



Religious Education

Teaching of RE

Day 1 – Know About and Understand

Begin with the WOW. Introduce the topic using suggested book (if applicable), children to find information or research or teacher to deliver information via smarts etc. Children may record in this lesson (e.g. Order the story, identify on map, label or captions etc.) This lesson will be the main deliverance of any new information.

Day 2 – Express and Communicate

This is where a lot of questioning and discussion will take place (may be in a circle time situation). Teacher may do this through hot-seating, drama, role-play or debate etc. Teacher may choose to record the discussion for evidence in books or get children to write down their opinion on the topic if this is suitable.

The end of day 2 could also be used to plan the extended writing with the children to prepare for Day 3.

Day 3 – Gain and Deploy

Extended Writing

Day three is where the extended writing should tie together all of the learning from the previous two days. This should evidence each child's new learning.

Suggested Activities

The activities are suggestions to follow for each topic. The teacher can choose to use the suggestions in the column or if they can think of something more suitable then it is acceptable to do this. Please speak to the subject leader with any changes to the **Extended Writing**.



Year 1

Year 1

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Big Question</u>	What is important to you?	Why do Christians celebrate Christmas?	How do I know I'm being good?	What do Christians and Jews believe about creation?	How do religions welcome new members?	
<u>WOW</u>	Teacher bring in something special to them.	Have a birthday party for the class teddy or staff member.	Teacher 'praises' a teddy for being unkind, breaking rules on purpose or spoiling some work.	Read the creation story or watch short clip.	Visit to a church to see a 'baptism' carried out on a doll or explained by a priest.	
<u>Book or suggested story</u>	•Dogger – Shirley Hughes	•The Christmas Story.	•The Rainbow Fish	•The Creation Story – Children's Bible •A Day to Rest – Broadbent and Logan	•My Christian Faith – Alan Brown •Births - Wayland	

Year 1 - What is important to you?

Autumn 1 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> Pupils should be taught to explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. 	<ul style="list-style-type: none"> Can they recall and name different beliefs and practices? 	<ul style="list-style-type: none"> Can they ask and respond to questions about what communities do? Can they ask and respond to questions about why communities do different things? Can they identify what difference belonging to a community might make? 	<ul style="list-style-type: none"> Can they explore questions about belonging, meaning and truth? Can they express their own ideas and opinions in response using words, music, art or poetry? 	<ul style="list-style-type: none"> Read the suggested story and discuss why 'objects' are special to us One thing you would take on a long journey. Think about something you would miss if you lost. Discuss: What is more important, people or possessions? Children to tell the group about someone who is important to you. Discuss how we show care for someone. Find out: What is most important to a Christian? Find out: What is most important to a Muslim? Extended Writing-Description: What is important to you and why?
		<ul style="list-style-type: none"> Can they observe and recount different ways of expressing identity and belonging? Can they respond sensitively for themselves? 		
	<ul style="list-style-type: none"> Can they recognise some different actions which express a community's way of life? Can they appreciate some similarities between communities? 	<ul style="list-style-type: none"> Can they notice and respond sensitively to some similarities between different religions and worldviews? 	<ul style="list-style-type: none"> Can they find out about questions of right and wrong? Can they begin to express their ideas and opinions in response? 	

Year 1 – Why do Christians celebrate Christmas?

Autumn 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> Pupils should be taught to name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. 	<ul style="list-style-type: none"> Can they recall and name different beliefs and practices, including festivals, worship, rituals and ways of life? Can they explain the meanings behind different beliefs and practices? 	<ul style="list-style-type: none"> Can they ask and respond to questions about what communities do? 	<ul style="list-style-type: none"> Can they explore questions about belonging, meaning and truth? Can they express their own ideas and opinions in response using words, music, art or poetry? 	<ul style="list-style-type: none"> Discuss how we celebrate birthdays Discuss how children felt when a new sibling was born. Order the Christmas story. Sing Christmas Carols Discuss special food that is eaten at Christmas. Watch/perform the Nativity scene. Design a birthday card for Jesus Extended Writing - Describe the setting of where Jesus was born.
	<ul style="list-style-type: none"> Can they retell and suggest meanings to some religious and moral stories? Can they explore and discuss sacred writings and sources of wisdom? Can they recognise the communities from which these stories come? 			
	<ul style="list-style-type: none"> Can they recognise some different symbols and actions which express a community's way of life? 			

Year 1 – How do I know I'm being good?

Spring 1 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
•Pupils should be taught to find out about questions of right and wrong and begin to express their ideas and opinions in response.	•Can they recall and name different beliefs? Can they explain the meanings behind different beliefs and practices?	•Can they ask and respond to questions about what communities do? •Can they ask and respond to questions about why communities do different things?	•Can they explore questions about belonging, meaning and truth? •Can they express their own ideas and opinions in response using words, music, art or poetry?	<ul style="list-style-type: none"> • What are our school rules/ Caedmon Characteristics? • Which of the characteristics am I best at? • What happens when people are good (in and out of school)? • What happens when people are bad (in and out of school)? • What does Christianity tell us about 'being good'? • What do other religions tell us about 'being good'? • Extended Writing – Write a list of rules on how to be good in our classroom.
		•Can they respond sensitively for themselves?		
	•Can they appreciate some similarities between communities?	•Can they notice and respond sensitively to some similarities between different religions and worldviews?	•Can they find out about questions of right and wrong? Can they begin to express their ideas and opinions in response?	

Year 1 –What do Christians and Jews believe about creation?

