavement – the period of sadness felt after the loss of a loved one Loss – the fact or process of losing something or someone

	Vocabulary Bible – the holy book of Christianity, made up of many different stories and teachings. Testament – one of the two main parts of the Bible: the Old and the New Testament. Creation – the belief that God made the world and everything in it. Story – an account of real or imagined events that teaches a message or truth.	Sacrifice – giving something up, or facing difficulty, for a belief or for others.	Prophet – a person chosen by God to share His messages with people. Revelation – a message from God that is revealed or made known to someone. Qur’an – the holy book of Islam, believed by Muslims to be the word of God. Messenger – someone who delivers God’s guidance to others (a title given to Muhammad).	Synagogue – the Jewish place of worship and community gathering. Torah – the most important Jewish holy scroll, containing God’s laws and teachings. Siddur – the Jewish prayer book used during worship. Shabbat – the Jewish day of rest, beginning Friday evening and ending Saturday evening.	- the 3 most significant gods Brahman as creator, Vishnu the preserver and Shiva the destroyer - Hindus believe in the doctrines of samsara and karma Vocabulary Brahman – the ultimate reality in Hinduism; the supreme, universal spirit from which everything comes. Trimurti – the three most important forms of Brahman: Brahma (creator), Vishnu (preserver), Shiva (destroyer). Atman – the soul or inner self that is part of the supreme soul. Karma – the belief that actions have consequences that affect future lives.	Sadness – an emotional pain associated with, or characterized by, feelings of disadvantage, loss, despair, grief, helplessness, disappointment and sorrow Commemorate - recall and show respect for (someone or something)
Lesson 2	WALT: know the story of Ruth and Naomi Activities: Children will understand why stories are told in the Bible and how these stories help Christians today. They will read the story of Ruth and Naomi, and interpret the messages presented in the story. They will start to understand that the stories in the Bible are interlinked and identify Ruth as David’s great-grandmother. Children will know: - that stories in the Bible contain messages for the reader - the main messages in the story of Ruth and Naomi - that many of the stories in the Bible are interlinked Vocabulary Loyalty – staying faithful and supportive to someone, even in difficult times Family – people connected by love, care or blood; an important theme in Ruth’s story Trust – believing in someone and relying on their support Lineage – a family line or ancestry (Ruth became part of King David’s lineage)	WALT: know ways in which churches reflect local culture Activities: Children will study images and videos of some unusual and varied places of Christian worship around the world, identifying similarities and differences. They will then consider how churches reflect local culture and communities. Children will know: - that a church is a building, but it is also a community of people with the same religious beliefs - reasons for features of churches or aspects of worship that reflect local culture - common features of all churches Vocabulary Culture – the traditions, art, music, and customs of a community Community – a group of people living or worshipping together Tradition – something passed down over time, such as a way of worshipping Feature – a part of a building (like a cross, window, or shape) that has meaning	WALT: know about the life of Muhammad and his impact on history Activities: Children will read some descriptions of what Muhammad was like from first-hand accounts to help them identify key features of his personality. Children will know: - place Muhammad in a historical context - what Muhammad was like Vocabulary Character – the qualities that show what a person is like (e.g., honest, kind) Respect – showing thoughtfulness and honour toward someone Honesty – telling the truth; an important quality Muhammad was known for Historical context – understanding when and where someone lived and what life was like at the time	WALT: know the significance of prayer in Judaism Activities: Children will identify prayer as being central to Jewish worship. Children are encouraged to think about what and how Jews might pray, including the use of tefillin, prayer shawls and kippahs. They will have the chance to look at some specific Jewish prayers for themselves and see if they can interpret their meaning. Children will know: - for many people prayer is a powerful and meaningful experience - that there are different types and ways of praying - Jewish prayers and suggest their meaning Vocabulary Prayer – talking to or connecting with God through words and thoughts. Tefillin – small boxes containing scripture worn during weekday morning prayers. Kippah – a small cap worn as a sign of respect to God during prayer and worship. Tallit – a prayer shawl worn during worship, symbolising respect and remembrance of God’s laws.	WALT know that Hindus believe in karma and to understand the cycle of Samsara Activities: The key importance of dharma (duty) and the way in which it relates to beliefs about samsara, the atman and moksha; Children will know: - karma is the universal causal law by which good or bad actions determine the future modes of an individual's existence. - The Samsara is the Hindu belief in reincarnation Vocabulary Samsara – the cycle of birth, death and rebirth. Reincarnation – being born into a new life after death. Moksha – freedom from the cycle of samsara; the ultimate goal. Dharma – a person’s duty or moral responsibility.	WALT: know how the death of a person is marked and commemorated in Christianity and their own community Activities: share their own ideas about what happens when a person dies, then learn about what happens inside the body. They will go on to study and describe funeral traditions in a variety of communities. Children will know: - of and compare funeral traditions in Christianity and non-believers - some ways in which some funeral traditions offer comfort for those experiencing a bereavement. Vocabulary Bereavement – the period of sadness felt after the loss of a loved one Commemorate - recall and show respect for (someone or something) Memorial - a statue or structure established to remind people of a person or event. Funeral - a ceremony or service held shortly after a person's death, usually including the person's burial or cremation Heaven - a place regarded in various religions as the abode of God (or the gods) and the angels, and of the good after death, often traditionally depicted as being above the sky.