Spring 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
•Pupils should be taught to retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	•Can they recall and name different beliefs and practices, including festivals and worship?	•Can they ask and respond to questions about what communities do? •Can they ask and respond to questions about why communities do different things?	•Can they express their own ideas and opinions in response using words, music, art or poetry?	<ul style="list-style-type: none"> • Retell the creation story • Why do Christians and Jews tell the same story? • How would you feel if you were the first person on the planet? • How do we take care of the planet now? • Can we order the creation story? • Extended Writing – Description: What planet would you create? <u>Or</u> Outline what happened on each day of the creation story.
	•Can they retell and suggest meanings to some religious and moral stories? •Can they explore and discuss sacred writings and sources of wisdom? •Can they recognise the communities from which these stories come?	•Can they respond sensitively for themselves?		
	•Can they appreciate some similarities between communities?	•Can they notice and respond sensitively to some similarities between different religions and worldviews?		

Year 1 – How do religions welcome new members?

Summer 1/2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
•Pupils should be taught to observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	<ul style="list-style-type: none"> •Can they recall and name different beliefs and practices, including rituals? •Can they explain the meanings behind different beliefs and practices? 	<ul style="list-style-type: none"> •Can they ask and respond to questions about what communities do? •Can they ask and respond to questions about why communities do different things? •Can they identify what difference belonging to a community might make? 	<ul style="list-style-type: none"> •Can they explore questions about belonging? •Can they express their own ideas and opinions in response using words, music, art or poetry? 	<ul style="list-style-type: none"> • Look at the way our school welcomes new members • Discuss how they felt arriving to year 1. • Find out: Why do Christians celebrate baptism? • Find out: How to Christians show they are members of faith? • How do Christians welcome new members? • Look at ways other religions welcome new members. • Extended Write: Baptism instructions for the Priest. (Summer 1) • Extended Write: Write a letter to the Reception children welcoming them to Year 1. (Summer 2)
		<ul style="list-style-type: none"> •Can they observe and recount different ways of expressing identity and belonging? •Can they respond sensitively for themselves? 		
	<ul style="list-style-type: none"> •Can they recognise some different actions which express a community's way of life? •Can they appreciate some similarities between communities? 	<ul style="list-style-type: none"> •Can they notice and respond sensitively to some similarities between different religions and worldviews? 		



Year 2

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	How do Christians and Jews say 'thank you' to God for the natural world?	Why is light important in religions?	What does it mean to be a Muslim?	When do we cooperate?	Do our actions speak louder than words?	What have I learned about different religions?
WOW	Ask the children to imagine that they have no food or water for the next day	Watch a film clip of a Divali Festival of Lights celebration	Invite a Muslim to talk to the children about their faith and way of life.	The whole class play a game which requires co-operation.	Read the story of the Good Samaritan.	Look back over previous work.
Book or suggested story	<ul style="list-style-type: none"> •Seven New Kittens – Gill Vaisey •Sammy Spider's First Sukkot 	<ul style="list-style-type: none"> •A row of lights – Broadbent and Logan •Can't you sleep little bear - MWaddell 	<ul style="list-style-type: none"> •Greatest stories from the Quran – Saniyasnain Khan •Islam for Children – Ahmad Von Denffer 	<ul style="list-style-type: none"> •Old Bear – Jane Hissey 	<ul style="list-style-type: none"> •The Good Samaritan – Children's Bible 	

Year 2 - How do Christians and Jews say 'thank you' to God for the natural world?

Autumn 1 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
•Pupils should be taught to name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	•Can they recall and name different beliefs and practices, including festivals, worship, rituals and ways of life? •Can they explain the meanings behind different beliefs and practices?	•Can they ask and respond to questions about what communities do?	•Can they explore questions about belonging, meaning and truth?	<ul style="list-style-type: none"> • Read one of the suggested stories • What is Harvest and why do we celebrate it? • Find out: when do we say thank-you and why? • What happens at Sukkot and what is a Sukkah? • How and why do we share with others?(Charity) • Research different charities and decide where you would send money to if you could • Extended Writing –Non-chronological report outlining the two ways Christians and Jews say 'thank you'.
	•Can they appreciate some similarities between communities?	•Can they notice and respond sensitively to some similarities between different religions and worldviews?		

Year 2 -Why is light important in religions?

Autumn 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
•Pupils should be taught to recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	<ul style="list-style-type: none"> •Can they recall and name different beliefs and practices, including festivals, worship, rituals and ways of life? •Can they explain the meanings behind different beliefs and practices? 	<ul style="list-style-type: none"> •Can they ask and respond to questions about what communities do? •Can they ask and respond to questions about why communities do different things? 	<ul style="list-style-type: none"> •Can they explore questions about belonging, meaning and truth? 	<ul style="list-style-type: none"> • How does a candle in a dark room make us feel? • What provides us with light? • Why did Jesus say he was 'The light of the world'? • What is Advent and why is it important to Christians? • Why do Christians use candles? • Who were Rama and Sita? Can you write your own version of the story? • Why is light used in the Hindu festival of Divali? • Design your own Rangoli pattern <p>• Extended Writing- Create a light poem.</p>
	<ul style="list-style-type: none"> •Can they retell and suggest meanings to some religious and moral stories? •Can they explore and discuss sacred writings and sources of wisdom? •Can they recognise the communities from which these stories come? 	<ul style="list-style-type: none"> •Can they observe and recount different ways of expressing identity and belonging? •Can they respond sensitively for themselves? 		
	<ul style="list-style-type: none"> •Can they recognise some different symbols and actions which express a community's way of life? Can they appreciate some similarities between communities? 	<ul style="list-style-type: none"> •Can they notice and respond sensitively to some similarities between different religions and worldviews? 		

Year 2 -What does it mean to be a Muslim?

Spring 1 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
•Pupils should be taught to name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	<ul style="list-style-type: none"> •Can they recall and name different beliefs and practices, including festivals, worship, rituals and ways of life? •Can they explain the meanings behind different beliefs and practices? 	<ul style="list-style-type: none"> •Can they ask and respond to questions about what communities do? •Can they identify what difference belonging to a community might make? 	<ul style="list-style-type: none"> •Can they explore questions about belonging? 	<ul style="list-style-type: none"> • Who is Muhammad and why is he so important to Muslims? • What is the Qu'ran and why is it special? • What are Muslim daily rituals? • What is Ramadan and Eid-Al-Fitr? • Have you ever given anything up? • Extended Writing- Write the daily routine of a day as a Muslim. (i.e. 9am – ____ 10am - ____)
	<ul style="list-style-type: none"> •Can they retell and suggest meanings to some religious and moral stories? •Can they explore and discuss sacred writings and sources of wisdom? •Can they recognise the communities from which these stories come? 	<ul style="list-style-type: none"> •Can they observe and recount different ways of expressing identity and belonging? 		
	<ul style="list-style-type: none"> •Can they recognise some different actions which express a community's way of life? •Can they appreciate some similarities between communities? 	<ul style="list-style-type: none"> •Can they notice and respond sensitively to some similarities between different religions and worldviews? 		

Year 2 –When do we cooperate?

Spring 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
•Pupils should be taught to find out about and respond with ideas to examples of co-operation between people who are different.	•Can they recall and name different beliefs, practices and ways of life?	•Can they ask and respond to questions about what communities do? •Can they ask and respond to questions about why communities do different things? •Can they identify what difference belonging to a community might make?		<ul style="list-style-type: none"> • Spider diagram of things we do that require co-operation • Find charities that are linked to religions • When do these charities work together? • Where in the world do charities work and why? • When do people of different religions come together and why? (festivals, carnivals etc.) • What happens when we do not cooperate? • Extended Writing – Write instructions for a team game or something that requires co-operation. • <u>or</u> • Non-chronological report about chosen charity
		•Can they respond sensitively for themselves?	•Can they find out about and respond with ideas to examples of co-operation between people who are different?	
	•Can they appreciate some similarities between communities?	•Can they notice and respond sensitively to some similarities between different religions and worldviews?	•Can they find out about questions of right and wrong? Can they begin to express their ideas and opinions in response?	

Year 2 –Do our actions speak louder than words?

Summer 1 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
•Pupils should be taught to ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	<ul style="list-style-type: none"> •Can they recall and name different beliefs and practices, including festivals, worship, rituals and ways of life? •Can they explain the meanings behind different beliefs and practices? 	<ul style="list-style-type: none"> •Can they ask and respond to questions about what communities do? •Can they identify what difference belonging to a community might make? 	<ul style="list-style-type: none"> •Can they explore questions about belonging? 	<ul style="list-style-type: none"> • Read and order the story of The Good Samaritan. • What are our values in school and how do we show them each day? How are we rewarded? (I got a badge because....) • What have you done that has shown kindness? • What does it mean to be a good person? Draw around a child on a large peice of paper and write inside values that make someone a good person/ Discuss the 'actions' that show you're a good person. • Extended Writing – Write about a time you needed help and someone came to help you • <u>or</u> • Write the story of 'The Good Samaritan'.
		<ul style="list-style-type: none"> •Can they observe and recount different ways of expressing identity and belonging? 		
	<ul style="list-style-type: none"> •Can they recognise some actions which express a community's way of life? •Can they appreciate some similarities between communities? 			

Year 2 –What have I learned about different religions?

Summer 2	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
•Pupils should be taught to and respond sensitively to some similarities between different religions and worldviews.	<ul style="list-style-type: none"> •Can they recall and name different beliefs and practices, including festivals, worship, rituals and ways of life? •Can they explain the meanings behind different beliefs and practices? 	<ul style="list-style-type: none"> •Can they ask and respond to questions about what communities do? •Can they identify what difference belonging to a community might make? 	<ul style="list-style-type: none"> •Can they explore questions about belonging? 	<ul style="list-style-type: none"> • Look at all previous Learning Challenge questions from Year 1 and 2. Discuss and teacher record any notes on what they can remember about them. • What can they rememebr about; Christianity, Islam and Judaism. They may need picture prompts or clues to sort as a class. • Sorting activity in books with religious words or pictures to sort into correct religion. • Notice similarities and differences between religions. • Extended Writing – Choose a religion and produce a fact file.
		<ul style="list-style-type: none"> •Can they observe and recount different ways of expressing identity and belonging? 		
	<ul style="list-style-type: none"> •Can they recognise some actions which express a community's way of life? •Can they appreciate some similarities between communities? 			



Year 3

Year 3

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Big Question</u>	What are the rules?	What do people believe about God?		That's not fair! Or is it?	What is so special about places?	
<u>WOW</u>	Play a game with the class but introduce obviously unfair rules and discuss how the children respond.	Visit by a representative of a religion (Hindu) or a religious leader to talk about their view of God.		Watch a famine relief appeal video.	Play a slideshow of amazing views of natural and human-made places and ask the children how they make them feel.	
<u>Book or suggested story</u>		•Jesus through art – Margaret Cooling			•Religious Buildings – Wayland	

Year 3 –What are the rules?