Lesson 3	WALT: know the story of Daniel and relate this to religious persecution today.	WALT: know how churches help Christians worship	WALT: know the importance of the Qur’an to Muslims	WALT: know the meaning of Jewish rituals in relation to joining the Jewish community	WALT: know the concept of Karma in Hinduism	WALT: know how the death of a person is marked and commemorated in other faiths

Lesson 4	Activities: Children will read and retell the story of Daniel and the Lion’s Den. They will consider the main messages of the story and relate the idea of modern religious persecution around the world with Daniel’s story and experiences. Children will know: - the story of Daniel - the main messages in the story of Daniel - the meaning of the story of Daniel to persecuted Christians today Vocabulary Faith – strong belief and trust in God Courage – being brave even when facing danger or challenges Persecution – unfair treatment of people because of their beliefs Prayer – talking or listening to God	Activities: Children will consider the effect that the design and layout of churches has on visitors coming to worship. They will also consider and discuss reasons why Christians may meet in many other places, too. Children will know: - how Christians might feel when they come to a church to worship - ways in which church buildings are designed to structure and support worship - their own ideas about reflection, thanksgiving or remembrance, either religious or nonreligious Vocabulary Worship – showing love, respect and devotion to God Reflection – quiet thinking or prayer about life, God or feelings Sanctuary – the main space in a church where worship takes place Symbol – an object that represents a belief (e.g., a cross for Christianity).	Activities: Children will identify the Qur’an as the holy book of Islam. They will consider the concept of the Qur’an being the literal word of God and find out about some of the ways in which the Qur’an is treated to reflect this belief. God as creator who has created the universe to be in harmony (muslim – literally, ‘in submission’ to the will of God); has created human beings to be ‘abd (servant) and khalifa (regent) to help him keep things in harmony; has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world, the Qur’an and the prophets) to help humans follow this path Children will know: - that Muslims believe the Qur’an to be the literal voice of God - some of the ideas and teaching within the Qur’an - Muhammad’s role as a messenger of God Vocabulary Literal word of God – the belief that the Qur’an is God’s exact message. Submission – choosing to follow God’s guidance (the meaning of “Islam”) Shariah – the straight path or way of life Muslims follow to live in harmony with God’s creation Guidance – help or direction that shows people the right way to live	Activities: Children will consider what it means to belong to a community before looking at some of the special ceremonies that initiate children and young people into the Jewish faith, particularly the Bar and Bat Mitzvah ceremonies. Children will explore what happens during these rituals and how these special occasions are celebrated. Children will know: - and talk about their role in communities - some of the rituals relating to becoming a member of the Jewish community - know that living in a community gives both responsibility and support Vocabulary Community – a group of people who share beliefs, traditions or identity Bar Mitzvah – a ceremony for Jewish boys (usually at age 13) marking their responsibility to the faith Bat Mitzvah – a ceremony for Jewish girls (usually at age 12 or 13) marking their responsibility to the faith Ritual – a special action or ceremony that has religious meaning	Activities: How do Hindus reflect their faith in the way they live? Ways in which a Hindu may try and fulfil their dharma (duty): carrying out good actions (karma) and avoiding bad actions (karma. What is karma and how does it drive the cycle of samsara? Children will know: - Dharma is how a Hindu tries to fulfil their duty in how they live - Karma means to carry out good actions to avoid bad things happening to them Vocabulary Duty (Dharma) – the correct way a Hindu should live to maintain balance and goodness. Good karma – positive results that come from good actions. Bad karma – negative results that come from harmful actions. Action – something a person chooses to do, which influences their karma.	Activities: Children will firstly share their own ideas about what happens when a person dies, then learn about what happens inside the body. They will go on to study and describe funeral traditions in a variety of communities. Hindu - Death (antyeshti) The key features of each and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma and karma Islam Death (burial rituals should take place as soon as possible after death [within three days]; ritual collective washing of the body, wrapping the body in white cloth [death as an equaliser], buried facing Makkah; Muslims are never cremated) Children will know: - of and compare funeral traditions in different religions and communities - some ways in which some funeral traditions offer comfort for those experiencing a bereavement. Vocabulary Funeral - a ceremony or service held shortly after a person's death, usually including the person's burial or cremation ceremony - a formal religious or public occasion, especially one celebrating a particular event, achievement, or anniversary. Community – a group of people living or worshipping together Ritual – religious or solemn ceremony consisting of a series of actions performed according to a prescribed order