Autumn 1 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
•Pupils should be taught to consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.	•Can they describe different features of religions and worldviews?	•Can they explain, with reasons, their meanings and significance to individuals and communities?	•Can they discuss and represent their own views on challenging questions about meaning, purpose and truth? •Can they represent other's views on the same?	<ul style="list-style-type: none"> • Discuss the rules in our school, do you agree with them? • What are the 10 commandments? Which is the most important? • Retell the story of Moses • What are moral values? • Are there any other religious stories which tell us how to live and behave? • Extended Writing- Can you create your own set of rules for your own world or game.
	•Can they describe and understand links between aspects of the communities they are investigating?	•Do they understand the challenges of commitment to a community of faith or belief?	•Can they consider and apply ideas about ways in which diverse communities can live together for the well-being of all? Do they respond thoughtfully to ideas about community, values and respect?	
	•Can they explore and describe a range of beliefs and actions?	•Can they explore and show understanding of similarities and differences between different religions and worldviews?	•Can they discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair? •Can they express their own ideas clearly in response?	

Year 3 –What do people believe about God?

Autumn 2 and Spring 1 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
•Pupils should be taught to discuss and represent thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	<ul style="list-style-type: none"> •Can they describe different features of religions and worldviews? 	<ul style="list-style-type: none"> •Can they observe and understand varied examples of religions and worldviews? 	<ul style="list-style-type: none"> •Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth? Can they represent other's views on the same? •Can they apply their own ideas thoughtfully in different forms including (e.g.) reasoning, music, art and poetry? 	<ul style="list-style-type: none"> •Why is God written with a capital 'G'? •How is God, or are the gods, described in different religious books and texts? •How is God portrayed in Christian art? •What are the features of Islamic art and how do these reflect belief?
	<ul style="list-style-type: none"> •Can they explore and describe a range of beliefs, symbols and actions? •Do they understand different ways of expressing meaning? 	<ul style="list-style-type: none"> •Can they observe and consider different dimensions of religion? •Can they explore and show understanding of similarities and differences between different religions and worldviews? 		<ul style="list-style-type: none"> •What is the Humanist view? •What do I believe about God?
				•Extended Writing - Describe to a blind person your image of God.

Year 3 –That’s not fair! Or is it?

Spring 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<p>•Pupils should be taught to discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>		<p>•Can they observe and understand varied examples of religions and worldviews?</p>		<ul style="list-style-type: none"> • Discuss and/or record ways in which we help others as a person, school. Country etc. • How did Christian Aid, Islamic Relief and/or Oxfam begin and why? • What's the story behind Comic/Sports relief? • Do you have to be religious to support these charities? • Debate your choices for supporting a particular charity. • Extended Writing- Write a persuasive letter to a 'very rich person' to give to a chosen charity.
			<p>•Can they consider and apply ideas about ways in which diverse communities can live together for the well-being of all? Do they respond thoughtfully to ideas about community, values and respect?</p>	
	<p>•Can they explore and describe a range of actions?</p>	<p>•Can they explore and show understanding of similarities and differences between different religions and worldviews?</p>	<p>•Can they discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair?</p> <p>•Can they express their own ideas clearly in response?</p>	

Year 3 –What is so special about places?

Summer 1 and Summer 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> Pupils should be taught to observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. 	<ul style="list-style-type: none"> Can they describe different features of religions and worldviews? Can they make connections between different religions and world views? 	<ul style="list-style-type: none"> Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities? 	<ul style="list-style-type: none"> Can they describe different features of religions and worldviews? Can they make connections between different religions and world views? 	<ul style="list-style-type: none"> What places are special to us and why? What is special about Mount Hira to Muslims and The Mount of Olives to Jews and Christians? What are the main features of a mosque, a church, a mandir and/or a gurdwara? What places are near our school that have religious significance? What do places of worship have in common and what are the differences? Extended Writing – Describe a place that is special to you. (e.g. your home or bedroom or school) and why.
	<ul style="list-style-type: none"> Can they explore and describe a range of beliefs? 	<ul style="list-style-type: none"> Can they observe and consider different dimensions of religion? Can they explore and show understanding of similarities and differences between different religions and worldviews? 	<ul style="list-style-type: none"> Can they explore and describe a range of beliefs? 	



Year 4

Year 4

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Big Question</u>	What does worship mean?	How is Christmas celebrated in other countries?	What do we mean by commitment?	Why did Jesus tell stories?	What is pilgrimage?	What is Judaism?
<u>WOW</u>	Watch a film of worship that will not be familiar to the children	Light an advent candle and ask the children to reflect on what they know about Christmas and what it means to Christians.	Watch or listen to an interview with an Olympic medal winner explaining their training regime and years of practice.	Read or watch a film of a story with a message e.g. Aesop's fables.	Watch a video of pilgrims at Mecca or invite someone to talk to the children about their own experiences of pilgrimage.	Read from the story of Moses and discuss his actions.
<u>Book or suggested story</u>	<ul style="list-style-type: none"> •What you will see inside a synagogue – Hoffman and Wolfson •Religious Buildings – Anita Ganeri 	<ul style="list-style-type: none"> •Christmas around the world – Kelley and Oeltjenbrunsi •Christmas around the world – Mary Pringle 	<ul style="list-style-type: none"> •The Dalai Lama – Sheila Rivera •Who was Nelson Mandela? Belviso and Pollack 	<ul style="list-style-type: none"> •Stories Jesus told –Marga Stander 	<ul style="list-style-type: none"> •The Call to Hajj – Favourite Tales from the Quran 	<ul style="list-style-type: none"> •World of Faiths: Judaism – Angela Gluck Wood

Year 4 –What does worship mean?

Autumn 1 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> Pupils should be taught to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning 	<ul style="list-style-type: none"> Can they describe different features of religions and worldviews? Can they make connections between different religions and world views? Can they explain more about worship and the rituals which mark important points in life? Can they reflect on their ideas? 	<ul style="list-style-type: none"> Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities? 	<ul style="list-style-type: none"> Can they discuss and represent their own views on challenging questions about meaning and purpose? Can they represent other's views on the same? Can they apply their own ideas thoughtfully in different forms including reasoning? 	<ul style="list-style-type: none"> Research a small selection of religions and match them to places of worship. Choose one and ask children to research what happens there. Discussion as to why '<i>chosen religion</i>' worship in such ways. Who do we communicate with regularly and when do we thank others? Why do people pray and what is the meaning of their actions? What are the significant symbols in different religions represented in our community and what part do they play in worship ceremonies? What does worship mean to me? Extended Writing – Write a recount of a visit to a synagogue after watching video and research.
	<ul style="list-style-type: none"> Can they explore and describe a range of beliefs, symbols and actions? Do they understand different ways of life and ways of expressing meaning? 	<ul style="list-style-type: none"> Can they observe and consider different dimensions of religion? Can they explore and show understanding of similarities and differences between different religions and worldviews? 	<ul style="list-style-type: none"> Can they express their own ideas clearly in response? 	

Year 4 –How is Christmas celebrated in other countries?

Autumn 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> • Light an advent candle and ask the children to reflect on what they know about Christmas and what it means to Christians. 	<ul style="list-style-type: none"> •Can they describe different features of religions and worldviews? Can they explain more about celebrations and the rituals which mark important points in life? •Can they reflect on their ideas? 	<ul style="list-style-type: none"> •Can they observe and understand varied examples of religions and worldviews? •Can they explain, with reasons, their meanings and significance to individuals and communities? 		<ul style="list-style-type: none"> •Why do Christians celebrate Christmas and what do we associate with this festival? •Compare with one other country... •How is Christmas celebrated in Mexico and what happens nine days before Christmas?
	<ul style="list-style-type: none"> •Can they explore and describe a range of actions? •Do they understand different ways of life and ways of expressing meaning? 	<ul style="list-style-type: none"> •Can they observe and consider different dimensions of religion? •Can they explore and show understanding of similarities and differences between different religions and worldviews? 		<ul style="list-style-type: none"> •<u>or</u> •How is Christmas celebrated in Poland and why is a twelve course meal eaten? •<u>or</u> •How is Christmas celebrated in Norway?
				<ul style="list-style-type: none"> •Discuss ...What are the similarities and differences between Christmas celebrations and traditions around the world? •Extended Writing – Write a poem about Christmas in ‘chosen comparable country’.

Topic: What do we mean by 'commitment'?				
Spring 1 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
	<ul style="list-style-type: none">Can they describe different features of religions and worldviews?Can they make connections between different religions and world views?Can they reflect on their ideas?	<ul style="list-style-type: none">Can they observe and understand varied examples of religions and worldviews?Can they explain, with reasons, their meanings and significance to individuals and communities?	<ul style="list-style-type: none">Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth? Can they represent other's views on the same?Can they apply their own ideas thoughtfully in different forms including (e.g.) reasoning, music, art and poetry?	
		<ul style="list-style-type: none">Do they understand the challenges of commitment to a community of faith or belief?Can they suggest why belonging to a community may be valuable in the diverse communities being studied?Can they suggest why belonging to a community may be valuable in their own lives?	<ul style="list-style-type: none">Can they consider and apply ideas about ways in which diverse communities can live together for the well-being of all? Do they respond thoughtfully to ideas about community, values and respect?	
	<ul style="list-style-type: none">Can they explore and describe a range of beliefs and actions?Do they understand different ways of life and ways of expressing meaning?	<ul style="list-style-type: none">Can they explore and show understanding of similarities and differences between different religions and worldviews?	<ul style="list-style-type: none">Can they discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair?Can they express their own ideas clearly in	
<ul style="list-style-type: none">Pupils should be taught to understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	<ul style="list-style-type: none">What clubs and groups do we belong to and who leads them?Why is it not always easy to stay committed to something?Why were people so upset when Nelson Mandela died?Who is the Dali Lama and why is he so important to Buddhists?Who is the Pope and why is he so important to CatholicsWhat am I committed to?			
	<ul style="list-style-type: none">Extended Writing – Write a biography for Nelson Mandela <u>or</u> Dali Lama <u>or</u> the Pope.			

Year 4 – Why did Jesus tell stories?

Spring 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> Pupils should be taught to describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. 		<ul style="list-style-type: none"> Can they observe and understand examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities? 	<ul style="list-style-type: none"> Can they discuss and represent their own views on challenging questions about meaning, and purpose? Can they represent other's views on the same? 	<ul style="list-style-type: none"> What can be learnt by stories? Can we make a timeline of the life of Jesus? What can we learn from The Lost Coin; The House built on rock and the house built on sand; The Mustard Seed; The Widow's Mite or The Sower? How do Christians use these stories to help them live their lives? What have I learned from these stories? How can we re-enact one of the stories Jesus told? Extended Writing – Rewrite a story that Jesus told with a paragraph on the meaning behind it.
	<ul style="list-style-type: none"> Can they describe and understand links between stories they are investigating? Can they respond thoughtfully to a range of sources of wisdom and teachings? 			
	<ul style="list-style-type: none"> Can they explore and describe a range of beliefs, symbols and actions? Do they understand different ways of life and ways of expressing meaning? 		<ul style="list-style-type: none"> Can they discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair? Can they express their own ideas clearly in response? 	

Year 4 –What is Pilgrimage?