	WALT: know that Jesus taught through the parables he told Activities: Children will understand the difference between the Old Testament and the New Testament. They will identify what a parable is before reading and analysing various parables that Jesus told his disciples. Children will know: - the difference between the Old and New Testaments - what a parable is - some of the parables told by Jesus and identify the underlying lesson	WALT: know ways in which churches serve their communities. Activities: Through reading excerpts from the Bible, children will consider how Christians serve members of their own community. They will go on to consider ways in which churches also serve other communities such as the neighbourhoods in which they are based. Children will know: - what the Bible says about helping others in a community - ways in which church buildings are used to serve communities - ways in which churches organise activities and events which serve communities Vocabulary	WALT: know the key features and uses of a Mosque within a Muslim community Activities: The masjid (mosque) as a ‘place of prostration’ – the role of the mosque in Muslim belief and practice; key features (e.g. qibla, minaret, minbar, prayer mats, facilities for wudu); ways in which mosques engage with the local community, e.g. #VisitMyMosque day, foodbanks, etc. Children will know: features of a mosque (e.g. qibla, minaret, minbar, prayer mats, facilities for wudu) Vocabulary	WALT: know belonging to a faith community affects your actions Activities: Children will identify some of the reasons people in different faith groups give to charity and support people in the wider community. They will then go on to look at the Jewish law of 'tzedakah' and how this affects Jews in their daily lives, as well as considering global and local causes your children would consider supporting themselves. Children will know: - the beliefs that cause people to behave in particular ways - what ‘tzedakah’ is	WALT: to know the concept of Ahimsa in Hinduism Activities: Ahimsa – the principle of non-violence; the way in which this relates to beliefs about ahimsa, samsara, moksha and karma; vegetarianism in Hinduism. The concept of ahimsa (non-violence – the sacredness of all life) and the reverence of life in all forms are fundamental aspects of Hinduism, culture and tradition. However, some Hindus have also adopted a meat-based diet. Moksha is the fourth and ultimate goal – the end of the death and rebirth cycle. Children will know: Hindus follow a vegetarian diet	WALT: know own ideas, and understand the ideas of others, about what happens when a person dies. Activities: Children will consider their own views about what happens when a person dies, as well as the views of some religions. They will go on to consider how these ideas may help those experiencing a bereavement. The views of some humanists and atheists are also shared. Children will know: - express their own ideas about what happens when a person dies. - the ideas of others regarding what happens when a person dies Vocabulary

	Vocabulary Parable – a simple story Jesus told to teach a moral or spiritual lesson. Disciple – one of the followers of Jesus who learned from his teachings. Teaching – a message or lesson meant to guide behaviour or belief. New Testament – the part of the Bible that tells the story of Jesus and the early church.	Service – helping and supporting others in the community Hospitality – welcoming and caring for visitors or people in need. Charity – giving time, help or resources to people who need them. Outreach – activities churches do to support or connect with the wider community.	Mosque (Masjid) – a place where Muslims gather to pray and learn Qibla – the direction Muslims face when they pray (towards Makkah) Minaret – a tower on a mosque, used traditionally to call people to prayer Wudu – washing before prayer to show cleanliness and respect Prayer - a solemn request for help or expression of thanks addressed to God	ways in which religious beliefs affect communities locally and worldwide Vocabulary Tzedakah – the Jewish practice of giving to charity and helping others. Charity – giving time, help or resources to those in need. Responsibility – something you are expected or trusted to do. Compassion – caring about others and wanting to help them.	Ahimsa is the principle of non-violence in Hinduism Vocabulary Ahimsa – the principle of non-violence and respect for all living beings. Vegetarianism – choosing not to eat meat, linked to ahimsa for many Hindus. Reverence – deep respect for life in all forms. Moksha – (revisited) release from the cycle of samsara; reached through good living and spiritual growth.	Belief - Something a person thinks is true, especially in a religious or spiritual sense Bereavement – the period of sadness felt after the loss of a loved one Reincarnation – after death, the soul lives on and moves into another being. Soul – the spiritual part of a being – atman – the real self