Summer 1 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> Pupils should be taught to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance 	<ul style="list-style-type: none"> Can they describe different features of religions and worldviews? Can they make connections between different religions and world views? Can they explain more about pilgrimages which mark important points in life? Can they reflect on their ideas? 	<ul style="list-style-type: none"> Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities? 	<ul style="list-style-type: none"> Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth? Can they represent other's views on the same? 	<ul style="list-style-type: none"> Which places are special to us and why? When do we go on journeys and why? Why is Lourdes special to many Christians? What is Hajj and what does it mean to Muslims? Which places are special to <i>another religion represented in the community?</i>
		<ul style="list-style-type: none"> Do they understand the challenges of commitment to a community of faith or belief? Can they suggest why belonging to a community may be valuable in their own lives? 		<ul style="list-style-type: none"> Extended Writing - Can we write a diary about a journey of pilgrimage?
	<ul style="list-style-type: none"> Can they explore and describe a range of beliefs and actions? Do they understand different ways of life and ways of expressing meaning? 	<ul style="list-style-type: none"> Can they observe and consider different dimensions of religion? Can they explore and show understanding of similarities and differences between different religions and worldviews? 		

Year 4 –What is Judaism?

Summer 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> Pupils should be taught to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. 	<ul style="list-style-type: none"> Can they describe different features of religions and worldviews? Can they make connections between different religions and world views? Can they explain more about celebrations, worship, pilgrimages and the rituals which mark important points in life? Can they reflect on their ideas? 	<ul style="list-style-type: none"> Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities? 	<ul style="list-style-type: none"> Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth? Can they represent other's views on the same? 	<ul style="list-style-type: none"> What is the Torah? Who were Abraham, Moses and David? What is the Jewish 'covenant with God'? What is the 'Magen David'? What happens in a synagogue? Why is Shabbat so important? What is Bar Mitzvah and Bat Mitzvah? What beliefs do Jews and Christians have in common?
	<ul style="list-style-type: none"> Can they describe and understand links between stories and other aspects of the communities they are investigating? Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities? 	<ul style="list-style-type: none"> Do they understand the challenges of commitment to a community of faith or belief? 	<ul style="list-style-type: none"> Do they respond thoughtfully to ideas about community, values and respect? 	
	<ul style="list-style-type: none"> Can they explore and describe a range of beliefs, symbols and actions? Do they understand different ways of life 	<ul style="list-style-type: none"> Can they observe and consider different dimensions of religion? Can they explore and show understanding of similarities and differences between 		

•Extended Writing – Write a non-chronological report about Judaism.



Year 5

Year 5

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Big Question</u>	How did it all start?	What can we learn from religious texts?	What are the Five Pillars of Islam?	Am I always right?	What do we believe in <i>Middleborough</i>?	
<u>WOW</u>	Watch a montage of life on Earth or views of the Earth from space.	Demonstrate using an instruction manual to make or improve something	Show a film clip or pictures of Hajj and discuss its significance	Watch the (child appropriate) headlines from the news and discuss reasons behind the issues.	Survey the class to find out which religions are represented	
<u>Book or suggested story</u>	• Picturing Creation – RE today			•The Number on my Grandfather's Arm	•Any local guidebooks	

Year 5 – How did it all start?

Autumn 1 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> Pupils should be taught to discuss and represent thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. 	<ul style="list-style-type: none"> Can they describe different features of religions and worldviews? Can they make connections between different religions and world views? Can they reflect on their ideas? 	<ul style="list-style-type: none"> Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities? 	<ul style="list-style-type: none"> Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth? Can they represent other's views on the same? 	<ul style="list-style-type: none"> Can we re-tell the creation as described in the Bible? Is there a conflict between the Bible story and scientific evidence for evolution? How does <i>another religion represented in our community</i> believe the world and life began? Can we find other creation stories from around the world and re-tell them? What aspects do religions and cultures have in common? How do I believe the world began?
	<ul style="list-style-type: none"> Can they describe and understand links between stories and other aspects of the communities they are investigating? Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities? 			
	<ul style="list-style-type: none"> Can they explore and describe a range of beliefs? Do they understand different ways of expressing meaning? 	<ul style="list-style-type: none"> Can they observe and consider different dimensions of religion? Can they explore and show understanding of similarities and differences between different religions and worldviews? 	<ul style="list-style-type: none"> Can they express their own ideas clearly in response? 	<ul style="list-style-type: none"> Extended Writing – Write a poem capturing the Bible story of creation

Year 5 – What can we learn from religious texts?

Autumn 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
• Pupils should be taught to describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	<ul style="list-style-type: none"> •Can they describe different features of religions and worldviews? •Can they make connections between different religions and world views? •Can they reflect on their ideas? 		<ul style="list-style-type: none"> •Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth? 	<ul style="list-style-type: none"> •What have we learned from books and texts that has helped us lead our lives? •What is the Shema and why is it a source of wisdom? •In The Quran, what does the Shurah teach? •What does 1 Corinthians 13 tell us about love? •What have I learned from religious texts? •Extended Writing – Create a ‘Special book’ and write the Christmas story from another point of view to go into the book (i.e. the inn-keeper, the shepherd or a wise man).
	<ul style="list-style-type: none"> •Can they describe and understand links between stories and other aspects of the communities they are investigating? •Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities? 			
	<ul style="list-style-type: none"> •Can they explore and describe a range of beliefs and actions? •Do they understand different ways of expressing meaning? 	<ul style="list-style-type: none"> •Can they observe and consider different dimensions of religion? •Can they explore and show understanding of similarities and differences between different religions and worldviews? 		

Year 5 –What are the Five Pillars of Islam?

Spring 1 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> Pupils should be taught to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance 	<ul style="list-style-type: none"> Can they describe different features of religions and worldviews? Can they make connections between different religions and world views? Can they explain more about celebrations, worship, pilgrimages and the rituals which mark important points in life? Can they reflect on their ideas? 	<ul style="list-style-type: none"> Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities? 	<ul style="list-style-type: none"> Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth? Can they represent other's views on the same? 	<ul style="list-style-type: none"> What do we know about the Qu'ran and the Sunnah? Can we re-tell the stories of Muhammad? What rules do I follow in my life and why do I follow them? What are Shahada, Salat, Zakah, Sawm and Hajj? Where is Makkah and why is it so important to Muslims? How do Muslims follow the Five Pillars of Islam? Extended Writing – Write a on-chronological report on the Five Pillars of Islam.
	<ul style="list-style-type: none"> Can they describe and understand links between stories and other aspects of the communities they are investigating? Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities? 	<ul style="list-style-type: none"> Do they understand the challenges of commitment to a community of faith or belief? 		
	<ul style="list-style-type: none"> Can they explore and describe a range of beliefs, symbols and actions? Do they understand different ways of life and ways of expressing meaning? 	<ul style="list-style-type: none"> Can they observe and consider different dimensions of religion? 	<ul style="list-style-type: none"> Can they discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair? Can they express their own ideas clearly in response? 	

Year 5 – Am I always right?

Spring 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> Pupils should be taught to discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. 	<ul style="list-style-type: none"> Can they describe different features of religions and worldviews? 	<ul style="list-style-type: none"> Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities? 	<ul style="list-style-type: none"> Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth? Can they represent other's views on the same? Can they apply their own ideas thoughtfully in different forms including (e.g.) reasoning, music, art and poetry? 	<ul style="list-style-type: none"> Are our school rules fair? Could I live by the main rules of <i>two religions represented in the local community</i>? What are the Five Precepts in Buddhism? Why is their conflict? What is Holocaust Memorial Day? Who has made a moral choice in a text from a <i>religion represented in the local community</i>? What would I stand up for and why? Talk about a time when you were wrong.
	<ul style="list-style-type: none"> Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities? 	<ul style="list-style-type: none"> Do they understand the challenges of commitment to a community of faith or belief? 	<ul style="list-style-type: none"> Do they respond thoughtfully to ideas about community, values and respect? 	
		<ul style="list-style-type: none"> Can they observe and consider different dimensions of religion? Can they explore and show understanding of similarities and differences between different religions and worldviews? 	<ul style="list-style-type: none"> Can they discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair? Can they express their own ideas clearly in response? 	

Extended Writing – Write a balanced argument titled; 'School rules or no school rules?'

Summer 1 and Summer 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> Pupils should be taught to consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect. 	<ul style="list-style-type: none"> Can they make connections between different religions and world views? 			<ul style="list-style-type: none"> What places of worship are down the road? – map work Which faiths are represented within 5km of our school and which are not? - Data reading What do agnosticism and atheism mean? What does the census tell us for our area? – analyze data What is the national picture? What can we learn from others? <p>•Extended Writing – Write a non-chronological report to outline their findings about religions in Middleborough.</p>
		<ul style="list-style-type: none"> Can they suggest why belonging to a community may be valuable in the diverse communities being studied? 	<ul style="list-style-type: none"> Can they consider and apply ideas about ways in which diverse communities can live together for the well-being of all? Do they respond thoughtfully to ideas about community, values and respect? 	
			<ul style="list-style-type: none"> Can they discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair? Can they express their own ideas clearly in response? 	



Year 6

Year 6

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Big Question</u>	Why is Diwali celebrated by both Hindus and Sikhs?	What is prayer and meditation?	How can religious meaning be expressed through art?		How do different religions celebrate marriage?	What do people believe happens after someone dies?
<u>WOW</u>	Arrange a visit by a Hindu or a Sikh to talk about their beliefs and the importance of Diwali.	Introduce a basic meditation session to the class and ask them to respond about how they felt.	Visit a local place of worship to see and record (if appropriate) symbols and artwork.		Watch a film of marriage ceremonies from different religions.	Use literature to read examples of how different authors describe what happens after death.
<u>Book or suggested story</u>	• Festival of Lights – Maida Silverman	• Dont just do something, just sit there – Mary Stone	•Jesus through Art – Margaret Cooling			

Year 6 –Why is Diwali celebrated by both Hindus and Sikhs?

Autumn 1 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> Pupils should be taught to understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. 	<ul style="list-style-type: none"> Can they describe different features of religions and worldviews? Can they make connections between different religions and world views? Can they reflect on their ideas? 	<ul style="list-style-type: none"> Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities? 	<ul style="list-style-type: none"> Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth? Can they represent other's views on the same? 	<ul style="list-style-type: none"> What celebrations do the children in our class take part in each year? What do we remember about Diwali from Key Stage 1? What are the origins of Hinduism and Sikhism? Why and how is Diwali celebrated by both religions? Can I re-tell a story linked to Diwali? Why is it important for communities to come together for celebrations? Extended Writing – Write a poem describing the lights at a Diwali festival
	<ul style="list-style-type: none"> Can they describe and understand links between stories and other aspects of the communities they are investigating? 	<ul style="list-style-type: none"> Do they understand the challenges of commitment to a community of faith or belief? Can they suggest why belonging to a community may be valuable in the diverse communities being studied? Can they suggest why belonging to a community may be valuable in their own lives? 	<ul style="list-style-type: none"> Can they consider and apply ideas about ways in which diverse communities can live together for the well-being of all? Do they respond thoughtfully to ideas about community, values and respect? 	
	<ul style="list-style-type: none"> Can they explore and describe a range of beliefs, symbols and actions? Do they understand different ways of life and ways of expressing meaning? 	<ul style="list-style-type: none"> Can they observe and consider different dimensions of religion? Can they explore and show understanding of similarities and differences between different religions and worldviews? 		

Year 6 – What is prayer and meditation?