Lesson 5	WALT: understand Christian baptism through the story of John the Baptist Activities: Children will learn what baptism is and identify its significance for Christians. They will read the story of John the Baptist to find out when and why the practice began, and look at both infant and adult baptismal ceremonies undertaken by Christians today. Children will know: - what baptism is - where the practice of baptism began - some of the ways in which different denominations practise baptism Vocabulary Baptism – a Christian ceremony that uses water to show belonging to God. Repent – to feel sorry for wrong actions and choose to do better. John the Baptist – a preacher who baptised people, including Jesus. Denomination – different groups within Christianity (e.g., Anglican, Baptist, Catholic).	WALT: know ways in which local churches form part of a global community Activities: Children could read some facts and statistics about Christianity globally, research to find out more about how churches are linked, and what they do as members of the global Christian community. They may present their findings in a variety of ways. Children will know: - some ways in which Christians connect with other Christians globally - activities of local churches which connect with the wider, global Christian community - ways in which their own communities have global links Vocabulary Global – relating to the whole world, not just one place. Mission – work done to share beliefs or help people in other communities. Network – a group of places or people connected and working together. Partnership – two groups supporting each other for a shared purpose.	WALT: know the importance of Muhammad to Muslims’ daily lives Activities: Children will explore how Muhammad's actions, morals and teachings make him an inspiration and role-model for Muslims today. They will read some of the things he said during his lifetime and consider the effect his teachings can have on Muslims today. Children will know: - know what the Hadith are - how Muhammad affects a Muslim’s daily life - the moral beliefs of Muslims Vocabulary Hadith – the recorded sayings and actions of Muhammad that guide Muslim life. Sunnah – the example of how Muhammad lived, followed by Muslims today. Moral – a lesson that teaches right and good behaviour. Role-model – someone whose actions and character inspire others to behave well.	WALT: know how faith is expressed through worship Activities: what happens when Jews go to the synagogue to worship, looking at key people involved in worship and finding out how the Torah and other objects are used, before questioning the significance of the Star of David for Jewish worshippers. Children will know: - that religious beliefs and ideas are expressed in different forms - some of the features of worship in Judaism - why members of the Jewish community value their Jewish identity Vocabulary Rabbi – a Jewish teacher or leader who helps guide the community. Ark – the special cupboard in a synagogue where the Torah scrolls are kept. Star of David – a symbol of Judaism representing identity and faith. Worship – showing devotion and respect to God through prayer and ritual.	WALT: know how Hindus focus on their beliefs Activities: The role of yoga, meditation and renunciation in helping Hindus focus on Brahman and their dharma; sadhus and sadhvi (men and women who have renounced worldly life) – sometimes known as a yogi – they follow a path of spiritual devotion. They are considered the holiest of people. Research Holy men of India Children will know: - sadhus (men) and sadhvi (women) are people who have let go of worldly attachments - know how sahus and sadhvi live their lives Vocabulary Yoga – spiritual practices used to connect the mind, body and soul Meditation – quiet thinking and breathing to focus on God and inner peace Sadhu/Sadhvi – holy men and women who give up worldly life to focus on spirituality Renunciation – choosing to give up possessions and comforts for a spiritual purpose	WALT: know that it is important to express the emotions that you feel Activities: Consider the importance of expressing sadness when experiencing loss, and learn about ways in which people cope and seek help with their feelings of sadness. Following this, children may explore ways in which feelings can be expressed through art. Children will know: - ways in which prayer and talk can help people express their feelings - that difficult ideas and feelings can be expressed artistically. Vocabulary Expression – the action of making known one's thoughts or feelings Bereavement – the period of sadness felt after the loss of a loved one Loss – the fact or process of losing something or someone Sadness – an emotional pain associated with, or characterized by, feelings of disadvantage, loss, despair, grief, helplessness, disappointment and sorrow Commemorate - recall and show respect for (someone or something)