Autumn 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> Pupils should be taught to observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. 	<ul style="list-style-type: none"> Can they describe different features of religions and worldviews? Can they make connections between different religions and world views? Can they reflect on their ideas? 	<ul style="list-style-type: none"> Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities? 	<ul style="list-style-type: none"> Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth? Can they represent other's views on the same? 	<ul style="list-style-type: none"> Why do Buddhists meditate? What are the prayer rituals in Christianity, Islam and Judaism? Which prayers are associated with certain occasions for <i>two different religions</i>?
		<ul style="list-style-type: none"> Do they understand the challenges of commitment to a community of faith or belief? Can they suggest why belonging to a community may be valuable in the diverse communities being studied? Can they suggest why belonging to a community may be valuable in their own lives? 		<ul style="list-style-type: none"> Can I recognise some key prayers from major religions, and their significance? Can I write a prayer or poem linked to my life and beliefs? What does prayer or meditation mean to me?
	<ul style="list-style-type: none"> Can they explore and describe a range of beliefs, symbols and actions? Do they understand different ways of expressing meaning? 	<ul style="list-style-type: none"> Can they observe and consider different dimensions of religion? Can they explore and show understanding of similarities and differences between different religions and worldviews? 		<ul style="list-style-type: none"> Extended Writing – Write a prayer asking for the things you would like to happen in our world.

Year 6 –How can religious meaning be expressed through art?

Spring 1 and Spring 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<ul style="list-style-type: none"> Pupils should be taught to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning 	<ul style="list-style-type: none"> Can they describe different features of religions and worldviews? Can they make connections between different religions and world views? Can they reflect on their ideas? 	<ul style="list-style-type: none"> Can they observe and understand varied examples of religions and worldviews? Can they explain, with reasons, their meanings and significance to individuals and communities? 	<ul style="list-style-type: none"> Can they apply their own ideas thoughtfully in different forms including art? 	<ul style="list-style-type: none"> Which art work do I like and why? What are the key features of Islamic art? What stories can be found in a church's stained glass windows? What are some of the 64 traditional Hindu arts? How is religion expressed through art in our community? How can I create a piece of art that is significant to me and my beliefs? <p>•Extended Writing – Description of a piece of religious art</p> <p><u>or</u></p> <p>•Biography of a religious artist.</p> <p>Summer 2 – create a piece of religious art work.</p>
	<ul style="list-style-type: none"> Can they explore and describe a range of beliefs, symbols and actions? Do they understand different ways of life and ways of expressing meaning? 	<ul style="list-style-type: none"> Can they observe and consider different dimensions of religion? Can they explore and show understanding of similarities and differences between different religions and worldviews? 		

Year 6 – How do different religions celebrate marriage?

Summer 1 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
• Pupils should be taught to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance	<ul style="list-style-type: none"> •Can they describe different features of religions and worldviews? •Can they make connections between different religions and world views? •Can they explain more about celebrations and rituals which mark important points in life? •Can they reflect on their ideas? 	<ul style="list-style-type: none"> •Can they observe and understand varied examples of religions and worldviews? •Can they explain, with reasons, their meanings and significance to individuals and communities? 	<ul style="list-style-type: none"> •Can they discuss and represent their own views on challenging questions about belonging and , meaning? •Can they represent other's views on the same? 	<ul style="list-style-type: none"> •What do I celebrate? •Who is special to me and why? •How do Christians celebrate marriage? •How do Muslims celebrate marriage? •How do Hindus celebrate marriage? •How do Humanists celebrate marriage? •What do I believe about marriage?
		<ul style="list-style-type: none"> •Do they understand the challenges of commitment to a community of faith or belief? 	<ul style="list-style-type: none"> •Do they respond thoughtfully to ideas about community, values and respect? 	•Extended Writing - Write a diary entry of a bride/groom on their wedding day.
	<ul style="list-style-type: none"> •Can they explore and describe a range of beliefs, symbols and actions? •Do they understand different ways of life and ways of expressing meaning? 	<ul style="list-style-type: none"> •Can they observe and consider different dimensions of religion? •Can they explore and show understanding of similarities and differences between different religions and worldviews? 	<ul style="list-style-type: none"> •Can they discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong? Can they express their own ideas clearly in response? 	

Summer 2 Objective	Skills			Activities
	Know About and Understand	Express and Communicate	Gain and Deploy Skills	
<p>• Pupils should be taught to observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<ul style="list-style-type: none"> •Can they describe different features of religions and worldviews? •Can they make connections between different religions and world views? •Can they explain more about celebrations and rituals which mark important points in life? •Can they reflect on their ideas? 	<ul style="list-style-type: none"> •Can they observe and understand varied examples of religions and worldviews? •Can they explain, with reasons, their meanings and significance to individuals and communities? 	<ul style="list-style-type: none"> •Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth? Can they represent other's views on the same? •Can they apply their own ideas thoughtfully in different forms including art? 	<ul style="list-style-type: none"> •What do two religions represented in the community believe happens after someone dies? •How do different religions celebrate the end of a person's life? •What do different religions have in common? •What do Humanists and Buddhists believe about death? •How would I want to be remembered? <p>•Extended Writing – a description of what you believe happens after death.</p> <p><u>Or</u></p> <p>•Non-chronological report on the different views on life after death.</p>
	<ul style="list-style-type: none"> •Can they explore and describe a range of beliefs? •Do they understand different ways of expressing meaning? 	<ul style="list-style-type: none"> •Can they observe and consider different dimensions of religion? •Can they explore and show understanding of similarities and differences between different religions and worldviews? 	<ul style="list-style-type: none"> •Can they express their own ideas clearly in response? 	
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