Lesson 6	WALT: know about Paul and the founding of the early church Activities: Children will read the story of Paul’s conversion from a man who relentlessly persecuted the Christians of the early church to someone who dedicated his life to spreading the news of Jesus. They will discover the New Testament books written by Paul and consider their significance. They will start to consider the importance of Paul both to the early church and to Christians today. Children will know: • who Paul was and that he underwent a transformation • that Paul wrote many letters to the early church which now form parts of the New Testament • why Paul is such an important figure in the Bible Vocabulary Conversion – a deep change in beliefs, such as Paul becoming a follower of Jesus Apostle – someone sent to share the message of Jesus; Paul became one Church – the community of Christian believers Letter (Epistle) – a written message; Paul wrote many letters now included in the New Testament	WALT: reflect on what has been learned about the Christian church Activities: Children will work in groups to gather and synthesise what they have learned and understood during these lessons, then feed back to the class. They may also provide written feedback about their learning. Children will know: • reflect on their learning about the church • their own thoughts and those of others • synthesise the views of others and describe them in their own words Vocabulary Reflection – thinking carefully about what has been learned – a viewpoint or way of understanding something Summary – a short explanation of the most important ideas Understanding – showing what you have learned and can explain in your own words	WALT: relate our experience of role-models and influences on our lives with those of Muslims Activities: Children will think about why Muhammad is a role-model and some of the ways in which Muslims try to emulate the way he lived his life. They will then relate this to their own lives as they think about people who inspire them. Children will know: • why Muhammad is a role-model for Muslims • compare Muhammad as a role-model to inspirations in their own lives • sources of their own values and commitments Vocabulary Influence – the power to affect how others think or act. Value – a belief or principle that guides how someone behaves. Commitment – choosing to stick with something important, even when it is hard. Inspiration – someone or something that encourages you to be your best.		WALT: know the importance of family, community and society to a Hindu Activities: Satsang (togetherness) – the importance of the family, the community and society in thinking about one’s dharma (duty). Examples of Hindus and the way they lived their lives, e.g. Mahatma Gandhi (guided by the principle of ahimsa), or another as suggested on LA Scheme of Work Children will know: • the importance of family, community and society to a Hindu • of a Hindu who have lived their life in the way of Hindus Vocabulary Satsang – gathering together as a community for prayer, learning or support Community – the group of people a Hindu belongs to and supports Role model – someone whose behaviour guides or inspires others (e.g., Gandhi) Duty (Dharma) – the responsibilities a Hindu has to family, community and society	WALT: consider practical ways of remembering someone who has died Activities: Children will learn about ways in which we remember people who have died, and why. Following this, children may either think of ways a person experiencing a bereavement may wish to remember the person who has died, or write obituaries for significant historic figures. Children will know: • some ways in which people who have died are remembered during funerals, ceremonies and other religious services. • why remembering a person who has died can help those suffering bereavement • some ways to remember a person who has died Vocabulary Memorial - a statue or structure established to remind people of a person or event. Commemorate - recall and show respect for (someone or something)
Key knowledges	Children will know: • the difference between the Old and New Testaments • what a parable is and some of the parables told by Jesus and identify the underlying lesson • the importance of Baptism to Christians • St. Paul dedicated his life to spreading the news of Jesus	Children will know: • that a church is a building, but it is also a community of people with the same religious beliefs • main features of a church and that feature’s symbolism • ways in which church buildings are used to serve communities and activities of local churches which connect with the wider, global Christian community	Children will know: • know who Muhammad was and why he is an important figure in Islam • Muslims believe Muhammed was a messenger from God • that Muslims believe the Qur’an to be the literal voice of God • key features of a Mosque and its role in Muslim communities	Children will know: • some of the key aspects of worship in Judaism • for many people prayer is a powerful and meaningful experience • some of the rituals relating to becoming a member of the Jewish community	Children will know: • the importance of family, community and society to a Hindu • Ahimsa is the principle of non-violence in Hinduism – they follow a vegetarian diet (most) • Dharma is how a Hindu tries to fulfil their duty in how they live • Karma means to carry out good actions to avoid bad things happening to them	Children will know: • of and compare funeral traditions in the community and of different religions and communities (Christianity, Islam, Hinduism and non-believers - Atheists) • some ways in which people who have died are remembered during funerals, ceremonies and other religious services. • why remembering a person who has died can help those suffering bereavement